

# District Video Services

Incorporating Video in the Classroom

The LeCroy Center Technology Team



# Today's agenda

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1. Introductions
2. All about PLANNING videos
3. All about DEVELOPING videos
4. All about DELIVERING videos
5. All about FEEDBACK videos
6. Conclude with Q&A's



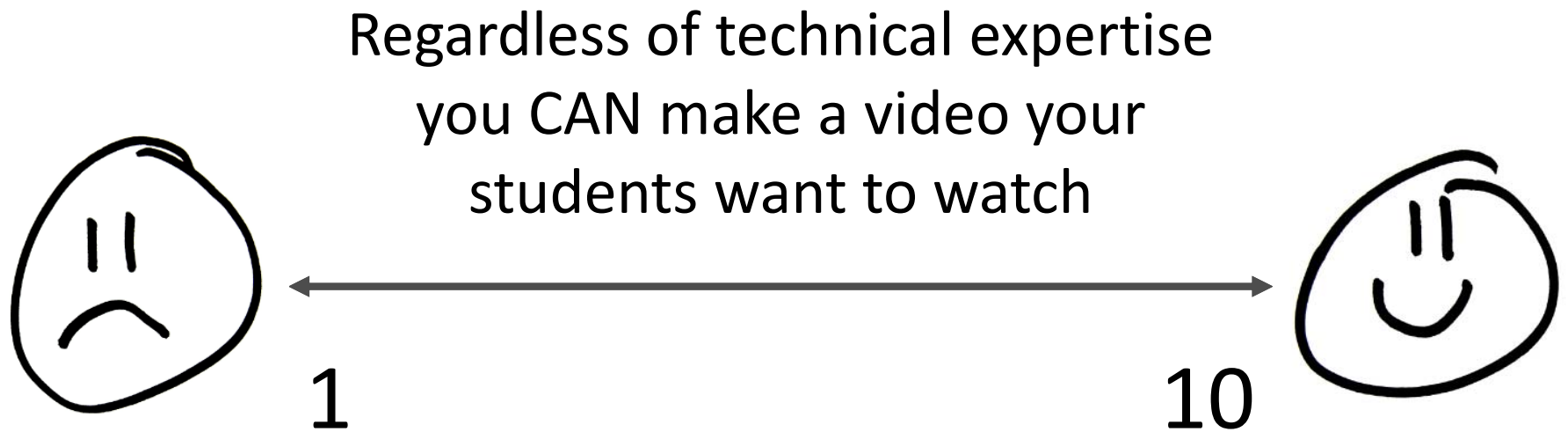
# The Learning Technology Team

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- Located at the LeCroy Center
- Promote excellence in online learning and teaching through...
  - Workshops
  - Online Events
  - Working with faculty
- Infuse Quality Matters design principles into the design of online courses
- Promote “communities of practice” where online instructors can come together and share experiences and best practices



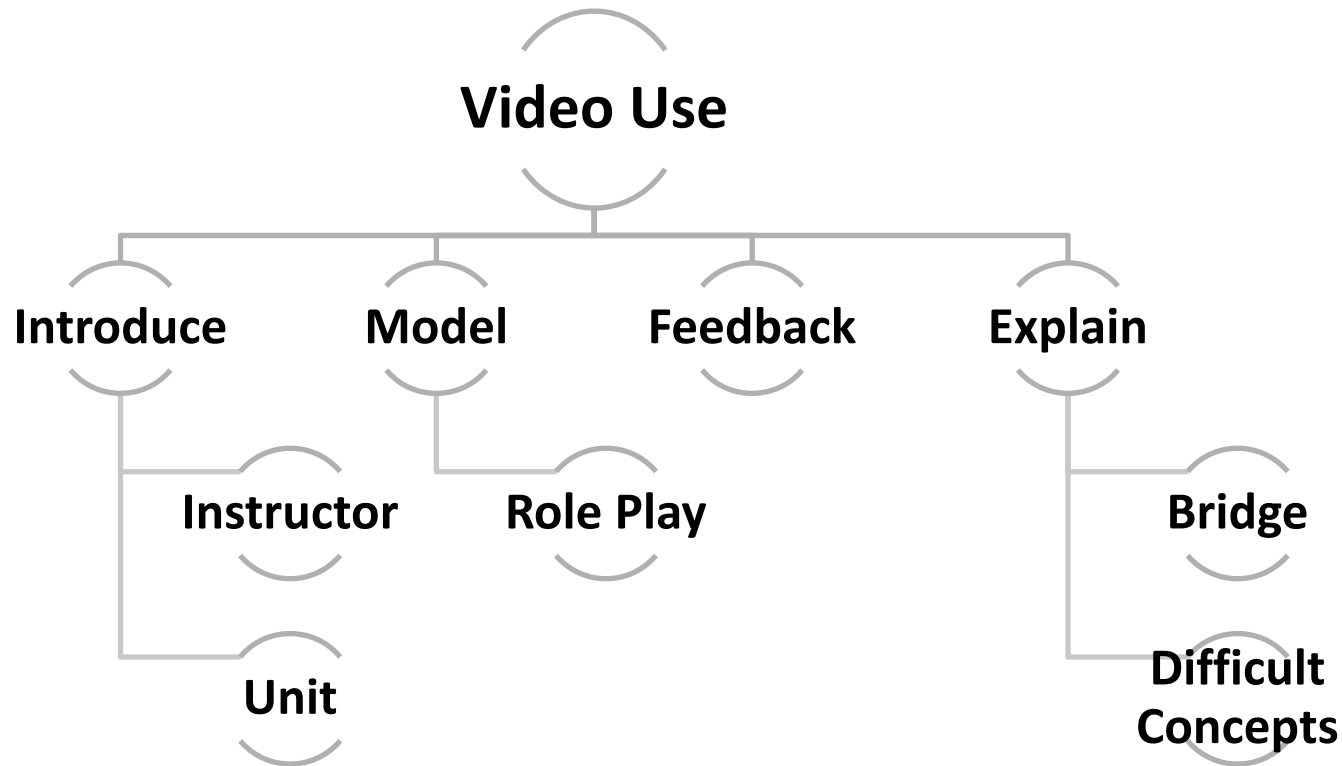
# What's Your ~~Sleep~~ Technical Comfort Number?



The Learning Technology Team at LeCroy is here to help

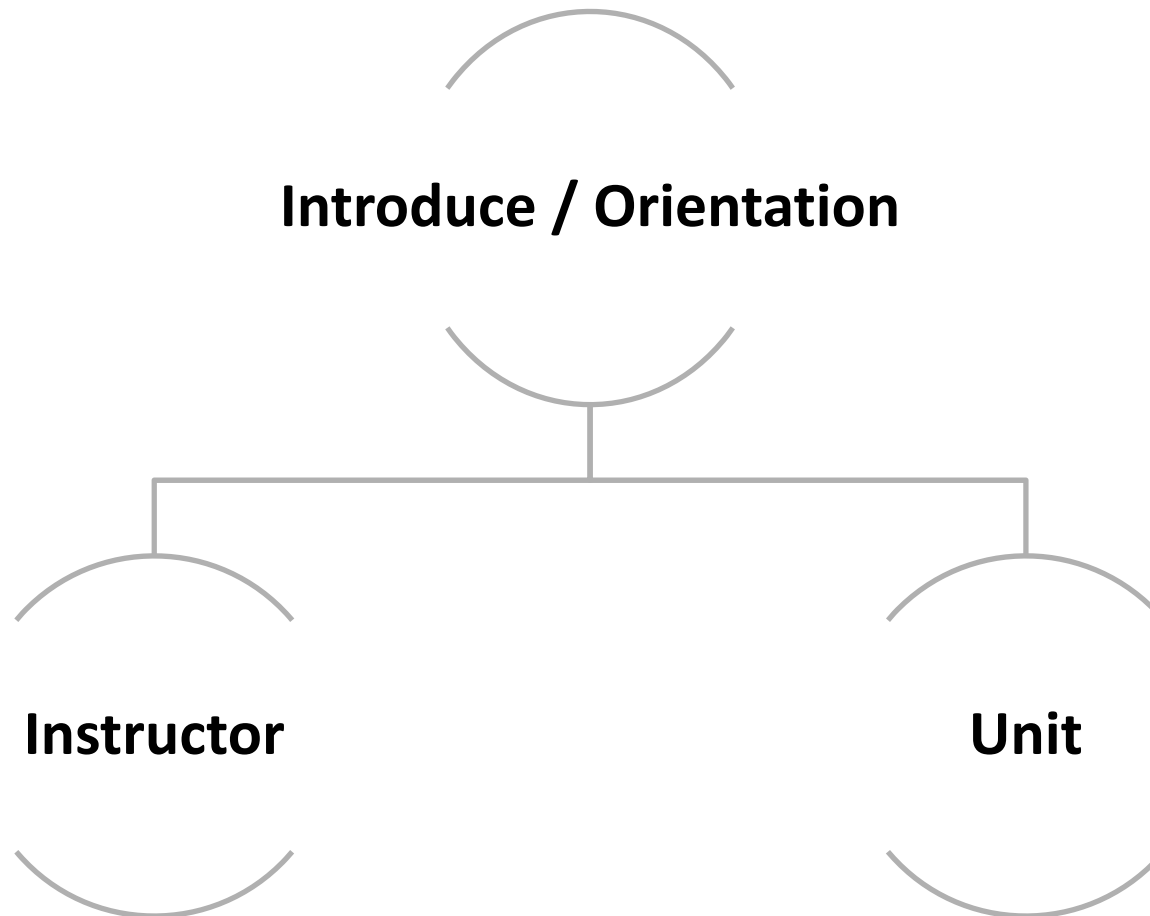
# The Purpose of your video

Videos help in building relationships, trust, and teacher presence.



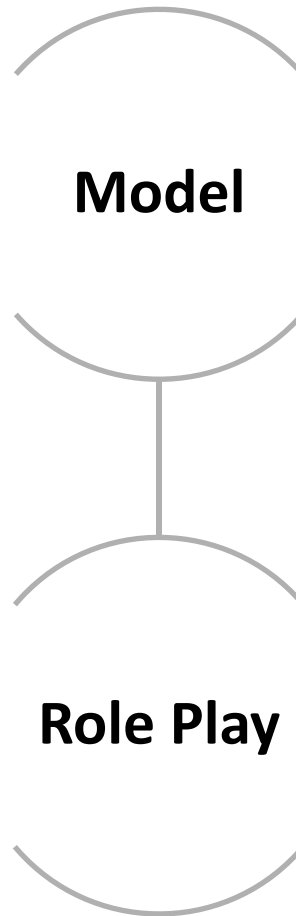
# Video Introduction

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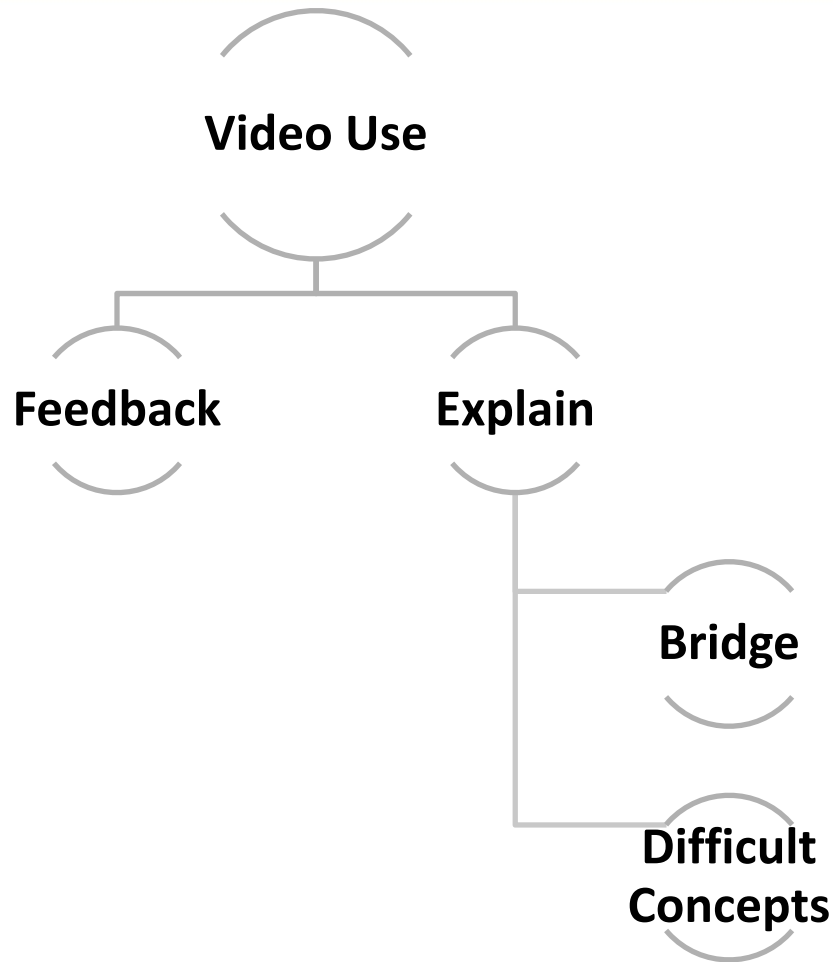


# Instructor Video Modeling

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# Video Explanations





# Educational Video Length

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- What is the ideal length of a video?
- Findings from an edX MOOC Study

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**We suggest 2-3 min**



**LeCroy Center**

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

ADVANCING EDUCATION THROUGH  
TECHNOLOGY, INNOVATION AND COLLABORATION



# Introducing Cassidy

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Cassidy has been teaching for 10 years and has limited experience with video, however, wants to create a video for her course. Her course starts next week.

What will she do?

Cassidy contacts the LeCroy Center Learning Technology Team to learn what she can do with video for her students.

# Learning Technology Team Approach

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- Planning
- Developing
- Delivery
- Feedback



# Planning with Cassidy

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- We, as a team, help Cassidy make a plan
  - What **equipment** does she have?
  - What **type of video** does she feel like she can produce?
  - What's the **purpose** of her video?
  - What is the **timeline** for her video?



# Video Equipment

HARDWARE	PROS	CONS
<b>STATIONARY:</b> <ul style="list-style-type: none"> <li>Laptop w/ camera</li> <li>Desktop w/ camera</li> </ul>	<ul style="list-style-type: none"> <li>Compatibility</li> <li>Convenience</li> </ul>	<ul style="list-style-type: none"> <li>Location</li> <li>Audio Quality</li> </ul>
<b>MOBILE:</b> <ul style="list-style-type: none"> <li>Smartphone w/ camera</li> <li>Camcorder</li> </ul>	<ul style="list-style-type: none"> <li>Unlimited Location</li> <li>Convenience</li> </ul>	<ul style="list-style-type: none"> <li>Compatibility</li> <li>Audio Quality</li> </ul>
<b>PROFESSIONAL:</b> <ul style="list-style-type: none"> <li>Studio C</li> <li>Production Crew</li> </ul>	<ul style="list-style-type: none"> <li>A/V Quality</li> <li>On Location</li> <li>Professional editing services</li> </ul>	<ul style="list-style-type: none"> <li>Convenience</li> <li>Body behind a desk (Studio C)</li> </ul>



# Cassidy's Choice:

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She had to choose the TYPE and PURPOSE of her video while also considering her COMFORT LEVEL to use the EQUIPMENT for each type of video.

- You to camera (Introduce, Model, Feedback)
- You to PowerPoint (Model, Explain, Feedback)
- Screen Capture (Model, Explain)
- Lesson on location (Introduce, Explain)

We recommended Cassidy start with a simple introduction video to introduce herself to the students in her course.



# Finalize the Plan

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Cassidy's plans are set when:

- She considers her comfort level when working on various equipment
- She determines the type of video she will make
- She determines the purpose of her video





# Cassidy, from Planning to Developing

- ✓ Decided to use Studio C at LeCroy to record a simple introduction video
- ✓ Used one of our script templates
- ✓ Submitted a formal request to use Studio C



## FORMS

- Contact Us
- Production Request
- Studio C Request

<https://ms.dcccd.edu/production-request>



# Cassidy Starts to Develop her Video

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*Video development starts with a script*

- Scripts
  - Capture thoughts in development
  - Provides a text to read from the teleprompter in Studio C at LeCroy
  - Fulfills ADA requirements for universal design

# Video and ADA

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- Closed Caption (CC) Videos
- CC and Transcripts benefit all students
- Stream It and YouTube have auto captioning tools but may require some editing
- Transcripts can be in either Word or PDF



# Cassidy's Visit to LeCroy

Cassidy came to Studio C at the LeCroy center to record her introduction video.



# Complete Recording

After 45 minutes and 3 takes Cassidy was satisfied and ready for the professionals in Media Services to render her video into Stream It.



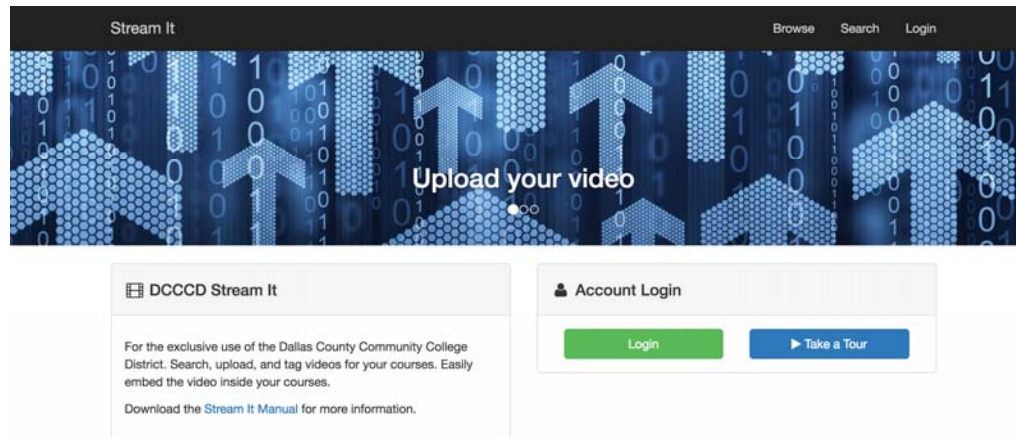
# Cassidy, from Development to Delivery

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Once she complete the recording Cassidy wanted to know, “How do I get video to my students? Do I put it on YouTube?”

We replied, “Stream It and NO, Cassidy, don’t use YouTube!”

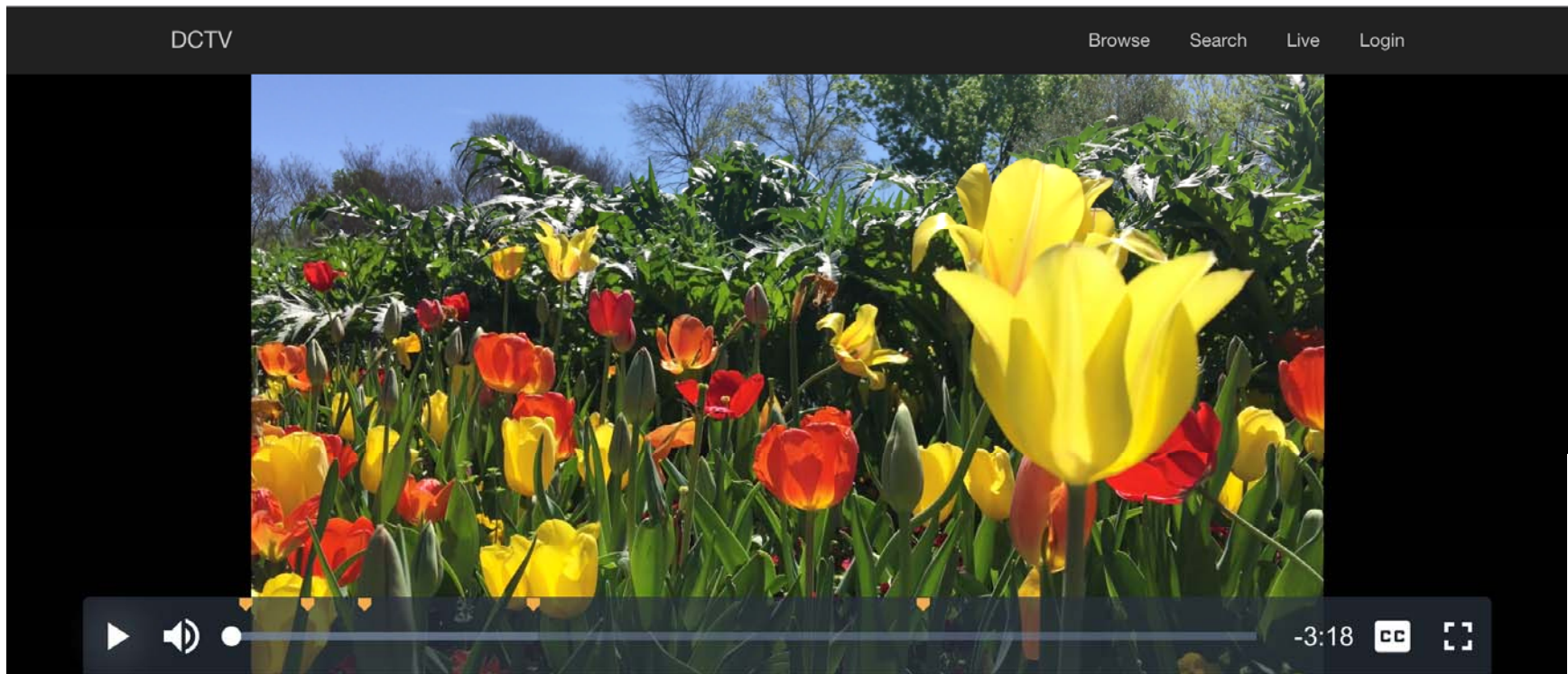
# Store it on STREAM IT



- Video repository for all DCCCD videos
- Ad-free
- Hundreds of videos
- Share with others in the DCCCD
- Incorporate assessments
- <https://media.dcccd.edu/index.php>



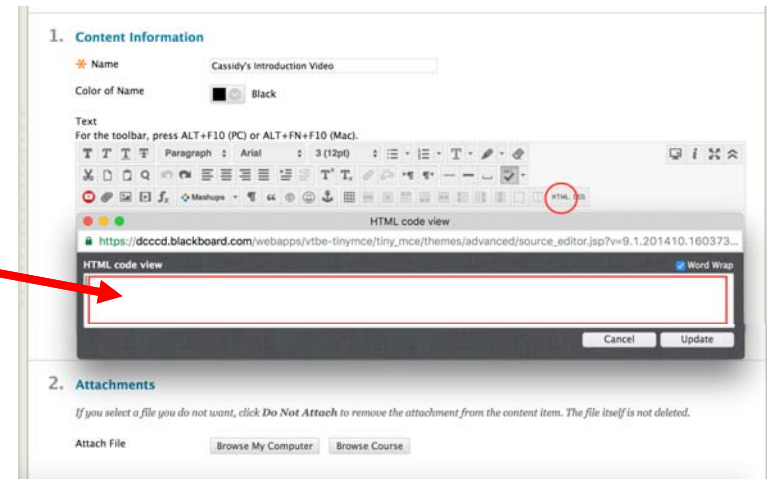
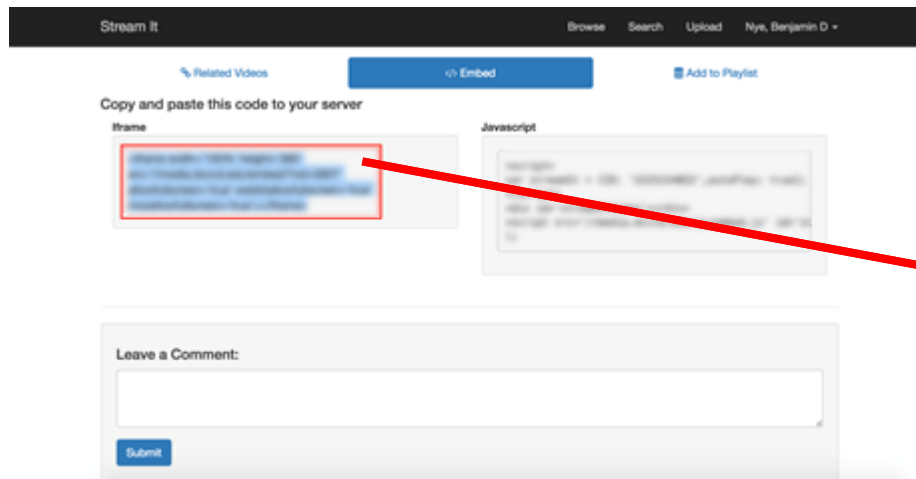
# Embedded Self-assessment





# Embed it in eCampus

- Put you videos on eCampus for all to watch
- Simply copy the video information from Stream It into eCampus.



# Cassidy's Follow-Up with LeCroy

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We followed up with Cassidy to ask, “What did your students think of the video?”

Cassidy needed some feedback from her students to know the answer to our question, so we helped her find and use tools for feedback.

# Feedback

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- Viewer analytics are available on...
  - Stream It
  - Blackboard
- Discussion Boards are useful to create dialogues about the efficacy of videos

# Video Production Overview

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- Planning
  - TYPE of video, PURPOSE of video, EQUIPMENT to produce video, and decision-making
- Developing
  - Scripting, universal design, educational strategies, and video edits
- Delivery
  - Stream It & eCampus
- Feedback
  - Analytics & Discussions



# How can LeCroy help

- Media Services
  - Studio Space
  - Teaching Teams
- Just make a formal request (<https://ms.dcccd.edu/production-request>)

The screenshot shows the DCCCD Media Services website. The header includes the logo and name 'DCCCD Media Services' and navigation links for 'HOME', 'INFO', 'NEWS', and 'DCTV'. A sidebar menu titled 'FORMS' is highlighted with a red box, containing links for 'Contact Us', 'Production Request', and 'Studio C Request'. The main content area is titled 'Production Request' and contains three paragraphs of text regarding submission requirements and policies.

**DCCCD Media Services**  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

HOME INFO NEWS DCTV

**FORMS**

- ▶ Contact Us
- ▶ Production Request
- ▶ Studio C Request

### Production Request

Requests for live multi-camera production of special events (Event Videos) should be submitted at least 30 days prior to the event.

Requests for Video programs requiring a script and editing time should be submitted at least 90 days prior to expected date of use. Production time can vary dramatically and is entirely dependent on the complexity of the project and availability of key personnel. A first-draft script or detailed outline with major content points must be provided to Media Services.

Media Services' goal is to accept all video production requests from DCCCD locations. However, given limited time, personnel, and resources, that is not always possible. Most Event Video requests (1-day or 2-day campus events with speakers) will be accepted if there are no schedule conflicts.

# How can LeCroy help (continued)

- Starlink
  - Training Tutorials on a variety of topics
  - Professional Development credit



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# The Learning Technology Team

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We can help you answer a series of questions:

- How do I go about making a video?
- How can videos help my students succeed?
- How can I integrate video into my assessments?
- How do I ensure my videos are accessible?



# Find out more...

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Contact the Learning Technology Team

[ltt@dcccd.edu](mailto:ltt@dcccd.edu)



# References

- Dicker, L.A., Lane, H.B., Allsopp, D.H., O'Brien, C., Wright Butler, T., Kyger, M., Lovin, L., & Fenty, N.S. (2009). Evaluating video models of evidence-based instructional practices to enhance teacher learning. *Teacher Education and Special Education*, 180-196.
- Guo, P.J., Kim, J., & Rubin, R. (2014). How video production affects student engagement: An empirical study of MOOC videos. *Proceedings of Learning @Scale 2014, March 4-5 in Atlanta. Association for Computer Machinery*, (pp. 41-50). ACM 978-1-4503-2669-8/14/03. [dx.doi.org/10.1145/2556325.2566239](https://doi.org/10.1145/2556325.2566239).
- Miller, S.T., & Redman, K. (2010). The use and evaluation of video supplements in the teaching of introductory psychology. *Journal of Instructional Psychology*, 22 (2), 103.