

Use of Asynchronous Video to Engage Students and Create Instructor Presence

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What is Asynchronous Video?

- Pre-recorded video
- Intended to be viewed after it is originally created
- The opposite of synchronous (live) video
- However, video originally experienced synchronously could later be used asynchronously (e.g., video recordings of live sessions)



Benefits of Asynchronous Communication



- Time and place flexibility
- Opportunity for reflection
- Editable
- Scannable
- Searchable
- Reviewable

Benefits of Video Communication

- Adds **communication richness**
- Better way to explain visual concepts
- Engaging
- Builds **community**
- Adds **variety**
- Addresses additional **learning styles**
- Increases **satisfaction**
- Improves **student presentation skills**
- Adds **accountability**
- Connects with today's students



Goal: Best, Not Worst, of Both Worlds

DO:

- Infuse asynchronous communication with some of the richness and humanity of a live in-person presentation.



DON'T:

- Create a more boring version of a live in-person presentation.
- Create a less convenient text passage.



Applications of Asynchronous Video



- Instructor welcome video
- Introductions (instructor and students)
- Weekly “fireside chat” / video organizer
- Provide rich feedback on assignments
- Demonstrate concepts that are difficult to describe in text
- Flipped classroom concepts
- Prep students for hands-on experiences
- Alternative / complement to text-based discussion board
- Student presentations and projects



Asynchronous Video Styles

Narrated slide presentation (snoozefest)

Management processes

- ▶ Strategic planning
- ▶ Capital budgeting
- ▶ Project management
- ▶ Hiring and promotion
- ▶ Training and development
- ▶ Internal communications
- ▶ Knowledge management
- ▶ Periodic business reviews
- ▶ Employee assessment and compensations

Presenter-only lecture (talking head)



What
Release

Me Off About Wikileaks Vault 7



Stefan Molyneux ✓

 580,537


114,611 views

 Add to  Share  More

 7,593  135

Slide presentation with talking head

Powered by Panopto Week 3 Update CR-505-OL01-16SUMBA: CR-505-OL01-16SUMBA Organization Management Help Eric Hagan Sign out



Mid-Term Exam (due Sunday midnight)

Search this recording

Contents		
UPDATE		0:02
Notes	Wow! This is a lot of work!	0:08
Bookmarks	Survey says ...	1:06
	Grades for 1st two weeks are in My Grades	4:46
	Mid-Term Exam (due Sunday midnight)	5:28
	Discussions	7:47
	ApprenNet videos	9:10
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	Keep up the good work!	13:14

5:32 -8:14 1x Speed Quality Hide

Grades for 1st two weeks are in My Grades 4:46

Mid-Term Exam (due Sunday midnight) 5:28

Discussions

In-the-field video



Opportunities for Asynchronous Interactivity

- Text posts
- Audio posts
- Video posts



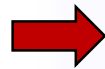
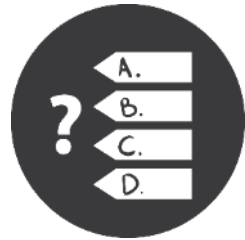
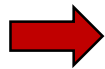
... use asynchronous video to **flip the classroom**, both in traditional day settings and in hybrid courses!

Best Practices

- Chunking material
- Checks for understanding ([Panopto](#), [YouTube/playposit](#))

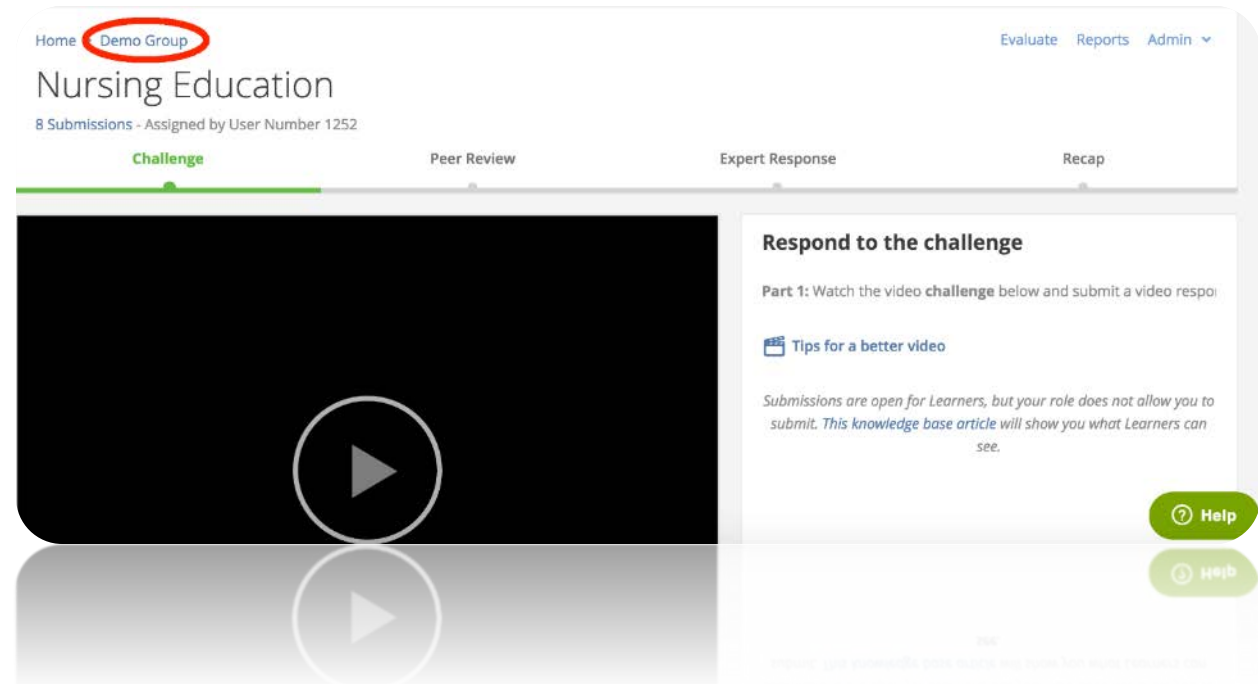
- Lighting

- Audio



Creating Rigorous Video Assignments

- Attribution/references/copyright
- Rubrics
 - Content
 - Delivery/presentation
- Scaffolding
- Peer review
- Modeling/expectations (show students **examples** of what you are going for)



Student-created Video

- Address multiple **learning styles** and harness **creativity**
- Engaging way to encourage creative **individual projects** and **group collaborations**
- Complement to text-based discussions
- More **engaging** peer review



Student-created Video (Cont.)

- Students are used to being video creators
- The best way to learn something is to teach someone else
- Encourages accountability/quality (don't want to look bad in front of peers, *hopefully*)



Instructional Tools of the Trade



Challenges

- How much video is too much video?
- Is it an effective use of video?
- Tech barriers (cost, bandwidth, etc.)



Pertinent Research

- Borup, J., West, R. E., & Graham, C. R. (2012). Improving online social presence through asynchronous video. *The Internet and Higher Education*, 15(3), 195-203.
- Clark, C., Strudler, N., & Grove, K. (2015). Comparing asynchronous and synchronous video versus text based discussions in an online teacher education course. *Online Learning*, 19(3).
- Draus, P. J., Curran, M. J., & Trempus, M. S. (2014). The Influence of instructor-generated video content on student satisfaction with and engagement in asynchronous online classes. *Journal of Online Learning and Teaching*, 10(2), 240.
- Thomas, R. A., West, R. E., & Borup, J. (2017). An analysis of instructor social presence in online text and asynchronous video feedback comments. *The Internet And Higher Education*, 3361-73.

More on handout or at <http://tinyurl.com/dsudeit-asynchtips>

What's Your Take?





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