

Creating Videos to Support At-Risk Students' Learning

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Title III Grant Award

- November 2008, APSU was awarded a \$2 million Title III Grant, Strengthening Institutions, from the Federal Department of Education
- Main focus of the grant is to increase success, retention, and graduation rates of at-risk students
- One initiative supported by the grant is the Promoting Academic Student Success (PASS) program

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Purpose of the PASS Program

- To provide students the academic and personal support needed for college success
- To complete an assessment of their study skills and life skills
- To identify strengths and weaknesses of program participants
- To provide customized support in areas of weakness

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At-Risk Students Served by PASS

- Required for students placed on probation during their freshmen and sophomore year
- Required for students successfully appealing an academic suspension
- Recommended for students returning from academic suspension after sitting out a semester
- Students referred to the program by faculty or advisors

Kay Haralson, Austin Peay State University





PASS Instruction

- Each PASS class is assigned:
 - **PASS Instructor**
 - Minimum of a master's degree and experience working with at-risk students
 - **PASS Ambassador**
 - Upper classman with a 3.0 GPA or higher, and demonstrated leadership skills





PASS Class Curriculum

- PASS 0900 is a 12 week, non-credit, pass/fail course
- Topics addressed in the course include:
 - Study Skills
 - Concentration and Memory
 - Information Processing
 - Test Taking
 - Stress Management
 - Academic Resources
 - Time Management
 - Attitude and Motivation
 - Learning Styles
 - Communicating with Instructors
 - Guest Speakers





PASS Class Components

- Learning and Study Strategies Inventory (LASSI)
 - Activity 1
 - Activity 2
- Discussion
 - Short video
 - Discussion Board post
- Quiz
 - Five questions





Pros and Cons of Videos

- YouTube - **Pro**
- Advertisements - **Con**
- Branding of other institutions, organizations, or products - **Con**
- Inconsistent quality - **Con**
- Incomplete content - **Con**
- Inconsistent length - **Con**





Past PASS Videos

- [Information Processing](#) 2:23
- [Time Management](#) 1:16:21 **Way too long!**
- [Memory and Concentration](#) 5:04
- [Test Strategies](#) 3:32
- [Study Skills](#) **Includes no video, just text on a webpage.**
- [Attitude and Motivation Video](#) 2:59





Video Production

- Preparing the Calendar
- Selecting our software
- Six Step Process:
 1. Script
 2. Storyboard
 3. Assets
 4. Recording
 5. Primary Production
 6. Editing and Feedback





Script

- Script was written for two voices
 - Maintains user engagement
 - Provides logical division between materials
- Tailored for our students
- Focused on the content of the PASS class





Script Example

Ability, Motivation, and Attitude!

[Male 1 voice] Ability!

[Male 2 voice] Motivation!

[Female 1 voice] Attitude!

[Narrator 1 voice] In order to be a successful student, you must have all three. Lou Holtz, former American football player and coach, once said that, "ABILITY is what you're capable of doing, MOTIVATION determines what you do, and ATTITUDE determines how well you do it." Your PASS Instructors and Ambassadors couldn't agree more with this statement. Let's look at each one of these traits and how they apply to you.



Storyboard

- Take the contents of the script and make snapshots of what should be on the screen
- Past projects always used a storyboarding process
 - This process guided the production and cut back significantly on the time required in primary production
- This project only had storyboards for the first of the six videos, resulting in a significant increase in time and creative effort required in primary production
- We absolutely recommend using a storyboarding process whenever possible





Storyboard Example



Time Management and
Avoiding Procrastination

Promoting Academic Student Success



Professors recommend...

1 hr in class
+ 2 hrs out of class
3 hrs total



Professors recommend...

15 hrs x 3 hrs = 45 hrs



Professors recommend...

45 hours a week!



Go to Class! Study in the Library! Have jobs!



Get good grades!

Work on group projects!



Assets

- Because our videos contain no video recordings, audio and photographic media assets are required
- Made use of creative commons or public domain photographs
- Contacted our Public Relations department, who were able to grant us access to a huge bank of photographs that helped greatly with making the videos specific to APSU





Recording

- After scripting, voice actors were lined up and recorded
- Two primary voices were used for each video, with the occasional third voice for small sections
- Each actor was recorded twice, at minimum, and the voices were then combined into a master audio track using the best takes
- Audio editing was done using Adobe Audition CC





Primary Production

- After the master track is prepared, primary production can begin.
- This is the usually the most time-consuming part of the entire process
- We animate visual elements, like text and photographs, to present the material in an effective way
- Production takes place in Adobe After Effects CC, with Adobe Premiere Pro CC and Adobe Media Encoder CC used for the final rendering of the videos





Production Example

The screenshot displays a 3D software interface, likely Blender, used for video production. The main viewport shows a scene with a black background and white text. The text reads "Highlighting Rules" in a large serif font, followed by "Highlight no more than 3 words in a row." and "No more than 1/3 of the page should be highlighted." The second sentence is highlighted with a yellow highlighter brush. A small logo of a man in a top hat is visible in the bottom right corner of the scene.

The interface includes a file browser on the left, a timeline at the bottom, and various toolbars on the right. The timeline shows a sequence of layers with durations and a playhead at 5:05:52:04. The layer list includes:

- 16 [page1.psd]
- 17 Develop... for you.
- 18 No more...lighted.
- 19 Highlig... in a row.
- 20 Highlighting Rules
- 21 [wiggline.png]
- 22 Key Allies Box

The right sidebar shows the character settings for the text, including font (Times New Roman), size (24 px), and alignment options.



Editing and Feedback

- Staff review
- Edits
- Focus Group and Edits
- All gathered information is compiled and used to refine and fine-tune the videos to best suit the needs of students





Video Implementation

- Videos were published to YouTube as “unlisted”
 - This makes the videos available to only those with the link
- YouTube provides a reliable platform
 - High uptime, redundancy, and variable quality
 - Closed Captioning/ADA Compliance







Desire2Learn (LMS) Integration

- YouTube provides “embed” links that allow the video to be viewed inside D2L, full screen, or in the normal YouTube format within the browser
- Embedded videos are combined with questions crafted to address the topics covered by the video, and provide further opportunity for the student to think about the topics





Discussion Example

Topic	Threads	Posts	Last Post
Attitude/Motivation/Ability ▾ Includes assessment. Watch the video below and post to the discussion board the following: <ol style="list-style-type: none">1. Of the six critical abilities discussed in the video, which one do you think is your greatest strength and why?2. Of the five motivation tools discussed in the video which one do you use the most to help motivate yourself and how do you use it?3. How do you think your attitude will enhance your college success?4. To receive full credit for this discussion board be sure you answer the three questions above, reply to at least one student's post and read at least five posts. 	14	44	 September 8 at 11:13 PM



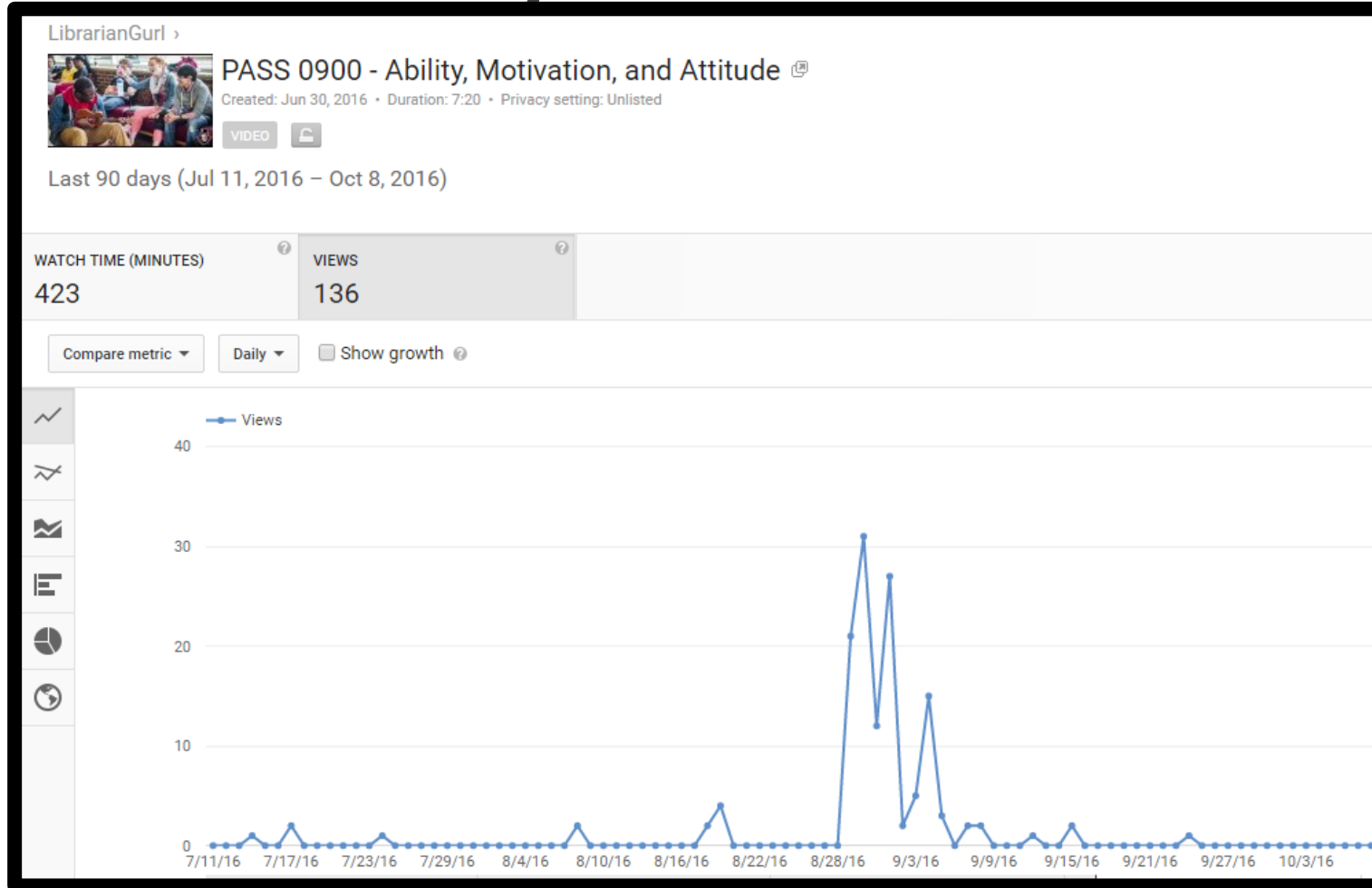
New PASS Videos

- [Ability, Motivation, and Attitude](#) 7:19
- [Study Skills](#) 8:52
- [Test Taking Strategies](#) 8:29
- [Time Management and Procrastination](#) 7:53
- [Concentration and Memory](#) 8:36
- [Information Processing](#) 7:26





YouTube Analytics





D2L Discussion Questions for Videos

Discussion 2: Test Taking Strategies ▾



☆ [Subscribe](#)


∨ [Hide Description](#)

After watching the video below please answer the following questions in your discussion post.


1. List at least three types of information you can learn from the course syllabus and course schedule that relates to testing?
2. What are three types of questions asked on tests that are considered "objective" questions? Which of these to you feel are the easiest for you to complete and why?
3. What are key words you should look for when reading an essay question? What components should your response to an essay question contain?
4. To receive full credit for this discussion board be sure you answer the three questions above, reply to at least one student's post and read at least five posts.



Student Responses



Attitude/Motivation/Ability: Enter my lazy world. ▾

Created by  on Aug 30, 2016 11:49 AM ☆ [Subscribe](#)

I'm definitely more of an analytical thinker, where as not so much when it comes to action itself. I would say that this is my strongest point, I know what needs to be done and how to do it usually. I just have issues when it comes to motivation to do something about it.

Accepting responsibility is definitely something I have to do in my life. If I do not get a good grade who else is there to blame? I'm not sure how much this effects me though, as I seem to not really care until near the end or deadline, and no matter how self aware I am of this I have a hard time changing it. With such a blatant disregard for my own education and future, I have high hopes that this class will help me to break this chain of self destruction.

My attitude is that of confidence I know I can do the work that I am given and I do not really worry too much about the material because I know that I have a good understanding of the information. With this outlook I think that if I could simply motivate myself to act on the plan that I have set, I will graduate with great grades.



Discussion Statistics in D2L

First Name ▲, Last Name	Number of Posts					Post Rating	
	Threads	Replies	Read (including own)	Unapproved	Scored	Up	Down
Alaa Alkhatib	1	1	11	0	0		
Amr Alkhatib	1	1	14	0	0		
Christina F. Alkhatib	1	0	1	0	0		
Dr. Amr Alkhatib	0	0	0	0	0		
Amr Alkhatib	0	0	0	0	0		
Amr Alkhatib	0	0	0	0	0		
Amr Alkhatib	0	10	32	0	0		
Amr Alkhatib	1	1	10	0	0		
Amr Alkhatib	1	1	15	0	0		
Amr Alkhatib	0	0	0	0	0		
Amr Alkhatib	1	1	4	0	0		
Amr Alkhatib	1	1	16	0	0		
Amr Alkhatib	1	2	7	0	0		
Amr Alkhatib	0	0	0	0	0		
Amr Alkhatib	1	1	15	0	0		
Sagor Alkhatib	1	1	10	0	0		
Amr Alkhatib	1	1	10	0	0		



Future Projects

- **First-Year Experience Course**
 - Library Information Literacy Tutorial Redesign
- **College of Education**
 - APA Video Project
 - Student Learning Outcomes
 - High Impact Practice – Graduate Student
 - Future Publication





Thank you!

Questions?





Works Cited

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