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Adapting to COVID-19: Multimedia (Audio/Video/H5P) Help

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Opening

Brenna Clarke Gray:

Really the purpose of today's session is to offer an opportunity to ask questions about when and how to use some of the multimedia tools that are out there. The range can be kind of overwhelming at times. So in terms of actual tools, we're only going to focus on demonstrating a little bit of H5P today, just so that everybody knows what it's capable of, what it does. It's embedded in most learning management systems, so you might have seen it but not played with it, or you might have played with it a little bit, but not really thought about its applications. So we'll go into depth a little bit about H5P, and then we'll talk more generally about best practices or opportunities for use for audio and video tools.

Brenna Clarke Gray:

So my name's Brenna Clarke Gray, and I'm coordinator of educational technologies at TRU. And I'm joined by two guest experts today. We have Parm Gill and Florence Daddey. Parm and Florence, would you like to introduce yourselves to our guests before we get rolling?

Florence Daddey:

Hello. Hello everyone. Greetings from sunny Coquitlam. My name is Florence Daddey. I'm a faculty member. I work at the school of commerce, business administration, and I'm pleased to be with you here. I'm a business instructor. I'm looking forward to learning and sharing with you this afternoon. Thank you.

Brenna Clarke Gray:

Thank you. And Parm?

Parm Gill:

Good afternoon. My name is Parm Gill, and I'm a learning designer from the faculty of education at the University of British Columbia. And I have the honor of connecting virtually with you from the traditional [inaudible 00:01:46] ends, including the [inaudible 00:01:48] Squamish and the Musqueam nations. And I'm looking forward to this session.

Territorial Acknowledgement

Brenna Clarke Gray:

Thanks so much Parm. And Parm, that wonderfully segues into our territorial acknowledgement. We gratefully acknowledge and honor the territory and lands on which we are gathered, and I'm joining you today from Tk'emlups te Secwepemc in Secwepemcúlecw. And of course, many of you are joining us from other areas, of you'd like to share in the chat which territory you're Zooming into us from today, we'd love to know.

Why Choose Multimedia?

Brenna Clarke Gray:

Okay. So really this is designed to be sort of a studio Q&A focus session, and we do have some questions that will shape some of the discussion today. But I've also just prepared a few little slides to, just an overview of some of the practices you want to keep in mind, especially if you're new to the idea of fully online teaching and how multimedia tools can support that work.

Brenna Clarke Gray:

So we encourage you to choose multimedia to offer just opportunities to engage students by shifting modalities. Which sounds really fancy, but the way I think about it when I'm teaching is that I like to think of my course in 10-minute chunks in terms of the work that students are doing. And just like I wouldn't stand up in class and lecture for an entire three hours and think people were going to listen to me for the whole time, because they don't, I want to move... so in a class, I would be able to move students into breakout groups or discussion circles. I could use a short video to illustrate a point. You can do all that online too. And that's really where multimedia shines, is as a tool for engagement.

Brenna Clarke Gray:

We talked way back at the beginning of this series, when Ian and I talked about care and establishing community, we talked about how both video and audio can be ways to establish your presence in the classroom. So we talked about using a video blog perhaps at the beginning of term to introduce yourself to students, or using regular video blogs throughout the term to make your presence known and to remind students that you're there to talk about things that aren't just coursework. Wow, it's knowing a lot in cam loops, you might say several times over the semester. I'm new to cam loops.

Brenna Clarke Gray:

Or audio as a mode of feedback. That's one of the things Ian and I talked about, is how you can use video and audio tools built into some of the learning management systems to change up how you deliver feedback, particularly to humanize or personalize that feedback for students.

Brenna Clarke Gray:

Today we're going to talk about H5P as well, and H5P is great for offering formative feedback to students. H5P exercises, if you're not familiar, are little interactive tools that you can build into your coursework, that students can do. They can try it and retry it and retry it, and it gives them the chance to practice key skills and receive feedback. One of the things that's kind of nice in an H5P is that it's really built to include feedback like, "Hey, you got this wrong, but maybe you should re-read page five in the textbook and give it another try," that kind of thing. And they're designed for use and reuse.

Brenna Clarke Gray:

I also think that multimedia can help you reframe your own thinking about your content too. And what I mean by that is, many of us get sort of comfortable with a particular way of delivering material, whether it's a particular lecture that you like to give in class, or a particular way of approaching your content. And as we move into this online space, we have the opportunity to rethink some of that and to ask ourselves, would this do better as a short video, for example? Would this do better as a podcast? How

can you reinterpret your material so that you're offering students an experience that complements a range of preferences, and also a range of access needs and modalities?

Brenna Clarke Gray:

So we'll talk about all of that today. And many of the questions you folks have sent in ahead of time will kind of tap into some of that stuff.

When to Choose Multimedia?

Brenna Clarke Gray:

So when to choose multimedia. We talked about some of these off the top. Weekly video blogs to connect with students, or podcasting instead of delivering very long video lectures. So we know there's all kinds of access issues for lengthy video, whether it's the fact that students may not be able to sit in front of the computer and stream a lecture for an extended period of time, or if it's just the fact that their Internet isn't robust enough to manage either a large download or a lengthy streaming session.

Brenna Clarke Gray:

Podcasts can be a really nice way to deliver information. So podcasts are audio only, so the files are much, much smaller. Students can stream them within most learning management systems, but they can also download them and take them with them when they walk the dog or drive to work. And it gives them a bit more flexibility over how they take in the lecture content. I came to podcasting when I first started fully online teaching, and I used to do podcasts for my literature lectures. So where I would talk through the themes of a book instead of doing it in class face to face and walking through examples, I would record that as a podcast and upload it for students to either stream or download.

Brenna Clarke Gray:

And I found out that I had long haul truckers in my class who would download the podcasts and listen to them while they drove. And so for them, a review process became listening and then relistening to key points of the lectures. You never know really where your content is going to find students when you're delivering online. But I like that, because it was a really neat experience of finding out how to access those students in a different way.

Brenna Clarke Gray:

Audio and video feedback, we've already talked about. Built into most of our learning management systems, easy to do with tools across the province, like Kaltura. Especially if you are not one who loves the lengthy essay feedback. I found when I moved into fully online teaching that I wasn't prepared for how much longer it took me to type my feedback than it had taken me to write on essays. I was really adept and quick at editing and writing out responses. But typing was a lot slower for me.

Brenna Clarke Gray:

And so for some students, and I often offered this as a choice for students who preferred it, to just record a few minutes responding to an essay, tended to feel a lot more personal and also broke up my workflow, which was nice.

Brenna Clarke Gray:

It's a great idea to think about how you can use video, rather than just speaking to a lengthy PowerPoint for a long period of time and hoping that students engage with it, how can you use video to maybe just underscore key points? So a video can be a great way, in five or six minutes, to explain a few central concepts or posting a few videos to explain central concepts in the course, that students may also learn about perhaps through readings or maybe group exercises. You will find a lot more take-up from students with shorter videos where it's easier for them to connect and focus. It's also easier for you to think through access components like captioning videos if your videos are in the five to six to 10 minute range, rather than if you're trying to caption an entire three-hour lecture, for example.

Brenna Clarke Gray:

And then as I've already alluded to, multimedia can offer formative feedback or opportunities for practice. And that's really the strength of H5P, is that you can take the time to generate some exercises that you'll be able to use term after term, because they're meant to be formative, not evaluative or summative. And it gives students the chance to practice key concepts. And I'm going to show you some examples of those in just a second.

Things to Keep in Mind

Brenna Clarke Gray:

So a few things to keep in mind. It's a good idea to survey students at the beginning of term to find out about their access needs. We know from the data that BC campus has collected, that various student unions across the province have collected, that where and how students are accessing content varies wildly. So this is about things like five people in a family sharing a single device, trying to get all their coursework done or all of their working day done. Students who can't access the family computer to do their schoolwork until after their parents have finished their working day.

Brenna Clarke Gray:

But it's also about Internet access. We definitely know that students are sitting in Tim Horton's parking lots or in Starbucks parking lots, using the WiFi to upload and download assignments. Knowing about that ahead of time will allow you to plan for it. So early in the semester, check in with students and see if your expectations about how they're going to be accessing your material really match with the reality.

Brenna Clarke Gray:

And Jessie Stommel and Sarah Goldrich Robb had a keynote talk a few weeks back, and one of the points that they kept coming back to was that we need to teach the students we have, not the students we wish we had. So you may have certain expectations that students are going to be logging in at a specific set period of time for a specific amount of time and devoting a specific number of hours to your course. And that might be true in the ideal world, but if we can find out whether that's the reality for students, we can plan accordingly.

Brenna Clarke Gray:

And in a second, when I switch over to some resources, I'm going to share with you a survey from a faculty member at NYU that you might consider adapting as a first-day survey for your own classes.

Brenna Clarke Gray:

It's worth keeping in mind that maximum attention to video, it actually caps out at around five or six minutes. And that's a not a, "Kids these days and their attention span" thing. That's like a cognitive processing thing. And you've probably experienced it. Hands up if you've got Zoom fatigue right now. I have it right now and I'm running a Zoom session, right?

Brenna Clarke Gray:

So we need to think about how to best use that period of attention. So rather than hoping students will retain ideal focus for a long lecture, what if we use video judiciously to capture in five or six-minute chunks the key components that we want them to really take home? You'll likely have better take-up of that video, a better overall use, understanding. I think that's the word I was looking for.

Brenna Clarke Gray:

Saw a really great tweet circulating on Twitter today, which is, your video isn't ready until it's been captioned. So here in BC, for those institutions that are on the BC net installation of Kaltura, many of us have access to the Reach plugin which allows us to machine caption our video. It's not perfect, but it's a place you can start. And it's actually, I was talking to one of our science instructors here at TRU not that long ago, and she was surprised and delighted at how much scientific jargon and key language it actually picked up. She was expecting to have to do a ton of editing, and it was surprisingly accurate, which is great to hear. It still has some blind spots, I would say, or it still has some areas where it misses things. I was noticing that Kaltura, bless its heart, doesn't actually know the word Kaltura. It's like some kind of AI self-awareness problem. But it changes Kaltura to culture every time it hears it. I caption a lot of videos about Kaltura in my role, as you can imagine.

Brenna Clarke Gray:

Likewise, offering audio transcription, that same tool can be used to transcribe audio in the form of podcasts. And these things really boost accessibility for all students. We might think of transcription of something that is the concern of accessibility services, that a student has documented disability, and they get the caption that they need through those services. And that's totally true. But increasing research in how people actually use video, particularly among Generation Z, is folks like captions for all kinds of reasons. If you're learning a new subject, it helps with spelling right off the bat, because you see the word spelled all the time. If you're acquiring English as a second or a non-primary language, it's helpful to be able to read text on the screen so that you're having it reinforced in multiple ways. Obviously not all cognitive processing disorders get diagnosed and get proper accommodation through the system, so captioning can help with that as well.

Brenna Clarke Gray:

And then I think back to myself as a new mom. Watching content almost always with captions on, so I didn't wake the baby almost constantly. So I'm thinking about students who are doing their coursework late at night, in households where they need to be quiet, and maybe captioning, providing a really great resource for those students as well.

Brenna Clarke Gray:

So check out what's offered by your institution. If you don't have access to Kaltura's machine captioning, you can also use YouTube's captioning function, run your video through YouTube and download its

captions, and then you'll have a transcript that you can edit as well. So there are resources out there to help make your video and audio content more accessible.

Brenna Clarke Gray:

And then the final thing to remember is that when we teach online, the joy of it is that we are curators of the open web. We don't have to create everything. There is all sorts of material out there for us. And we can pull it into our classes, to show students the community of learning that we're part of. And to that end, I want to show you a really neat resource for those of you who are curious about H5P. And that is the eCampusOntario project, which is an H5P catalog. And I've lost the chat window, because I meant to share this with you in the chat. I will share it after. That's fine.

H5P Overview

Brenna Clarke Gray:

This is a catalog of H5P content. If you are trying to follow along, it's just H5PStudio.eCampusOntario.ca. And you can organize the catalog by subject. So they're arranged as everything from business management and the arts all the way to technology and engineering, which has a ton of H5P resources for the trades. And I think I just found the chat. Ooh, I did it. Yay. There it is. Oops. That's not what I wanted. See? Y'all, it's a good thing I'm not an educational technologist, or this kind of thing would be embarrassing. There it is. Okay.

Brenna Clarke Gray:

So if you're curious about H5P, it might be helpful to show you some examples of what it does. So this is from the H5P org website, and it's their examples and downloads page, which I will also post to the chat. There it is. So H5P is an open tool, but it does have sort of the free version and the paid version. So make sure if you're exploring with H5P, you go to H5P.org to look at the free version, and not H5P.com, which is a paid option.

Brenna Clarke Gray:

Odds are good that you already have H5P as a resource built into either your learning management system or into WordPress installation at your institution, or even Pressbooks. It's available for all of those platforms. But going to H5P.org lets you explore some of the tools that are available and even play around with build-in content with a free account if you want to sign up for one, not FIPA compliant, not hosted in Canada.

Brenna Clarke Gray:

There are a bunch of really neat and sometimes I find almost just so impressive, occasionally overwhelming uses of H5P. So this one was built by a consortium of institutions including George Brown College, Ryerson University. It was a group of, I think social work and school of nursing schools. I'll post this particular one in the chat because it's really need for those of you who do any kind of work with students have to do home visits, potentially, or you're preparing students for home visits.

Brenna Clarke Gray:

So this is an H5P interaction that walks students through the process of going to meet a client for the first time. So from the very beginning of, how do you introduce yourself to the client at the door. As you

work through this particular interaction, it becomes clear that there's a domestic violence situation that the person has not disclosed. And so finding out the information that you need and connecting that person to future resources is sort of the goal of the game, quote on quote game.

Brenna Clarke Gray:

So this is a really high end H5P scenario that's been built by a team, but it's also really cool, and worth looking at if you're in a helping profession. But H5P can be really simple as well. And it can involve things like just a little multiple choice quiz that students can do over and over again, or flash cards for vocabulary, even dialogue cards, which lets you record. So say you teach a language class, lets you record the word in Spanish, and then students flip the card over to see it in English, for example.

Brenna Clarke Gray:

One of the ones I really like is just really straightforward quiz question set, which allows you to put together multiple types of questions within a quiz, and have students do it. But what's nice is that it's not for marks. They can take it as many times as they want. Depending on, so in this case, these are blueberries, I think. I'm not even going to guess. I don't know enough about berries. But one of the things that we always notice is that a lot of the H5P website examples are about berries, which I always wonder if there's some sort of berry lobby behind the H5P project. All the examples are about berries. Anyway.

Brenna Clarke Gray:

So as you can see, it gives you a score at the end, and your students can go through and see the solution. So they can go through, see I didn't read the question carefully, so I got that one wrong. So your students can go through and see the solutions that they should have been able to pick. That kind of built in feedback is part of what makes H5P so powerful.

Brenna Clarke Gray:

In general, there were a couple questions that came to us about how to use H5P in Moodle. And H5P is actually quite easily used in most of the learning management systems, as you would with any activity. You add an activity or resource. In this case, you select H5P interactive content, and you hit add. And what it brings you to is the H5P editor. And the nice thing is, if it ever loads, is that the H5P is exactly the same in every environment. So once you've learned how to load H5P within your learning management system, it looks exactly the same in Pressbooks, it looks exactly the same in WordPress.

Brenna Clarke Gray:

So let's say I just want to make a quick multiple choice question. I'm going to call it Multiple Choice Test, because I'm super creative. And I'm going to say, "Is H5P super fun?" And my answer's going to be yes, and absolutely. I'm going to say that this one's the correct answer. But you can see that as you set up a question, right, it looks the same as probably you're used to setting up multiple choice questions in your learning management system.

Brenna Clarke Gray:

But what's different is that you have this feedback option. So you can add a tip so that when they look at the question, they get a tip, and maybe it says something like, "Don't forget to watch the documentary I assigned last week before you try to answer this question." You can offer an answer, a piece of feedback

if they selected the right answer. "Good work, you did it!" You can offer a piece of feedback if they select an answer and it's the wrong answer. "Oh, next time read chapter three before trying the formative quiz." And you can also offer the same kind of feedback for the answer that they do select.

Brenna Clarke Gray:

It's a good question, Susanna. You can build H5P resources in a number of different places and on the H5P website, although the ability to freely host material there is rapidly disappearing. So you're better off building it somewhere that you control. So if your university has a WordPress installation, for example, you could ask for a blog and then you could build them there as well if you don't want to do it within the LMS, or if you don't have that opportunity.

Brenna Clarke Gray:

And Andrea, I don't know if H5P is compatible with that LMS. I'm just not familiar with using it. I'm so sorry. Ask the learning technologists at your institution and they should know. And yeah, Brianna, you can download exercises. I'm going to show you that actually in just a second with that catalog from H5P, or from eCampusOntario.

Brenna Clarke Gray:

Okay. So I've added in my answers. You can even add feedback, so if you get anything from zero to 90, "Try again," and if you get 100 percent, I must have done this before [inaudible 00:23:21]. Okay, and then I go down and I save and return to course. And now here's my little question. And as a student, I just click on it. I go in, and I can take the quiz. Obviously the answer to this question is absolutely yes.

Brenna Clarke Gray:

So you can see how robust it could be, because you can build in all that feedback at the entry stage, which allows students to use this as a learning activity, rather than seeing it as an evaluation. Right? Super powerful.

Brenna Clarke Gray:

So, as I was saying before, you can use this catalog and just borrow content from it, and as Brianna pointed out, oh, that's a great question. Is it linked with the grade book in the LMS? Yes, and also no. Yes, it is linked in with the LMS. At least in the case of Moodle, it only records a student's final attempt on the exercise, because it's intended to be a formative exercise. So you can't look back at all the history that they've done, you just get the final result.

Brenna Clarke Gray:

At our institution, we advise people to not evaluate the H5P exercises to use them as formative tools for students to be in control of their own feedback and review, rather than using them evaluatively. I don't think they are best used as summative tools. I think they're best used as formative tools.

Brenna Clarke Gray:

Okay, so let's say I'm teaching an intro research course, and oh, got this great H5P interactive video about how to use Zotero. And I want to use it. I want to borrow this. So you can check the rights of use first, and they've given attribution to everything they've used that isn't theirs. But you should be aware that part of the ethos of H5P is a sharing one. It's designed to be primarily creative commons license. So

unless it says otherwise, and especially when it's captured in a place like eCampusOntario, where it's tended to be reshared, you should feel comfortable resharing it.

Brenna Clarke Gray:

So you hit the reuse button, and you download it as an H5P file. It's downloaded. And in the case of in my learning management system. Oh dear. I've brought up a thing and now I can't get rid of it. Oh, Zoom. You're so frustrating. There we go. So if I go back into my learning management system, for example, and I go out to the main page, I'm going to do exactly what I did last time. So I'm going to add an activity or resource, I'm going to choose H5P interactive content, I'm going to click add. And then when I get to the editor page, instead of creating content, I'm going to select the option for upload, and I'm going to... now it'll function just like uploading any file. You can see how horrendously messy my downloads folder tends to be.

Brenna Clarke Gray:

And I just hit use. And so it's going to upload the H5P resource as it exists. And at this stage, I can edit this resource now if I want to, once it's uploaded into my learning management system. It's taking a little bit of time. But so I could go into the ad interactions panel, and I could add additional interactions if I wanted to, or I could leave it with the ones that were already there when I downloaded the exercise. It's up to me. And then I just need to make sure I save and return to course, so I don't lose it.

Brenna Clarke Gray:

And there it is, somewhere. I don't think I titled... oh, there it is. Mastering Zotero. Intro to collections, tags, and related items. And so, I'd just gone from borrowing it from eCampusOntario to moving it into my own course for my own students to benefit from. Super fast, super easy. It functions almost exactly the same way elsewhere.

Brenna Clarke Gray:

So we had a couple of questions come in asking about using H5P in Pressbooks, which is all the rage right now. And if you go to your administrative panel, it functions almost exactly the same in WordPress too, by the way. I'm going to go to H5P content. I'm going to add a new resource. And I'm not going to go through the whole process, because as you can see, ah! The editor is exactly the same. So then I just need to upload my resource just like I did in the last exercise.

Brenna Clarke Gray:

And the neat thing is that then, I can post it on any page within my Pressbook, as you'll see when you look at the H5P content. So H5P is just a plugin for your learning management system. So if your learning management system has it. Also, Moodle is working towards a deeper integration with H5P, as we move forward. So worth asking your learning technology department about if you're not sure if you have access to it.

Brenna Clarke Gray:

So yeah. And you can go through, you have a whole catalog, and you can then take these exercises and embed them into pages in your Pressbook. So for example on this page where I have the samples posted for our in-house resource on using H5P. You'll see that each H5P exercise is given an ID. And all I have to

do is hit my add H5P button, and I can pick anything from the ones I have uploaded or created already in Pressbooks, and just insert them. And then they'll appear on the page.

Brenna Clarke Gray:

So it's really designed to be simple and straightforward. I tell folks that once you've spent some time playing with it, it's very much akin to filling in a web form. It feels very similar. And once you've mastered it, it gets quicker and easier. Our faculty really love working with it.

Future Sessions

Brenna Clarke Gray:

Okay. I think that's enough of me talking, because I want to make sure you can draw on Parm and Florence's experience as well. So I think what I will do here is I will switch back to presenting mode, just to remind you about our future drop-in session. So we're doing one more of these next week. Ian will be back, and we'll be talking more broadly about learning design issues. So you can definitely bring back multimedia questions, but we'll also just be talking about course structure and LMS design as well.

Brenna Clarke Gray:

Okay, so I think I will stop sharing for a second, and invite questions. So you're welcome to use the public chat to ask your questions, and we will try to address them. Unless Parm or Florence want to open by adding anything to what we've just talked about.

Parm Gill:

I got some tips, but...

Brenna Clarke Gray:

Yeah, go for it. Why don't you... ?

Parm Gill:

Should we go into that right now, or should we go after the questions?

Brenna Clarke Gray:

No, go ahead and launch your tips, and if we see questions come in, we can move around. Yeah.

Tips for H5P

Parm Gill:

Okay. These are just general tips. I'm going to focus just on H5P because that's what you just discussed right now. The way I think H5P works really, really well is if you've got it in your LMS, and you have it in your content, that's definitely one of the strengths. Because it helps to contextualize that learning. And you can pick many of the different interaction types, and you can use them purposefully to meet your learning objectives. And even something, for example, as simple as an image slider can be used to reinforce a journal article, or something that... some concept that's been explained. But then it reinforces it visually, just to help learners.

Parm Gill:

So one of the tips is to keep it closed to related content within those [inaudible 00:32:05] learning pages. Also give learners an introduction. I think you already mentioned that, Brianna, but let them know that this is what the interaction is, and sort of relate it to the learning, give them instructions. Some of them are pretty simple. You just got to click the arrow to move through the interaction, or just give them instructions on what they need to do.

Parm Gill:

Another really useful thing is for the formative pieces, the formative interactions. If you have resources, additional resources, clearly identify them very close to the formative interaction, and that way, if students are getting a lot of incorrect answers, they've got something they can refer to immediately. They don't have to go off the learning path. It's right there.

Parm Gill:

The other tip is, some of the tools are a bit longer, but they actually work, say for example, the H5P documentation tool. You can actually, in Canvas you can put it right into the assignment. So you can embed it where students are going to be using it. That's definitely a strength of H5P.

Parm Gill:

And then also, thinking about your content, and then trying to select an interaction that really fits on what you're trying to teach. So for example, the timeline tool. You could present that content in a table, a list with dates, and then lists of the events. But when you're using the timeline interaction, students can explore it in more of an organic way that's more like learning. But the other side of it is that it gives people a visual. So if there is a pattern in the information, that might be harder to pick out in a tabled list. They can look at it visually and then they can communicate and get that information more easily using that different [inaudible 00:34:12].

Parm Gill:

And then that's about it for tips. Any other questions?

Brenna Clarke Gray:

Those are all really good tips for using H5P properly. And you've mentioned a whole bunch of tools that I should have shown. But the documentation tool I actually really love. So the documentation tool allows you to ask students a series of questions or prompts and have them type, and then it produces a piece of work for them.

Brenna Clarke Gray:

So my favorite use of that is, I'll post it in the chat as a thesis development exercise that I created for students, that takes them from the question or prompt they're responding to, through the steps to a thesis statement. Working around an exercise that I used to do face to face.

Q&A Part 1

Brenna Clarke Gray:

Roslyn's got a question. Yeah, it's a good question, Roslyn, that question about copyright. So you can, just on a basic functional level, you can use basically any publicly available YouTube video in H5P's interactive video tool and annotate it. I don't know Parm and Florence, if you give guidance to faculty about copyright on this kind of issue. I tend to think of it very similar to the fair use restrictions in a classroom environment. If you're within the learning management system, if it would be appropriate to engage with a tool like this in the classroom, then I think of it as similarly appropriate within the learning management system. I don't know if you guys have a different perspective on that.

Parm Gill:

I can answer.

Brenna Clarke Gray:

Yeah, go for it.

Parm Gill:

So basically, I can answer but I can't answer well. I'll just tell you that right now. But for the YouTube videos and everything that we use that's already available online, I've been using those, and a lot of the H5P interaction types have built in areas where you can plug in the copyright information, so that's really useful.

Brenna Clarke Gray:

True for video or images, or even if you're borrowing text from the textbook, from an OER, you can link back to it in the attribution notes, which is really handy.

Parm Gill:

Yeah. And whenever I come into situations which are a little bit questionable, I talk to the experts, which are [inaudible 00:36:35].

Brenna Clarke Gray:

Yeah, I agree. When in doubt, ask a library. That's my guide to life.

Florence Daddey:

And hi, Brenna. It's Florence here. And I will echo the same. If you are unsure, check with the library, or your institutional copyright coordinator, or whoever is responsible. But yes, it's important to bear that in mind, to think about the attributions and copyright licenses and their implication in this as well. Thank you.

Brenna Clarke Gray:

While we're waiting for any more questions, do either of you want to talk about your... actually Florence, I'd love to know how you use multimedia and video in your classes, or what you find the best practices are.

Florence Daddey:

I'm having problems. I didn't hear your-

Brenna Clarke Gray:

Oh, I'm so sorry. I was just asking if you wanted to talk from the perspective of a faculty member of how you've been using video and audio with your students.

Using Audio and Video with Students

Florence Daddey:

Oh, okay. Thank you. I think I haven't... I've been exploring a lot of videos that it's open access available, so I tend to use TEDx, TED educational videos in my business courses. In business, we do have an abundance of resources. So as any structure, sometimes you can get overwhelmed. And I always tell people that it's important to take one step at a time, and take one or two tools to explore. So currently at the stage when quite comfortable using images and YouTube videos, and the next key phase for me is actually exploring using more H5Ps for my Pressbooks. And basically encouraging students to use Kaltura, and for us to familiarize ourselves with that.

Florence Daddey:

But all these resources can be very overwhelming. So baby steps, and taking one step at a time, and of course reaching out to the experts, the instructional designers, and people we think are institutions who can support and provide guidance. But [inaudible 00:39:17] students, when we use media, we really do empower students. We engage them. We create the connections that is required.

Florence Daddey:

So just for example, getting them to watch a video and then coming back to have a conversation around that learning opportunity or what we observed, has always been very encouraging. And students like that. And help with the dialogue. So certainly there are a lot of positive aspects, getting into using all the various tools that we have around media. But I believe in taking, not to be overwhelmed. There is a lot of things to learn. So just identify one or two, and then use them, work with them, see how it works for you, and then build on those experiences.

Brenna Clarke Gray:

I love that advice. Because you're right, there's so much out here, and there's so many, "Try these tools, now that you're teaching online." And it can be really overwhelming. I think if you're exploring something like H5P, play with one content type at a time. Go and look at that list that we shared of all the different content types. But then just explore, figure out, what are one or two that you want to try to master? You don't need to master any more than that, especially between now and September.

Brenna Clarke Gray:

But things like, if you have a diagram, if you use a lot of diagrams in your class, there's some great H5P resources for having students label those diagrams themselves, or where you can produce a version with a tool called Hotspots, which I'll share a link to, where you can explain the diagram in perhaps more detail, and then allow them to study it. So let me grab that example, just so you have one. I find

Hotspots are useful across the curriculum, because almost all of us have diagrams of some sort to share. Image hotspots can be a really useful one for that.

Brenna Clarke Gray:

And Ray, yeah. Absolutely. Technology should follow from design. These are tools that you use to enhance your course content. They don't stand in for it. I love Florence, as you said, TED talks, partly because they're so accessible already. When you go and find them on the TED website, you've already got captions and a transcript that you can provide to students all in one package, which is really nice. Do we have any other questions? Trying to see if I've addressed all the ones that were sent ahead of time.

Parm Gill:

I do have another tip.

Brenna Clarke Gray:

Yeah, go for it, Parm. Please.

Parm Gill:

I just wanted to [crosstalk 00:42:05] because you were talking about the TED talks and the videos. Another thing to keep in mind is, I think Florence alluded to it, limiting, make sure the content isn't overwhelming for students also. But a lot of times, if you are including the [inaudible 00:42:23], sometimes the best content already exists, you can reuse it. But pick the timestamp that you want students to pay attention to. Tell them to watch this video, this is what you're watching it for. Pay special attention to the minutes from blah blah blah. And that way, they know exactly why they're watching it. It helps to engage them.

Parm Gill:

And if students are having difficulty managing how much work that they're doing and that they're putting into an online course, this really helps them to focus in.

Florence Daddey:

That is so true, Parm. Focusing is very important, because sometimes, you can have a video that is half and hour, and you really don't want them to watch all of that. So being specific and directing them to the important or key focus area is very important.

Florence Daddey:

And this is where maybe in the next step is trying to create your own. If you have a specific concept that you want to elaborate on, and you think building on from what you've viewed from a TED talk or an open access resource, you can then create your own using the Kaltura, for example, to emphasize and dig deep, to explain the concept or the point that you want to make. So this is the next level, where you can create your own, provided you have the time.

Brenna Clarke Gray:

I agree completely. And that is the next level. So start with finding out what's out there and curating it for students. And I love what both of you are saying about, I mean that's really instructional design,

pointing them to the part of the video you want and narrating that for them. This is going to speak to what you read in chapter three, watch these 10 minutes, as a useful example or case study.

Brenna Clarke Gray:

And then students also don't feel like their time is being wasted, or like they are at sea. And we've all had that experience, right? Where you're watching something and you're like, "I don't know why I'm watching this." It's so alienating. It's such an alienating experience.

Q&A Part 2

Brenna Clarke Gray:

Just had some questions in the chat I want to address. So yes, the Reach tool with Kaltura only provides captioning for recorded videos. There are tools being used across the province for live captioning. It's going to be different depending on your institution, and depending on where data is being stored, what tools you're using. I'm not sure what's available across the province. I don't know if Parm and Florence have any experience with live captioning. At TRU, I think we are still primarily using live signing for live student interactions and captioning them.

Brenna Clarke Gray:

I hear that Teams is coming out with one, I'm not sure if our provincial installation will have access to it. Oh, our BC campus moderator is saying TypeWell is a resource you can access for live captioning. That's good to know.

Brenna Clarke Gray:

Okay, yeah. So Emily, I'm seeing there's a great question about how all of these tools interact with FIPA, which is a question that we are all thinking about all the time, a question that keeps me up at night. So the question is, what collaborative tools are out there that are FIPA compliant and integratable into the LMS?

Brenna Clarke Gray:

So it's going to be different for everybody, and I will say that most learning management systems limit how much students can actually build and create, if you want students to be co-creators in this space. But that doesn't mean there aren't great resources out there. The OpenETC, which is the Open Educational Technology Collective, has access to things like, I know Ian has talked about it before in these sessions. Etherpad, which is a collaborative writing tool that can be fully FIPA compliant, that you can use to have students create documents together. So that's one option. I'm not sure if Parm or Florence want to talk about collaborative activities they've used with students that are either within the learning management system or at least within the province.

Parm Gill:

To be honest, I rely heavily on Ian for that information. And you're right, it does vary based on where you are at, and what your institution allows, and also it varies whether students are going to be using it or faculty.

Brenna Clarke Gray:

Yeah, that's always the question, right? So at our institution, the best workaround we found, for example, if we want students to build H5P resources as a review tool, having a True Box installation, which is our WordPress installation. So giving faculty a WordPress site of their own where they can have students in that space, building, co-creating H5P resources, that can be fantastic. So I see a suggestion of Padlet. Padlet's not one that I'm familiar with. We don't use it at our institution. It's not inherently FIPA compliant, but again, that doesn't mean that it can't be used, depending on how you are using it.

Brenna Clarke Gray:

Collaborative whiteboard type apps. So we use BigBlueButton as our video conference service at TRU, and if you, in any video conferencing service, you usually have a whiteboard functionality that you can just upload blank slides to, and then use that as a whiteboard, which is what we do, and it's surprisingly effective for collaborative writing and collaborative practice. Yeah. Not sure if you guys have any resources you want to talk about.

Brenna Clarke Gray:

Yeah, the problem with whiteboard in the breakout rooms is one of... almost all of these tools, you've got to really get yourself trained to make sneaky screen captures, or ask students to. It's one of the problems for sure. Yeah, the whiteboard is great but it doesn't save.

Brenna Clarke Gray:

Oh, Jamboard is a Google product, so if your institution is on G Suite, you probably have access to Jamboard, thank you. And Padlet is coming up again as a suggestion, fantastic. Mural, I'm not familiar with. So you guys are great, you already know all the answers. Chat is amazing today. Are there any other questions that we can address? I'm just checking. I think we've covered everything that was sent ahead of time.

Brenna Clarke Gray:

There was a question actually, how to encourage students to use the multimedia tools that are set ahead of time. So I think sometimes, faculty can feel frustrated when they spend a lot of time curating videos for students, and then those videos go unwatched or unused. I wonder if Parm or Florence, you could share strategies for helping students to see why these resources are being provided to them, and how to encourage students to make use of them.

Florence Daddey:

In my experience...

Brenna Clarke Gray:

Oh, I lost your sound, Florence. I think you're muted.

Florence Daddey:

Oh, I apologize for that.

Brenna Clarke Gray:

You're back.

Florence Daddey:

Okay, I apologize for that. And okay. Just providing low stakes marks, like maybe attaching the video as an activity and getting them to do it for some very small marks, can build some enthusiasm and encouragement, or if they see that there is a purpose for it. So again, just being very clear in terms of what the expectation is, and having those dialogues with them.

Florence Daddey:

Yes, sometimes we do have some optional resources. So knowing and being aware of the fact that in your class you may have a diverse group. And some students want to be stretched, or they want to dig deep and learn more, or be able to have some other resources being provided to them. So it depends on your audience, it depends on your students. But I usually provide lots of options and clearly state what they are. Some of them are mandatory, compulsory, and others are optional. So depending on what the paper says, that's where we need to be clear and have those clear expectations set.

Brenna Clarke Gray:

I think that's a great point, because often times students can feel overwhelmed when they log into a class for the first time and they see a ton of material. And you might be thinking, "Oh, I'm only expecting you to skim this reading, I'm only expecting you to watch the first 10 minutes of this video." But students don't know that unless you tell them.

Brenna Clarke Gray:

The one thing I think I have taken on board the most from all I've learned from our instructional designers here at TRU Open Learning, is the idea of building a course narrative, that you don't post anything in your class without explaining why it's there and what you hope they'll get out of it, and how it connects to the other resources of the class.

Brenna Clarke Gray:

I saw a great analogy on Twitter. I talk about Twitter too much. But I saw a great analogy on Twitter the other day of, you don't walk into your classroom and dump a bunch of PDFs that you printed out in the middle of the floor and then stand back and just watch and see what happens, right? And the learning management system or the course blog, if you're working in the open web, the same idea. Students need to understand the parameters of the materials you're presenting them with.

Brenna Clarke Gray:

Oh Ray, so thank you for this question. And Parm or Florence may also be able to weigh in. So the question is, an effective tech tool to manage students with accommodation needs like language, especially if you're dealing with international students. So it depends on your institution again and what you have access to. I find the part where we have to talk about specific tools hard. But I do find that I saw the single biggest improvement across the board, both engagement and comprehension of material in my courses, when I started religiously captioning my videos and making sure that all my videos had transcripts available as well, because that just allows for multiple modalities of learning.

Brenna Clarke Gray:

I don't know that there's like a single tech tool that addresses that issue. But the other thing I really like is using a tool like H5P, or even just a no-marks quiz in your learning management system, for it to build a vocabulary list for students. And that has benefits for not just language learners, but for anybody who's new to the discipline, it helps to have a one-stop repository for all those key terms where they can go and come back to frequently. I don't know if Parm or Florence have anything they want to add to that.

Parm Gill:

I did want to add something. Often, the solution doesn't have to be a technology solution. Like for example, if you're having a course, look at the language that's used in the course. There's a lot of evidencing about which has better student outcomes. And you don't have to use language in order to impress the students. The goal is, you want them to learn. And a lot of times, I remember one course I was working on. The problem that people thought was that the students were international students. They weren't understanding it. But when we revisited the course, the problem actually was in the way it was written. It had very long sentences, it was very difficult to understand. So sometimes it's a low tech solution.

Brenna Clarke Gray:

Yeah, that's a really good point, Parm. And providing that solution in a multiplicity of modalities so that students can follow it in different ways. This is a place where screen readers can come in handy for lots of different students with lots of different needs, or just learning preferences. So providing materials that can work with screen readers, so making sure you're either PDFs are saved under that accessibility mode, or you're posting Word and PDF documents alongside, so students can use a resource like that as well.

Brenna Clarke Gray:

But yeah, there's no replacement for just writing and presenting material as clearly as possible. That's important for me to remember all the time. Florence, do you have any last tips you want to share? We're just running down the clock and I'm avoiding handing things back over to Duane because I'm having too much fun.

Florence Daddey:

Just to say thank you for the opportunity. Great learning and sharing. And for us as instructors, it's about innovation and keeping things fresh. So let's keep on learning and exploring. So thank you.

Brenna Clarke Gray:

Fantastic. So my gratitude to Florence and Parm for joining me today. It's always, I wasn't sure about doing this with Ian, but here we are. Ian and I are back tomorrow. Not tomorrow, next Friday, Brenna. What is time? It's an illusion. Okay. We're back next Friday with our final learning design studio of this suite. So as always, we'll be centering care and community and talking about how you establish those concepts as clearly as possible for students in your classes, as we roll into this very atypical fall semester. And then I guess I have to give this over to Duane.

Closing

Duane:

Okay, thank you Brenna. So I'm back from BC campus. I would like to thank and acknowledge our appreciation of Brenna, for sharing and facilities this fourth of a five-part series. And today's expert guests, Parm and Florence, for participating and sharing with us. And we do hope you return next week for the last in our five-point series, where Brenna and Ian, I guess, will again share.

Duane:

I'd like to thank you for participating in today's session. I told you at the beginning, it would be recorded. The link above will provide you access to it in a few days. Also, if you'd like to sign up for future webinars, it's a great idea to subscribe to the newsletter from BC campus, and you can do that by clicking on the link also provided.

Duane:

I'd also like to acknowledge Paula and Declan. They're part of our BC campus technical team in the background making all of this work smoothly. So thanks again, have a great weekend.

Brenna Clarke Gray:

Thanks everybody.