

# Welcome and thank you for attending the 2018 Online Teaching Conference!

Please help us improve your conference experience by...

- **Rating and reviewing our sessions and speakers within our OTC Mobile Event App after each session you attend.**

**AND**

- **Taking our online surveys at the conclusion of the conference.**

Survey links are available at:

**[onlineteachingconference.org/evaluations](http://onlineteachingconference.org/evaluations)**



JUNE 18-20, 2018 • ANAHEIM

# ENGAGING THE RELUCTANT LEARNER

TRACIE LEE, BOISE STATE UNIVERSITY



# INTRODUCTION



Tracie Lee  
IT/SCM Faculty,  
Boise State

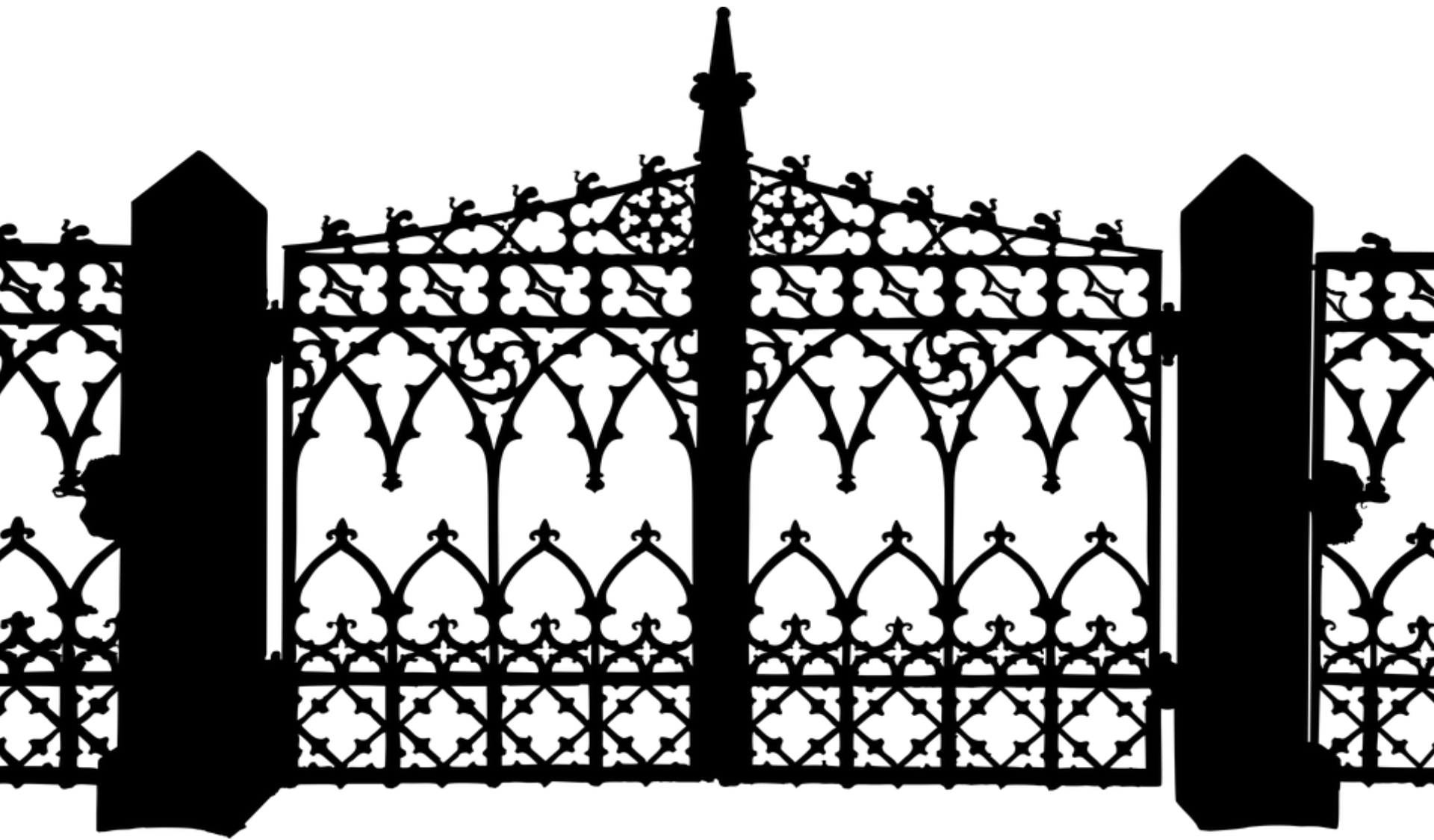


# AGENDA

- Hurdles to student success
- Benefits of interactive video
- Mini-Chunk Challenge





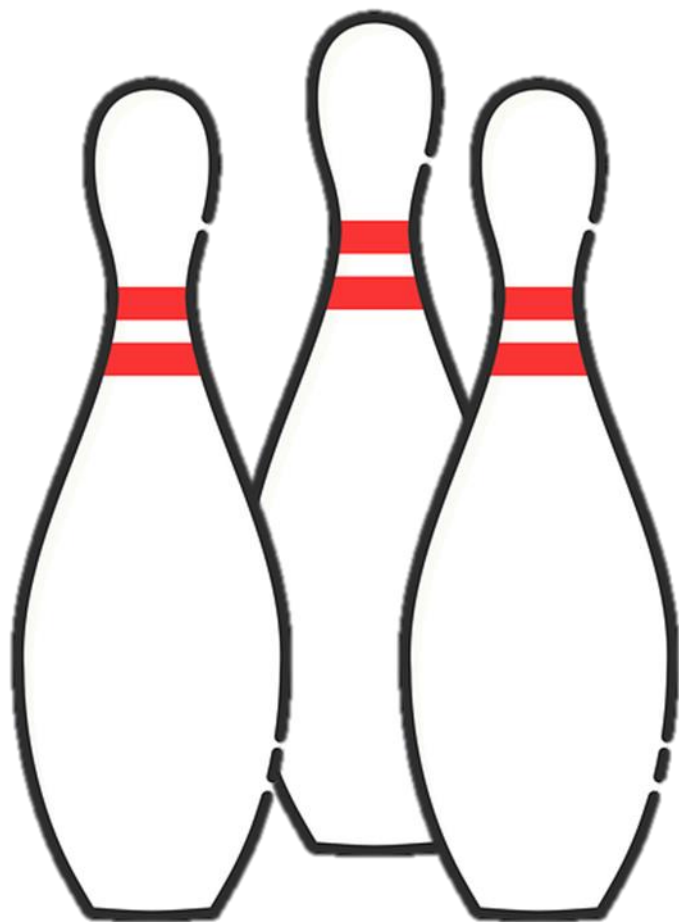
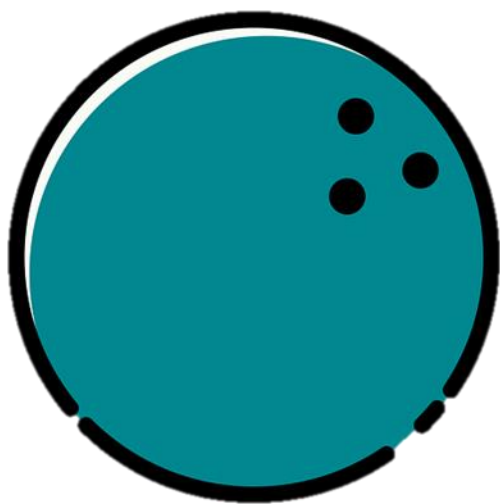




Hand-drawn mathematical symbols and letters in white chalk, including  $\theta$ ,  $\alpha$ ,  $\beta$ ,  $\gamma$ ,  $\delta$ ,  $\epsilon$ ,  $\eta$ ,  $\sigma$ ,  $\tau$ ,  $\nu$ ,  $\zeta$ , and  $\xi$ .

Hand-drawn mathematical symbols and numbers in white chalk, including  $+$ ,  $-$ ,  $\times$ ,  $\%$ ,  $\pi = 3.1415926$ ,  $\epsilon$ ,  $\phi$ , and  $\psi$ .







BusStat 207

Version 4.0

~~2.0~~

~~3.0~~

Hey you!  
Got a minute?

# Learn Jing Now!



Click Play!

Already know Jing?  
Get started now.

Master the fundamentals of using Jing.

Replay

Get started

What the  
frack?

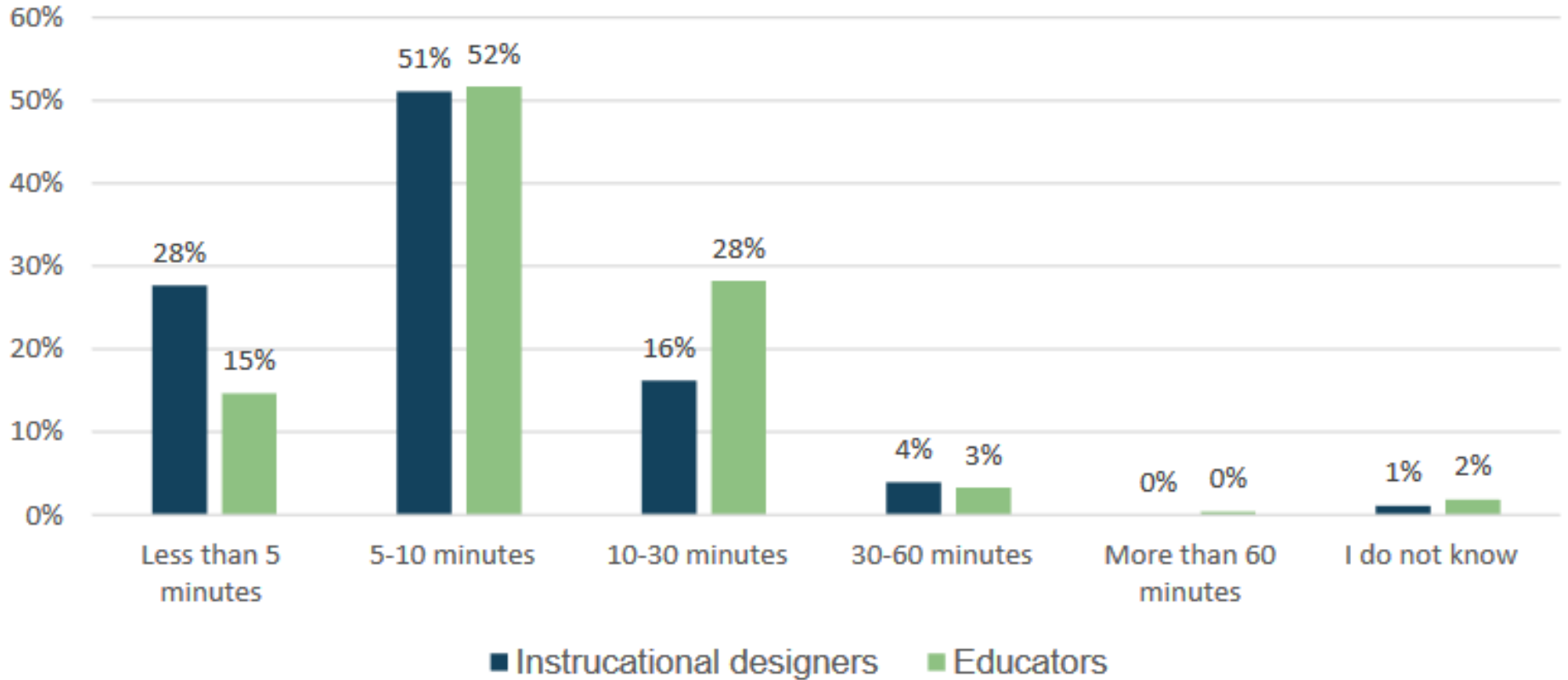




**ERROR**



## Optimal Video Length - Educators vs. Instructional Designers



Source: The State of Video in Education 2015, A Kaltura Report (pg. 17)

[http://site.kaltura.com/rs/984-SDM-859/images/The\\_State\\_of\\_Video\\_in\\_Education\\_2015\\_a\\_Kaltura\\_Report.pdf](http://site.kaltura.com/rs/984-SDM-859/images/The_State_of_Video_in_Education_2015_a_Kaltura_Report.pdf)

<b>Finding</b>	<b>Recommendation</b>
Shorter videos are much more engaging.	Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.
Videos that intersperse an instructor's talking head with slides are more engaging than slides alone.	Invest in post-production editing to display the instructor's head at opportune times in the video.
Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.	Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.
Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.	Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.	If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.
Videos where instructors speak fairly fast and with high enthusiasm are more engaging.	Coach instructors to bring out their enthusiasm and reassure that they do not need to purposely slow down.
Students engage differently with lecture and tutorial videos	For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.

**Table 1. Summary of the main findings and video production recommendations that we present in this paper.**

Source: Guo, P. J., Kim, J., and Rubin, R., *How video production affects student engagement: An empirical study of MOOC videos*, L@S 2014, March 4-5, 2014.

<http://up.csail.mit.edu/other-pubs/las2014-pguo-engagement.pdf>



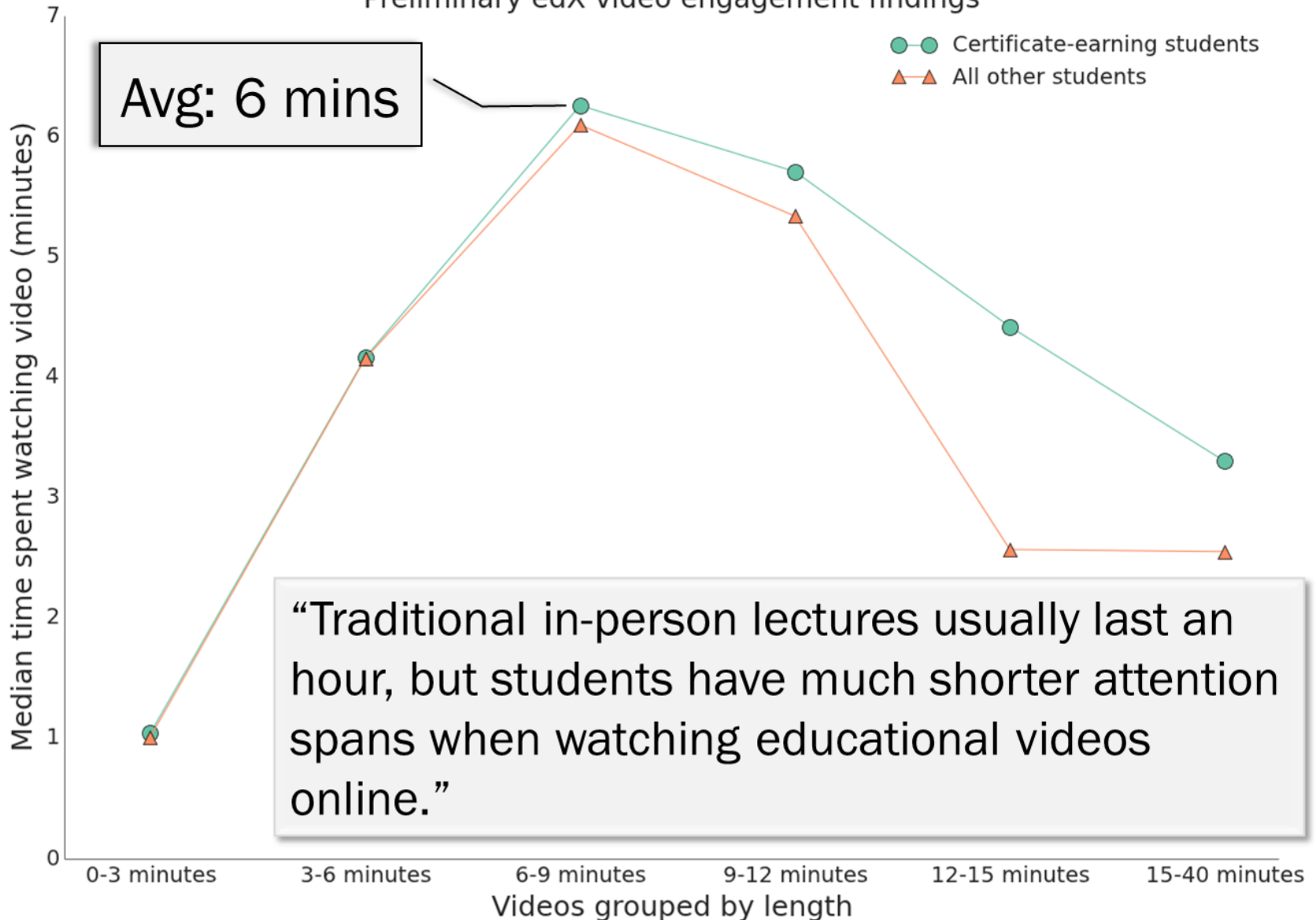
“...more than 74 percent thought that the optimal length for a lecture was 15 minutes or less.”

“More than 75 percent of the students agreed or strongly agreed that the recorded mini-lectures helped reinforce their understanding of the course content...”

Source: Berg, R., Brand, A., Grant, J., Kirk, S. and Zimmerman, T., *Leveraging Recorded Mini-Lectures to Increase Student Learning*, Online Cl@ssroom, Feb 2014, 14(2).

[https://www.academia.edu/6778520/Leveraging\\_Recorded\\_Mini-Lectures\\_to\\_Increase\\_Student\\_Learning](https://www.academia.edu/6778520/Leveraging_Recorded_Mini-Lectures_to_Increase_Student_Learning)

## Preliminary edX video engagement findings





Samson  
Meteor Mic



Relay™

pixabay 

# **CAMTASIA + QUIZZING + TECHSMITH RELAY + MY GRADES**



# Student comments about the “most valuable aspects for the overall learning experience”

The videos and the pop-up questions contained within

The chapter review videos

Her videos were extremely helpful!

The learning videos

She made the course very easy to follow

# Processed data = information



# What is 'Business Statistics'?

- A collection of procedures and techniques used to convert \_\_\_\_\_ into meaningful \_\_\_\_\_ in a business environment

Business statistics is the collection of procedures and techniques used to convert \_\_\_\_\_ into meaningful information in a business environment.

1 of 1

Submit Answers

Objective: Define *business statistics*.

# Business Statistics

Data

meaningful  
information

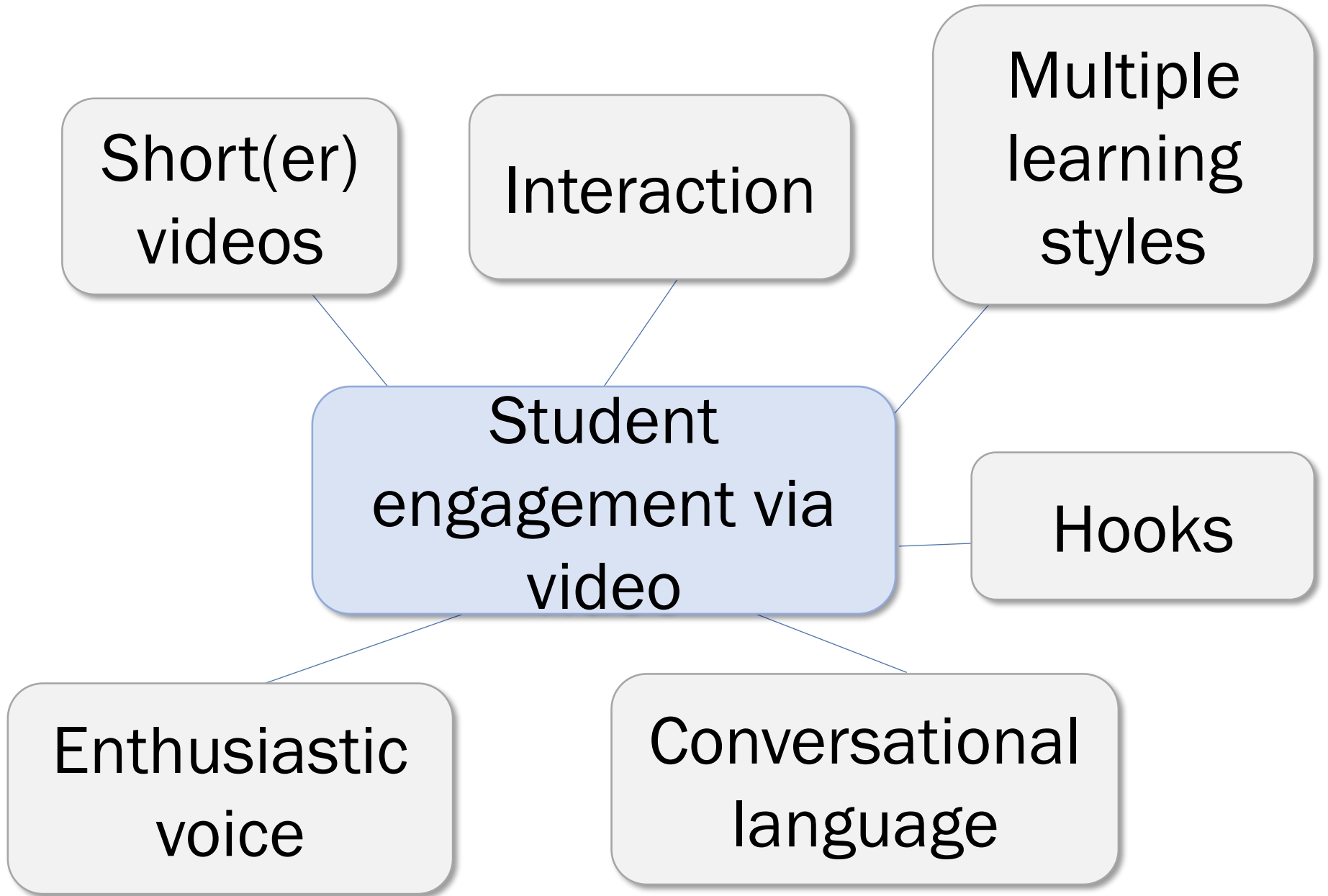
Procedures  
and  
techniques

In business statistics, we convert \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_ 1 of 1  
enable business decisions.

- information; data
- data; information

Submit Answers





Short(er)  
videos

Interaction

Multiple  
learning  
styles

Student  
engagement via  
video

Hooks

Enthusiastic  
voice

Conversational  
language



Mini-Chunk  
Challenge

thank  
you

