

VINCENT ANDRISANI: Hi, my name is Vincent Andrisani. I'm an instructor in the Communication and Media Studies program. And in this video, I want to walk you through how I make use of videos and screencasts in my online classroom.

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OK, so I want to take as an example a class that I'm delivering at the present moment, which is COMS 1001, Foundations in Communication and Media Studies. This is a large intro-style class. There are two sections, and across both sections, there are upwards of 280 students in it.

Because the class is so big, I decided to deliver it completely asynchronously. So I asked myself, what is the most effective way of delivering an asynchronous course?

And the best answer I could come up with is by creating engaging content. So I decided to deliver content in a couple of different ways, the first of which is in the talking head style video, the one that you're watching at the present moment.

Now, this is a really familiar media format. It's one that you see in online educational platforms already, but you also see it in influencer-style videos that you'll find on YouTube, as well. So I knew I'd be talking the language of my students by creating videos in this way.

Now in these videos, I don't do content delivery. It's not often that I'll do content delivery in these videos. They're more for sort of directing traffic, intro to the class, intro to a module. Every once in a while, when there's a particular moment that I want to address something, maybe if it's a reading, then I'll create a video in this way. But otherwise, for content delivery, I'll work through the screencast.

Now the screencast is also a very familiar medium. It's a very familiar format, and it's one that's quite easy for us to create. We can do it in Keynotes and we can do it in PowerPoint. So I want to take the next couple of minutes to walk you through

what a screencast looks like in my Comms 1000 class.

OK, so this is what the home page of my screencast generally looks like, and it's at this point that I say a couple of words about what the topic is before transitioning to a few slides that illustrate the roadmap for the rest of the screencast.

Now, throughout this slide show, you're going to notice a number of transitions and animations, and I have a lot of thoughts about what types of transitions and animations are useful and where, but I'll hold off on discussing those until the workshop so I can talk about structure and formatting.

Now, I break every slideshow down three main parts. For my Foundations in Communication and Media Studies course, the first item is often a media history. So whatever the media in question is, I begin with a background of it, its origins, and its evolution.

The second part is typically thinking about the given topic from an abstract perspective. This usually involves some element of theory or some sort of theoretical framework.

And then the third is bringing all of this thinking up to today. What does this mean in our current media climate?

Each one of these sections will have three slides that distill the core items within that topic, so three main sections for the entire slideshow and three slides within each section. So let's transition into part 1, where I'll offer you a sample of a slide that I used in a previous lecture and give you a sense of what it looks like.

So here's where I'll say something really broad about the section, maybe why the history is important or what the next few slides are going to do, or maybe I'll even refer students to the reading and say how and where this picks up on that.

OK, now this slide comes out of a lesson on radio that I delivered earlier in the semester. And what you'll notice is that there are very few words. I've tried to think about the ways that the information that was once bullet points can be translated into visual images. So I'll think about the narrative, what it is I'd like to say on a given slide, and I'll animate the images and icons accordingly. Of course, there are moments that I'll include a key term and a definition and then walk students

through how that idea applies to the broader narrative.

Now, I'll do the same thing two more times in this section and then in two further sections across the entirety of the screencast, do it in lesson part 2, and then in lesson part 3. And then finally, once I've worked through the third section, I take the final minute or two to wrap things up. And what this means is three bullet points that summarize the key idea from each section. So the main idea of media history, the importance of theory and how it relates, and then a final point about what this means for us today. So this really is the say what you're going to say, say it, and then repeat what you just said type of approach.

And an idea that I want to close with is that the structure of a lesson is also something that students learn, not just the content, but also the form of the delivery. So this gives order to their learning. And from what I can tell, based on their response so far this semester, it encourages their engagement and it facilitates their understanding. And this is how I approach creating screencasts in my courses.

OK, hopefully that was instructive, and it gives you a sense of how I use screencasting for content delivery. What I want to do now is show you how all of this comes together in the context of my online classroom. So what is it that students see when they enter my cuLearn home page?

OK, so this is what the course looks like in cuLearn. And the first thing that you'll notice is that it's set up according to grid view. Part of the reason that I've done this is so that I can distinguish each module using a dedicated image.

Now, within each module I have three topics, topic 1, 2, and 3. At the outset of each module, I have a sort of breakdown, a schedule of events, what topic we're going to cover and when, and I also have a quick 2 minute talking head video kind of describing what are the topics that we're going to cover, why we're going to cover them, and how the module is going to get rounded out in terms of their assignment.

Now, when you click through each topic, here's where you'll see a quick summary, the reading, some recommended reading. I have some dates in terms of when the discussion forums and quiz are supposed to be completed. Here's the links into the

forum and the quiz, and here's the lesson.

Now in the lesson, you'll notice I have a quick introduction on it, some learning objectives, generally three or four. This is where my screencast will go. And then here's some additional media that I use that I discuss and I talk about, and I round it out using some final thoughts. I always give my PDF of a screencast available to students. So that they can download it, and that's generally what the course looks like in cuLearn.

OK, and that's how I'm thinking about and making use of media in my online classroom. Hopefully, it's given you something to think about and maybe even inspired an idea that you can implement in your class, as well.

Thanks very much for watching. Thanks to Morgan Rooney and the EDC for giving me the opportunity to share these ideas during a semester that's anything other than normal. And if anybody ever wants to chat more about these ideas or others, feel free to be in touch. I'm always happy to talk about ideas related to teaching and learning.