



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF EDUCATION

# Exploring the Use of Video to Bridge Distance in an Accelerated Online Program

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# Purpose

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- ❑ Gather PLC input into ways to increase a sense of belonging and teamwork in an accelerated online (AO) principal preparation program
- ❑ Explore best practices for using video messages and Flipgrid in courses taught by the researcher
- ❑ Explore ways to use videos and blogs to connect active students and program graduates with the resources and updates related to the program's state certification exams



# Background and Context

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New to role of program coordinator

Students and instructors felt disconnected – multiple data sources

- Large class sizes (225-350 students)
- Asynchronous learning at accelerated pace
- Tightly structured master course shells

Rapid, complex changes in program

- New, complex certification and program rules and requirements
- Change from Blackboard to Canvas
- Overload of written materials for students who worked fulltime in K-12



# Project Description: Phase 1 – Exploring Options

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Fall 2019

- PLC collaboration: Exploring and brainstorming best practices in using technology tools, especially video, to improve online learning experiences for students
- Professional development: Independent study of YouTube channels, other video and blog options, Canvas Studio
- EDAD 5384 Resource Management for School Leaders, 227 students: One video with feedback!



# Project Description: Phase 2

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## Spring 2020

- January – March: EDAD 5305 Curriculum Design for School Leaders (280 students)
  - Instructor-created video updates
  - Discussion notes with embedded links to module resources
  - Informal course survey at mid-point
  - Flipgrid – one optional grid
- March – May: EDAD 5384 Resource Management (Principal Cert Only Program, 27 students)
  - Instructor-created video updates
  - Informal survey at end of course
  - Flipgrid – three optional grids (in progress)
- January – May: Program-wide (active students = ~ 450, external viewers = 66 subscribers, 649 views of videos in two months)
  - Continued to develop virtual library of certification exam test prep videos
  - Created a YouTube channel and blog for videos to help recent graduates with exam prep



# Results: Official UTA Student Surveys

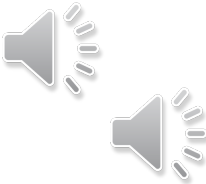
At the conclusion EDAD 5305, the course which included weekly video updates from the instructor, the official student survey conducted by the university revealed that overall student satisfaction among respondents (N = 84) was almost a full standard deviation higher on all five questions (see below) than the average for courses taught in my department.

University of Texas at Arlington  
 Spring 2020, EDAD 5305 CURRICULUM DESIGN Section 11  
 Instructor: Woody, Cynthia (Primary)



There were: 280 possible respondents.

Question Text	N	Avg	SD	EDAD Avg	Div Avg	Sch Avg					
1. The instructor clearly defined/explained the course objectives/expectations.	84	4.7	0.9	4.2	4.2	4.3					
2. The instructor was prepared for each instructional activity.	84	4.6	0.9	4.3	4.2	4.4					
3. The instructor communicated information effectively.	84	4.7	0.9	4.2	4.1	4.2					
4. The instructor encouraged me to take an active role in my own learning.	84	4.7	0.8	4.4	4.3	4.3					
5. The instructor was available to students either electronically or in person.	83	4.7	0.8	4.2	4.2	4.4					
							Too Slow	Slow	Right	Fast	Too Fast
Pace of course	84						0%	1%	90%	8%	0%
							Too Light	Light	Right	Heavy	Too Heavy
Course Workload	84						0%	4%	83%	12%	1%



# Results: Official UTA Student Surveys

When EDAD 5305 student surveys (N = 84) were compared to all UTA student surveys (N = 157,346), satisfaction percentile ranks for the course were above average in 12 of 14 areas, and average to above average in two areas.

Custom Report												
Percentile Rank												
Multi-Chart												
Individual Evaluations												
this past semester(2020/Spring)				EDAD 5305				EDAD 5305 11 2020/Spring				
See course levels/types dropdown												
There were: 280 possible respondents. Your average score compared to 157346 student responses												
	Question Text	N	Above Average			Average				Below Average		
			100%	-	70%	69%	-	-	30%	29%	-	1%
Grp	1. The instructor clearly defined/explained the course objectives/expectations.		-----	4.7	-----	-----						
Grp	2. The instructor was prepared for each instructional activity.			-----	-----	4.6	-----					
Grp	3. The instructor communicated information effectively.		-----	4.7	-----							
Grp	4. The instructor encouraged me to take an active role in my own learning.		-----	4.7	-----							
Grp	5. The instructor was available to students either electronically or in person.		-----	4.7	-----							
5	Knowledge acquired useful in future	84		-----	4.5	-----						
6	Skills acquired useful in future	84	-----	-----	4.5	-----						
7	Can apply course concepts in new contexts	84	-----	-----	4.5	-----						
8	Improved ability to think/problem solve	84	-----	-----	4.4-							
9	Instructor clearly defined/explained objectives/expectations (Woody)	84	-----	4.7	-----	-----						
10	Instructor was prepared for each activity (Woody)	84	-----	-----	-----	4.6	-----					
11	Instructor Communicated Effectively (Woody)	84	-----	4.7	-----							
12	Encouraged students to take active role in learning (Woody)	84	-----	4.7	-----							
13	Instructor was available to students (Woody)	83	-----	4.7	-----							



# Results: Official UTA Student Surveys

On the official UTA student survey at the end of EDAD 5305, 25 students specifically mentioned their appreciation of the instructor-created video updates. Sample comments included:

- “I loved and appreciated your weekly videos and your lecture notes. The videos were a nice way to feel connected even though this is an online class.”
- “Dr. Woody provided a great wealth of information that was extremely helpful in understanding the materials. Her weekly video chat updates were the best way to start a week!”
- “Professor notes, videos and emails were all helpful and felt personal.”
- “The videos were a huge help in this course. Woody's videos made me feel better connected to the program.”
- “I appreciated the personal touch from Dr. Woody, including her own videos and comment boxes for those videos and responses from Dr. Woody to comments.”
- “The videos featuring Dr. Woody were very helpful. It was the first time that I felt like I had a connection to the instructor other than when my field supervisor taught one of my classes.”
- “Dr. Woody's video choices and her own weekly video intros were immensely helpful.”





# Lessons Learned & Moving Forward

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- ❑ Lesson #1: Providing a weekly instructor-created video update can help bridge the distance between students and the professor.
- ❑ Lesson #2: Even though written materials may provide a more detailed explanation of complicated concepts such as certification exam expectations, some students prefer to view instructor-created videos explaining the concept in the instructor's own words.
- ❑ Lesson #3: Even awkward, rough-cut videos are better than no video at all.
- ❑ Next Steps:
  - ❑ Share findings from this exploratory phase with colleagues.
  - ❑ Begin developing a video library that includes student-made videos and instructor/student interviews.
  - ❑ Continue to explore the use of Flipgrid in instruction and assessment.
  - ❑ Continue developing YouTube channel and blog resources.
  - ❑ Formalize this work with future student groups in order to gain deeper understandings of impact and implications of using video in accelerated online courses.

