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Article 35

Using Video Lectures to Teach a Graduate Career Development Course

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Technology and career development should go hand in hand. People are using the Internet for all aspects of career development, from taking inventories to job searching. The instructor of a graduate career development course can expose students to a variety of technological resources by infusing them into course delivery and activities. One way to help students feel more connected to an instructor is through the use of a video lecture. A video lecture can be as simple as uploading a video recording of an instructor discussing a topic, or it can be much more complex, being paired with a PowerPoint presentation, having interactive quizzes and demonstrations. This article will review the "how to's" of creating a video lecture, including considerations and suggestions.

Determining Length and Content

Proponents of active learning suggest that instructors should lecture for no longer than 15 to 20 minutes, and at that time use a strategy that causes students to engage with the information just presented. Some examples might include a think/pair/share, summarizing notes to a partner, taking a quiz, or analyzing a case study (Osborn, 2008). In a regular face-to-face (F2F) class meeting, an instructor might meet with students for an hour to four hours in one sitting.

While it is possible to record a video lecture continuously for an hour or longer, this is not recommended, for several reasons. First, loading a one hour video can take a long time, even for students with a fast Internet connection. Second, even though students may be able to pause the video, they will have to relocate where they left off if they decide to close out the video until later. Third, if the instructor wants to re-use certain portions of the video lecture, it is more difficult to find and edit a particular section within a lengthy recording than it is to locate a smaller video focused on a single topic. Fourth, unless the instructor makes it clear in the video lecture, a student might begin to feel loss or disengaged from the information being presented.

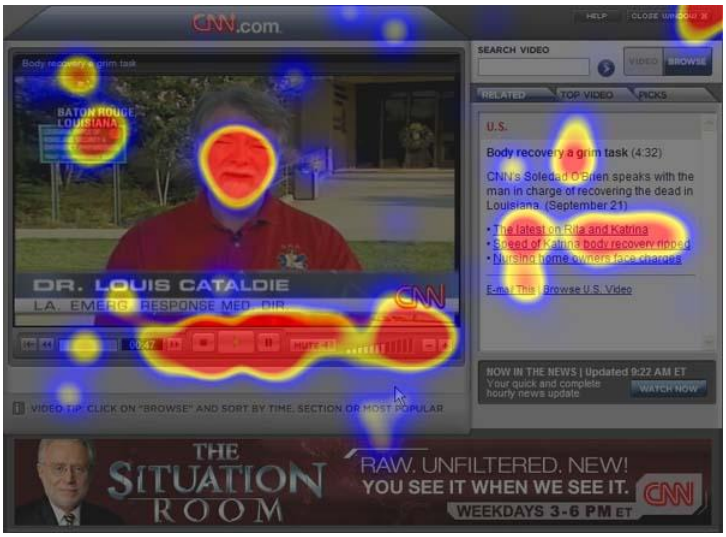
Just as the content an instructor would cover in a F2F class would not simply go over what is presented in the reading materials, a video-lecture should not serve as an

extensive walk-through of the chapter. Nor should it cover material that is completely unrelated to the topic being covered. An instructor should evaluate the four or five key points that need to be highlighted and devote a brief (15 to 20 minutes) video lecture to each of these. For example, if the topic was job searching, an instructor might create four mini lectures focusing on resume writing and cover letters, job search strategies, interviewing, and negotiating. If covering a theory, an instructor might have four mini video lectures on key concepts, research, sample case studies, and a demonstration of that theory in practice.

Tools for Recording and Producing Video Lectures

The tools necessary for recording and producing video lectures are becoming much more affordable. An instructor could use a camcorder, or even a digital camera or phone that has video-recording capabilities. Many laptops come with a webcam already installed, as well as some type of movie making tool such as iMovie or Windows Movie Maker. The benefit of a camcorder is that an instructor can better record from a distance, which can be very useful if recording a roleplay or an interview, while a webcam allows for screen recordings or closer up recordings, and is immediately saved to the hard drive, saving a step.

Figure 1: Heat Map Example



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When recording a video lecture, the instructor should consider the background, as well as how much of the screen is taken up by the instructor's face. Using a "green screen" provides an instructor with the option of importing various interesting backgrounds, such as a beach, a snow-covered mountain, or other fun and interesting sites. If using a webcam, an instructor should consider varying the locations of the recordings, and also make sure that the majority of the space being recorded isn't the instructor's head (i.e., the dreaded "talking head" phenomenon).

Figure 1 shows an example of a heat map (using an eye-tracking system) as a user watched a CNN clip of 24 seconds (Nielsen & Pernice, 2010). Red indicates the longest areas of focus, whereas blue represents the least. In addition, gaze studies show the exact eye movements of a person watching a web video. (For an example of an eye gazing recording, the user is referred to http://www.useit.com/alertbox/ video_talkinghead_eyetrack.wmv.) The researchers noted that the results show that watching a talking head is boring, even for 24 seconds. Instead, people tend to look around at multiple points.

Thus, the instructor making a video recording should consider the backgrounds, and take time to provide enough visual information to make the video recording interesting to the viewer. For example, in a recorded role-play, the instructor could insert text that identifies an example of a key theoretical term, such as examining internal cues within the CASVE cycle of the Cognitive Information Processing theory (Sampson, Reardon, Peterson, & Lenz, 2004).

If recording in one's house, this is an opportunity to allow students to catch a glimpse of the instructor's life. The video lectures I have had that include one of the cats or dogs walking behind me, or a child wanting to get in on the recording, are the ones the students always comment on fondly. This personal touch seems to bring a sense of connection with the instructor as a real person. An instructor should avoid holiday-related backgrounds, especially if wanting to re-use the video lecture at another time.

Once the lecture is recorded, the instructor needs to produce it into a movie. Most of my video lectures are designed to accompany a PowerPoint. In the past, I had guided notes in a pdf format which students would print out and fill in the blanks (see Figure 2) while watching the video lecture. Through the years, I have found the task of trying to make the video lecture match precisely with the guided notes too cumbersome. Instead, I no longer offer guided notes, but give the PowerPoint slides or a pdf of the slides.

Figure 2: Video Lecture Sample

There are two main ways to create a PowerPoint movie. The first is to create a video separate from the PowerPoint slides, and then to match the two together. This is a

very cumbersome process, but can be useful when an instructor has recorded an expert and wants to call attention to the main points the expert is making by highlighting these points on a PowerPoint presentation.

The more efficient option is to record while in the PowerPoint presentation. Camtasia (*www.techsmith.com/camtasia.asp*) is one tool that allows an instructor to record the screen and simultaneously record video or audio. As the instructor clicks through the slides, Camtasia records the movement. When the instructor finishes recording, Camtasia generates a movie that synchs the audio or video recording with the PowerPoint slides. If the slides have titles, these are automatically generated as a type of table of contents (see Figure 2). These titles are a useful organizational tool for the student. I had created a few video lectures without the titles, and students gave me very specific feedback about the usefulness of having the titles as a way to find where they had left off if they needed to pause or stop the video. In addition, they appreciated being able to skim past information that they already felt confident about. An instructor can also edit the titles or delete them if desired.

The final requirement for creating a video lecture is a server on which to house the video lecture. Once the instructor has completed the project, she or he can "produce" the movie. The movie generates an html file, but this file is not sufficient to send to students. The html file (and accompanying folder) must be housed on a server. This could be the instructor's personal server, or the educational institution might make server space available for video lectures.

Demonstrations and Interactive Possibilities

While having a video lecture can provide students with the experience of hearing their instructor present material, this can become a static pedagogical tool. Instructors should consider how they present material in a F2F class, as well as the potential unique possibilities that a video lecture presents, when deciding how to present the information to students. One possibility is to record a role-play or a demonstration, such as how to introduce a career assessment, shown in Figure 3. Other demonstrations might include role-playing a counseling scenario from different theoretical perspectives.

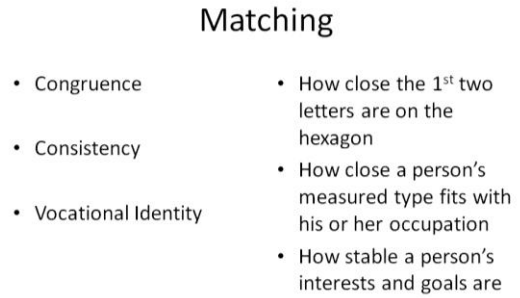
Figure 3: Recorded Role-play Sample

Role-playing, interviewing, and guest presenters can break up the monotony of video lectures, but viewing these is still a passive activity. An instructor should consider breaking up what is being recorded by camera by alternating the distance of the instructor (close-up versus long distance view) with a close up of a slide, whiteboard, or document, such as an inventory results page. The instructor should follow copyright laws regarding making images of test profile sheets available, even in a video lecture. Permission should always be sought, and proper citation included. To engage the kinesthetic learning style, and to provide the opportunity for students to become more active participants, instructors can create PowerPoint slides that are more interactive, demonstrate a "live" process that includes mistakes (such as searching for career information online), or providing an interactive quiz.

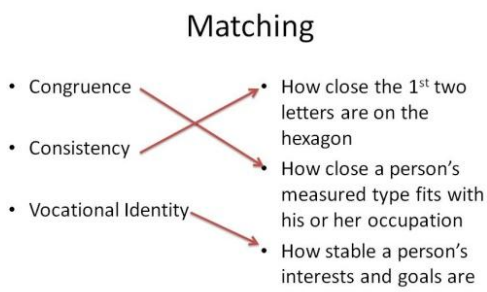
An example of an interactive PowerPoint would be a matching game, where the instructor would show slide A, and instruct the student to pause the video lecture to have time to determine the answer. When the student is ready, she or he can un-pause to see the correct answers on Slide B. Of course, this is dependent upon the student to actually pause the video (See Figure 4).

Figure 4: Interactive PowerPoint Matching Game

Slide A.



Slide B.



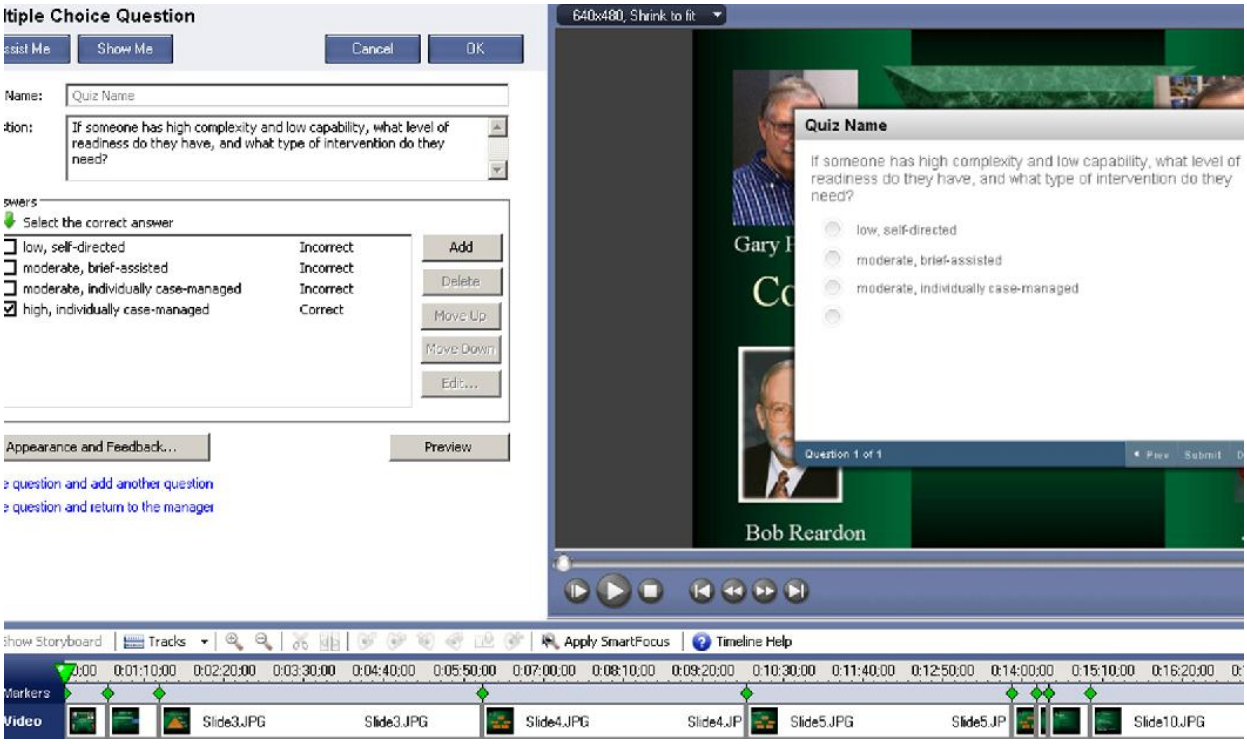
Similarly, an instructor could use the final PowerPoint slides as flashcards (See Figure 5). The instructor could set the PowerPoint on automatic timer, or the student could click through each slide as they are ready.

Figure 5: Creating Flashcards from PowerPoint Slides

Flashcard stimulus	**Flashcard response**
Name of the Holland term associated with how close the person's first two letters are on the hexagon	Congruence

Another option would be to create an interactive Flash (*get.adobe.com/flashplayer*) quiz (See Figure 6). Camtasia allows instructors to create a survey or quiz in the video lecture that ties back in to the video. The instructor can place the quiz questions at any point in the video lecture, and if a student chooses the incorrect answer, can be linked back to the place in the video lecture where that material was covered. Incorporating a quiz into the video lecture is an excellent way to invite students to interact with the information being provided. Quiz and survey results can be recorded using a SCORM-compliant Learning Management System (LMS) or email. Researchers (Cherrett, Wills, Price, Maynard, & Dror, 2009) experimented with second year undergraduate civil engineering students in England and found that 75% stated that the interactive video lecture (which included a Flash activity) enhanced their learning.

Figure 6: Creating a Flash Quiz in Camtasia



A third possibility would be to create a website with images that are hyperlinked to short video lectures. For example, the slide below (Figure 7) represents four video lecture chunks. Each image is hyperlinked to the accompanying video lecture but in a more interesting and interactive way.

Figure 7: Website with Video Lecture Hyperlinks

The case study analysis could be presented in several ways. The instructor could refer the student to a text description of a case study, either from a journal article, textbook, or instructor's creation. The instructor could use a Table PC to circle main points within the text, prioritize areas to address, and write out a career treatment plan. Or, the instructor could record an actor who presents as the case. If using interactive software such as Flash, the instructor could insert survey or quiz questions throughout the actor's speech such as: "which question would you like to ask next?" or "were there dysfunctional career thoughts present in this student's speech?"

Other options might include the use of asynchronous video communication between an instructor and students. Griffiths and Graham (2009) found that students commented that while they had more "face time" with traditional instructors, they felt that through this medium (communicating via asynchronous video), they received more useful feedback. In addition, the course evaluations for this online section were much higher than the course evaluations for a different section of the same course offered by the same instructor.

Evaluating Effectiveness

Course evaluations are regular components of most classes, and usually occur at the end of a semester. Instructors do not need to limit feedback about the course to that one data collection point. Instead, instructors might consider seeking regular anonymous feedback at given points throughout the semester. For example, instructors could ask at the end of each class for students to indicate one piece of information or an activity that was particularly useful, and one area that could be better clarified or improved. Instructors can also ask for anonymous feedback through the use of a course shell, hand-written comments, or a survey tool such as Survey Monkey (www.surveymonkey.com), and ask specifically about the video lectures. Potential questions might include

usefulness, links, how well the video lecture addresses certain objectives outlined by the instructor (such as delivery of important information or fostering a sense of connectedness), and soliciting ideas of how to improve the video lectures. Incorporating this feedback into the next video recordings will show students that their feedback is valued and help the instructor improve that portion of course delivery. This feedback may prove to be time-saving as well. For example, in addition to providing video lectures, I also started providing an mp3 option of the lecture. Five weeks into the class, I examined the course statistics and found that no student was utilizing the audio lectures. Following a confirmation survey that no one would miss the absence of the audio lectures, I discontinued making them and focused my time on other tasks that the students found more valuable (e.g., recording role-plays).

Instructors in varying academic fields have determined video lectures to be effective. Lents and Cifuentes (2009) found that biology students watching video lectures of voice-over PowerPoint presentations performed similarly to those who attended the same F2F lecture.

Policy Considerations

An instructor should be aware of the institution's policy towards video lectures prior to creating and posting them. Some departments may want to approve the information being delivered via video lecture, or may have concerns about having lecture material available for everyone, for free, while students are asked to pay for it. Another consideration might be whose intellectual property the video lecture is. If an instructor moves to another institution, does the former institution have the right to use those video lectures, especially if created on the institution's computer, with software purchased by the institution, and perhaps with technical help from individuals employed by the institution? Does the instructor have the right to use that video in her or his new institution? What are the policies about students and computers? What if a student only has a very slow connection or an outdated computer? Does the instructor have the right to expect the student to find a way to view the video lectures? Does the institution provide training and technical support for instructors wishing to create a video lecture? Must all video lectures be stored on the university server, or can the instructor store the information on his or her own server? Many institutions have strong policies about recording videos or lectures and then selling them. Does the institution have a policy about stealing and selling video lectures?

Another consideration is making video lectures compliant with the American with Disabilities Act. One way to do this is to include a written transcript of the video lecture. An example can be seen at http://ocw.mit.edu/OcwWeb/Mathematics/18-06Spring-2005/VideoLectures/detail/lecture02.htm.

Summary

Very little has been published in the counseling-related literature about the use of video-lectures in delivering course information. However, findings from other fields point to its utility and effectiveness. Creating a video-lecture has become easier due to changes in available technologies. The challenge for instructors is to push the tool to its

limits, providing more than a static form of information to students and creating an interactive tool through which students will be engaged and challenged to learn.

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