**CAS100 Video Project**

**Dawn Pfeifer Reitz**

**2020 – Communication Process and Communication Apprehension**

**Introduction**

In response to a call from CLT for Teaching and Learning Innovation Grant’s Professor Reitz submitted a continuation of a prior project to update and produce two videos for CAS100 Effective Speech courses. The goal was to update and refresh content, provide continuity of branding, and to provide students with the opportunity to watch and re-watch videos to consume and review content in their own time. The two videos that we have completed from the grant program this year are: Communication Process and Communication Apprehension.

Professor Reitz’s courses run in a “flipped classroom” approach. Flipping the classroom allows students to learn content on their own time, and then apply content during our classroom sessions. Providing students with a set of short, easily digestible videos with consistent messaging about the topics allows the students to review materials in small chunks. Allowing students to watch and re-watch these delivery videos allows students to learn at their own pace and consume the materials repeatedly.

**Project Design**

Once the project received approval, Reitz met with the CLT Team to discuss the goals of the program, then had subsequent meetings with Red Yuan, the lead for the project. We chunked out the projects to manageable pieces complete with a timeline, deadlines, and storyboards. We worked to create and record scripts and planned and videoed various content through the entirety of 2020.

**Learning** **Outcomes**

Providing students with a set of short, easily digestible videos with consistent messaging about the topics allows the students to review materials in small chunks. Allowing students to watch and re-watch these delivery videos provides them an opportunity to learn at their own pace and consume the materials repeatedly.

Reitz was able to insert surveys into all sections from Spring 2021 that utilized the updated videos. The feedback received from these surveys was overwhelmingly positive and in support of the project.

Here is a sample of qualitative comments from the survey:

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| What were the advantages of learning from the professors' online videos? |
| The advantages are there tends to be more imagery which is helpful and I can rewind the videos at any time to better understand the topics. |
| When using videos in the online learning modules, I am able to go at my own pace with no dedicated lecture time. I am able to rewind whenever I feel the need to, and pause the videos to make sure I take all the notes I need.Â  |
| I was able to go back in the video if I missed something important or go back to them on a later date.Â  |
| More flexible |
| I was able to do them in my own time an do it anywhere. I was also able to rewind the videos if I missed something or needed to re-watch that part because I misunderstood what was being said. In a classroom setting I wouldn't be able to do that. |
| Personally, I think one of the only real advantages to this style of learning is that you can pause and replay parts of the videos if you missed it. Other than that I think I prefer in-class learning instead of watching videos. |
| I could take my time to take my notes and could go back if I missed something. There were good examples for the subjects that I was able to process and feel a sense for how they would beÂ  |
| The ability to rewind. Work on our own time. Take notes more effectively. |
| I can usually do it at my own pace and can rewatch the video as many times as I need to unlike if the lecture was in person. |
| we get to watch them at anytime of the day, and we are able to pause or rewind |
| The online videos did a great job showing us the topic that we wanted to work on. Additionally, if we have questions, we can just ask at our next meeting. The pictures helped understanding, and watching videos about what we want to do and how to do it was more profitable (from a learning perspective).Â  |
| The biggest advantage of learning from the online videos was the ability to stop the videos and rewind them to write down notes. |
| easy access, more time-efficient, and can be viewed and replayed anytime. |
| One advantage was that I could go back to rewatch the videos if I needed/wanted to see it again. It helped me understand the topics discussed better because I had as much time as I needed.Â  |
| I think some of the best things about the videos are that we are able to pause and rewind the videos and also rewatch them as many times as needed. It helps when you are confused on something and you can just go back and rewatch. |
| An advantage to the online videos is that I could stop and start them at any time to take notes and not miss anything, unlike a classroom lecture.Â  |
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Additionally, some students indicated that they had a slight frustration that they were not able to immediately ask questions if they had them while watching the videos. A few students indicated that they do not enjoy learning content in an online modality.

Reitz was able to insert surveys into all sections from Spring 2021 that utilized the updated videos. The feedback received from these surveys was overwhelmingly positive and in support of the project.

**Scholarly Outcomes**

As these videos are part of a multi-year revamping project, Reitz is collecting data from students to potentially produce a scholarly piece down the line.

**Recommendations**

This project was an effective use of resources. As is consistent with year past, Reitz was able to take a concept in her head and implement it through discussion with the CLT staff. Others considering this approach should feel confident in the CLT staff’s expertise and should work with them with an open mind, to effectively complete the task. The creative thought and research of the CLT has found multiple creative solutions to implement even the most challenging of ideas.

**Conclusion**

Reitz is thrilled with the work of the CLT team on this project, and looks forward to future collaborations to support student engagement and success.

**Acknowledgements**

Professor Reitz wish to thank Red Yuan for her diligence on this project and Mary Ann Mengel for her creativity in guiding us through this project. Their vision and expertise were unwavering. The PSU Berks CLT Team is a gem on campus.

**Works Cited**

None