

Faculty Innovator Grant 2010
Center for Learning Technologies

Final Report Form

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|--------------------------------------|----------------------------------|
| Primary Faculty Name: | Jennifer Kidd |
| Department: | Teaching & Learning |
| Email Address: | jkidd@odu.edu |
| Office Phone Number: | 683-3248 |
| Project Title: (10 words or less) | A Video is worth a Million Words |

Other faculty:

| Faculty Name: | Department | Email Address | Office Phone Number |
|------------------|------------|------------------|---------------------|
| Erin Warham | T & L | ewarham@odu.edu | 683-6030 |
| Jody Sommerfeldt | T & L | jsommerf@odu.edu | 683-4798 |
| David Kidd | English | dkidd@odu.edu | 683-6060 |
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1. Describe the specific teaching and learning issues being addressed by the proposal.

Four faculty collaborated on this FIG to 1) purchase equipment for students to use to create original videos, 2) share ideas for their existing multimedia projects and to re-conceptualize and redesign these projects to incorporate greater emphasis on student-generated content with the goal of increasing students' new media literacies to enable them to participating more fully in the collaborative, knowledge-generating activities common to Web 2.0 applications, and 3) to model new media instruction for other faculty.

2. Describe the revised specific teaching and learning issues being addressed by the proposal (if applicable):

These issues/goals were not revised.

3. Describe the development activities involved addressing the learning or teaching issue.

1. Two different model cameras were purchased by the primary applicant to test for possible adoption.
2. All four participating faculty met to discuss which cameras to purchase. After some discussion Flip cameras were selected for their durability, ease of use, and because they used AA batteries which could easily be replaced and didn't requiring charging or the added complexity of maintaining chargers.
3. TLED 430 faculty redesigned their multimedia project to focus on generating original content rather than remixing existing video content
4. The TLED 301 instructed added an in-class training session which required students to create short practice videos. This provided a low risk environment for the students to use the skills needed in their primary multimedia assignment
5. The primary applicant presented at various conferences and led several workshops and demonstrations at ODU to promote the use of student-generated videos and Flip Cameras specifically.

4. Describe the learning outcomes attained by the project.

Students in TLED 430 and 301 created original videos using digital video cameras. This allows them not only to create these videos for their own use and to share with colleagues, prospective employers, and future students, but to imagine how student video projects could be incorporated into their own future instruction in a K-12 environment.

Participating faculty shared their expertise with other faculty in the department, college, university, and in the education community broadly.

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5. Describe unexpected outcomes, if any.

- The department of Teaching & Learning purchased additional Flip cameras after other faculty expressed interest.
- The department of Teaching & Learning used Flip cameras at a faculty meeting to record faculty interview presentations.
- Several computer labs at ODU installed the FlipShare software on machines available for student-use to support projects assigned by ODU faculty.
- The primary applicant led a digital video workshop at the Summer Institute which was well attended.
- The primary applicant led a digital video workshop at a Preparing Future Faculty event at ODU which was well attended.
- The primary applicant used Flip cameras in a graduate assessment course to help future teachers assess their questioning strategies and presentation skills
- TLED 301 teaching assistants used Flip videos with their K-12 students during practicum experiences.
- Julie Byers, Christine Herbert and the students participating in the Lambert's Point Summer program used the Flip cameras to document their field trips and to create a digital archive of their summer experiences with the help of TLED 301 TAs. President Broderick was invited to see the students' final presentations. The middle school students' work can be seen here:
http://k12.wittieproject.org/wiki/Exploring_Science_in_Our_World

6. Describe the impact of the completed project on your colleagues, department, college, or community.

See above

7. Describe how the project can be a model, template, or prototype for use by other instructors.

The videos created by students in both classes can be used as examples of student video projects for other faculty. This is critical now as NCATE and other accrediting institutions are looking for artifacts that demonstrate students' competencies.

8. Describe the technology used to help address the issues described in the proposal.

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Flip digital cameras and FlipShare editing software. YouTube was used to host videos for TLED 301 and a wiki website was used to share videos with classmates and other interested parties.

9. Describe products, if any, that are a result of the project.

Here are two examples of practice videos made by TLED 301 students:

http://www.youtube.com/watch?v=hKNg6ZMoQp0&feature=player_embedded
<http://www.wittieproject.org/article/174>

Here are links to the student-authored wikibook which includes students' practice and official project videos:

Fall 2009- Spring 2011: http://old.wittieproject.org/wiki/In_Our_Schools

Look for each semester's edition of In Our Schools. Within each edition look for the In Today's Schools Section (click on these words in the title)

Fall 2011:

Practice videos - <http://www.wittieproject.org/page/31>
Observation Reflection Videos (Digital Reflections) - <http://www.wittieproject.org/page/42>

10. Describe the future plans for this project, if any.

The participating faculty teaching TLED 301 and 430 continue to require students to create original videos in their respective courses and plan to continue doing so. Additional more faculty from T & L are using the purchased cameras so a check out system has been developed and the cameras are stored in the T & L office for use by students and faculty alike.

The primary faculty plans to continue to present at local and national conferences and workshops to promote projects using student-generated videos.

More evaluation

11. Attach a financial report with updated Budget Plan Matrix.

Final Budget Matrix

| Budget Item (equipment, personnel, software, etc.) | Qty | Total Cost | Source of Funds | |
|---|-----|---------------|--------------------|-----------------------------|
| | | | Amount from FIG | Amount from Other Source |
| Digital video cameras | | | | |
| tripods | | | | |

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| Personnel stipends | | | | |
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