Instructional Video Capture
K-State’s Pilot Results:
Using Mediasite for Classroom Capture and Beyond

PRESENTERS:
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Presentation by Brent Anders and Artur Gregorian,
Office of Mediated Education, Kansas State University
Operational Definition

**INSTRUCTIONAL CAPTURE:**

The ability to facilitate online instructional interaction and communication for face-to-face, distance, and hybrid classes, or other educational situations, both for synchronous and asynchronous purposes.
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Actual Video Needs

VIDEOCONFERENCE
INTERACTIVE PRESENTATION
LECTURE SESSION
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Actual Video Needs

VIDEO-CONFERENCE

- Discussion Based Teaching
  - HIGH INTERACTION
    - Audio/Video Two-Way - communications with students
    - Full mobile creation and participation

INTERACTIVE PRESENTATION

- Mixed Teaching Method
  - MEDIUM INTERACTION
    - Video of instructor, possible audio and/or video of student
    - Special tools for Interaction

LECTURE SESSION

- Lecture Focused
  - LESS INTERACTION
    - Focus is on instructor and presentation
    - Advanced analytics

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Capture, Create, Import
- rooms
- user-generated
- events
- video conferences

Manage
- publish
- organize
- search
- analyze
- edit
- secure

Deliver
- canvas
- k-stateonline
- or anywhere else on the web
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Device Recorder

Desktop Recorder

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Example Instructional Capture

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**Example:** A psychologist predicts that students will learn most effectively with a constant background sound, as opposed to an unpredictable sound or no sound at all. She randomly divides fifteen students into three groups of five. All students study a passage of text for 30 minutes. Those in group 1 study with background sound at a constant volume in the background. Those in group 2 study with noise that changes volume periodically and randomly. Those in group 3 study with no sound at all. After studying, all students take a 10-point multiple choice test over the material. Their scores are in the table below.

<table>
<thead>
<tr>
<th>Constant Sound</th>
<th>Random Sound</th>
<th>No Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
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</tr>
<tr>
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<td>3</td>
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<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Sample Mean:
- Constant Sound: 6.5
- Random Sound: 3.6
- No Sound: 3.0

Sample Std. Dev.:
- Constant Sound: 1.0
- Random Sound: 1.7
- No Sound: 2.0

We used the ANOVA F test to determine whether the average test score was the same for all three methods of studying.
Student Survey Results

Student Satisfaction:
- 96% satisfaction

Ease of Use:
- 88% satisfaction
  - *12% neutral

Look and Feel:
- 96% satisfaction
  - *4% neutral
Student Survey Results

Self Selection of Main Display Video:
- 70%
- 30% neutral

Player Speed Control:
- 83%
- 17% neutral

Chapter Indexing:
- 60%
- 40% neutral

Student Centered Video Capabilities
- 70%
- 30% neutral
- 83%
- 17% neutral
- 60%
- 40% neutral
Would you Recommend that other Instructors use Mediasite:

Any Additional Components Desired or issues?

- An integrated social media component
- Ability to post a question/comment
- More camera angles
- Use by every instructor in every class
- Faster load up speeds

90%
Pedagogical Implementations

Video Lecture/Discussion Achieve:
(for review or reference)

Tool for those with English as a Second Language or Learning Disability

Flipped Classroom

Just-In-Time Learning and/or Supplemental Info

Instructor Absence
(snow days, sickness, attending a conf., etc.)

Use in Online Courses – Personalization of Content

Student Projects

Self-Evaluation
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QUESTIONS?

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