

**Title of Proposal**

Incorporating Video and Audio *Podcasting* into the Teaching of Abnormal Psychology:  
Using Emerging Technology to Enhance Learning Through Diversified Teaching  
Methods and Asynchronous Content.

**Professional Development Grant**

Application submitted to the Information Technology Council *Subcommittee on  
Academic Technology*

**Principle Investigator**

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**Submission:** Grant Submitted for the University of Massachusetts – Amherst campus.

**Funds Requested:** \$7993

**Project Summary:** Portable electronic devices have revolutionized the way that students and professionals manage information. Students have moved beyond the laptop, and now rely increasingly on smaller electronic devices such as cell phones, PDA's, and devices such as the *iPod* and *Video iPod*. Audio-books, study aids, and entire academic conferences are now available in MP3 or MPEG (portable video) format which can be downloaded to *iPod* or similar devices. Academic institutions across the country have begun to offer *iPod* content, bringing an enhanced academic experience to students enrolled in existing classes. Perhaps more exciting, this format has improved Distance Learning opportunities for off-campus students, and Continuing Education experiences for part-time students. The delivery of academic course material in *iPod* format takes advantage of the extraordinary success and popularity of this small, memory rich, and portable piece of electronic equipment. UMass stands to open a new avenue of educational development and academic marketing for Continuing Education and Distance Learning. *Podcasts*, the name for video/audio programming in this format can easily stand alone in an academic course, provide supplementary material for in-person courses, and be an excellent addition to on-line learning. This proposal seeks professional development funds to gain the necessary expertise and equipment to produce high-quality video and audio *Podcasts* of an extremely popular existing course in Abnormal Psychology, currently taught to over 1000 students per semester on the UMass-Amherst campus. It is hoped that the skills acquired can also be used to assist other professors to create similar materials.

**Signatures:**

Department Chair: \_\_\_\_\_

College Dean: \_\_\_\_\_

Provost: \_\_\_\_\_

## **Project Narrative**

The proposal seeks professional development funds to create video/audio *podcasts* of course material (e.g. lectures, review sessions, additional materials) to enhance the existing course, Abnormal Psychology (Psych 380) on the University of Massachusetts-Amherst campus. Once developed, this author will be in a position to use the technological skills acquired to create new Distance Learning and Continuing Education courses, as well as to assist other instructors in utilizing this technology.

Students increasingly rely on portable electronic devices to manage information. Students have moved beyond the laptop, and now rely increasingly on smaller electronic devices such as cell phones, PDA's, and devices such as the *iPod* and *Video iPod*. A host of information, music, and video is available in *iPod* format and Apple Inc.'s quarterly financial results (2002-2007) indicate that 88,701,000 units have been sold as of January 2007. Academic institutions across the country have begun to offer *iPod* content (see [www.apple.com/education/profiles/](http://www.apple.com/education/profiles/)), and *iTunes U*, an educational support network associated with the popular program *iTunes* has enabled Universities and other institutions to easily deliver open, restricted, free, or paid content to their students and other constituents. This technology has the potential to revolutionize the way that students learn academic material, taking advantage of the popular *iPod* format to enhance existing courses and provide increased access to academic programs for both part-time and off-campus students. This *iPod* is a memory rich and portable electronic device that has already been adopted by students; using it as an educational tool is a natural next step. *Podcasts*, the name for video/audio programming in *iPod* format can easily stand alone as an academic course, provide supplementary material for in-person courses, and/or enhance existing on-line courses. As the diversity of the UMass student population increases, the use of emerging technology such as *podcasting* can improve educational attainment and content mastery by providing information in multiple contexts. More importantly, *podcasts* capitalize on the popularity of the *iPod* and makes academic material accessible in every part of the student's life. It should be noted that students without *iPod*'s can view the identical content on their personal or school computers.

Each fall, the principle investigator teaches a lecture course in Abnormal Psychology with 450+ students. Lectures are well-attended, and participation in class and on the course's WebCT site is robust. Yet, for such a large course, continued improvement in methods of content delivery is essential. More importantly, the use of technology can serve to reduce the often impersonal nature of a large lecture course, by delivering course content in formats that can be tailored to individual student needs and preferences. *Podcasting* can be used to duplicate course material by presenting videos of lectures or audio recordings with associated *Power Point* slides. When this material is sufficiently comprehensive, a *podcast* of a course can also stand on its own. *Podcasts* can also be used to enhance an existing course, by providing supplemental review materials, utilizing novel methods of presenting course material, and incorporating asynchronous learning into lecture-based courses. The use of *podcasts* has the further benefit of diversifying the method of content delivery, which more effectively targets the individual needs of a diverse student body.

This Professional Development Grant has several goals. **First**, the PI seeks to gain the skills necessary to produce and distribute high-quality video *podcasts* of course materials including lectures, review materials, and supplementary content. These skills will be acquired during summer 2007. **Second**, the PI will develop *podcast* material to use in Abnormal Psychology in the Fall, 2007 as well as create new *podcasts* of actual lectures delivered throughout the semester and made available to students in real time.

After acquiring these materials and skills, further opportunities to develop stand-alone Distance Education courses or online versions of Abnormal Psychology will be explored. It is also hoped that the skills acquired can also be used to assist other professors to create similar materials in their courses, and aid in publications related to the use of emerging technologies in the instruction of psychology.

**Project Deliverable**

This proposal seeks to support two deliverables. The first (September 2007) will be a series of supplementary course materials produced in video *podcast* format that can be incorporated into Abnormal Psychology for the Fall 2007 semester. These will include *podcast* review sessions, supplementary materials highlighting sections of the material, and more elaborative presentations of course material (e.g. substantive clinical case studies to be used as primers for in-class lectures and discussions). Additionally, it is hoped that some of these materials will be produced by drawing upon the expertise of local clinicians and faculty with differing areas of expertise, representing a solution to problem of scheduling guest lecturers with different areas of specialty.

The second deliverable will be a complete *podcast* archive of the lectures for Abnormal Psychology in the Fall 2007 semester. These *podcasts* will be made available to students enrolled in the class as the semester progresses. A final version of this course program as a package that can be utilized in future courses will be the second deliverable for May 2008.

Following the creation of these two projects, this PI will seek to develop these materials into a coherent course that can stand alone as a Distance Learning Online course, though this will necessitate work beyond the current grant cycle due to the need to cross-edit multiple versions of lectures to enhance quality and flow, as well as a more thorough integration into an online course format. Additionally, the PI intends to publish the results of this work in a journal that solicits submissions on the teaching of psychology.

**Dissemination of Project Results**

The results of this work will be disseminated immediately to students in Abnormal Psychology, a course which this PI teaches each year in the fall to 450+ students. Dissemination will also take place through a departmental colloquium presentation, meetings with other faculty who would like mentoring in the use of this technology, and ultimately, as a publication. Hopefully, a new Distance Learning course will be developed after this initial project is completed.

**Project Budget**

<b>Item</b>	<b>Cost</b>
Summer Professional Development Stipend	\$4000
MacBook Pro Laptop	\$2500
Video iPod (80MB)	\$349
Final Cut Express High Definition	\$299
Canon GL2, Mini DV3 CCD Camcorder	\$845
<b>Total</b>	<b>\$7993</b>

### **Project Timetable**

This first stage of the project will begin in May, 2007 with a summer of training and work in preparation for Abnormal Psychology Fall, 2007. The second stage of the project will be completed at the end of the Fall, 2007 semester with the recording of all course lectures into *podcast* format. By May 2008, it is expected that all the materials will be edited and integrated into a more uniform whole.

### **Principle Investigator, Participants and Qualifications:**

The PI began work as a teaching assistant in Abnormal Psychology as a graduate student in 1996. Since that time, this PI has taught Abnormal Psychology over 7 times at the University of Massachusetts, Smith College, and New England College and has coauthored a textbook chapter on the teaching of large classes.<sup>1</sup> The most recent iterations of this course have been taught at UMass in a large lecture format with 450+ students, and the PI has garnered a nomination for the Distinguished Teaching Award in each year. The PI is also a clinical psychologist, who also serves as the Director of the Psychological Services Center, the training clinic for the graduate program in the Department of Psychology, Clinical Division. He is also the Associate Director of Clinical Training, and a practicing clinician with specialties in anxiety, mood, disruptive, and adjustment disorders in both children and adults. The PI has been using instructional technology since 1999, and is proficient in web design, WebCT, Blackboard, Moodle, Power Point, Keynote, Quicktime, Final Cut Pro, and both Mac and PC platforms. A CV and copy of the PI's most recent teaching evaluation summaries are available upon request

### **Letters of Support:**

This grant proposal is currently for an existing course at the University of Massachusetts and includes the signatures of the Department Chair, College Dean, and UMass-Amherst Provost. At this time, it does not involve the participation of multiple campuses or agencies. Rather, these professional development funds are sought to develop the requisite skills to enhance the existing course, and ultimately, to be able to develop a stand-alone Distance Learning course in the future.

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<sup>1</sup> Halgin, R.P. & Overtree, C.E. (2002). *Personalizing the Large Class in Psychology*. In *Engaging Large Classes: Strategies and Techniques for College Faculty* (C.A. Stanley & E.M. Porter, Eds). Anker Publishing Company, Inc: Bolton, MA.