

Academic Technology Grant Final Report

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

Christopher E. Overtree, Ph.D.

I have requested an extension of the original time period set to complete the tasks associated with my Technology Grant. I am re-submitting my interim report as a place-holder for the final report due June 2008. I expect to continue this work as directed below in the second year of my project. Please let me know if you require further information.

I. Original Intent of Project: This grant was originally conceived to develop *Podcasts* to support existing course content in Abnormal Psychology. This required gathering the skills and equipment needed to develop, edit, and produce audio and video content that can be distributed in this format (e.g. viewed/listened to on a computer, iPod, or similar device). These materials would be developed such that they could stand alone in an academic course, provide supplementary material for in-person courses, and be an excellent addition to on-line learning. This project was originally intended to be conducted in a two-year period, the first year being used to develop these materials and begin incorporating them into an existing lecture-format class while the second year would be used to develop further content, and consider incorporating it into other, including online, courses.

II. Changes in Goals, Objectives, and Deliverables: The goals of this project were to 1) develop audio/video editing and production skills, 2) to develop *podcast* format audio and video files to incorporate into an existing class, 3) to incorporate these new materials and skills in other courses, and 4) to disseminate knowledge gained through training of other faculty directly and through department colloquia. Specifically, there were two primary deliverables: 1) new video/audio content to be incorporated into the course and 2) video *podcast* versions of in-class lectures.

III. Accomplishments:

- 1) This past year, I was able to attend three trainings offered by the Office of Information Technology in audio *podcasting*, video editing and production, and *weblogging*.
- 2) I procured equipment necessary to edit audio/video, which included a Macintosh computer, high fidelity microphone, video/audio editing software.
- 3) I have developed 30 new or carefully edited video pieces between 2 to 10 minutes in length, using each in my current lecture course.
- 4) I packaged each lecture's materials (e.g. slides, photos, videos, audio files) into a Quicktime Movie format that can be watched at the pace of the original lecture. This content is suitable to be converted into HTML, Flash, or other video formats. These video/audio enhanced slides, produced in Apple's Keynote, also serve as the basis of my current lecture-based class.
- 5) I trained 2 faculty in basic video editing skills, and produced one video to be used in a research project.
- 6) I presented my work at two OIT-sponsored trainings for faculty learning about using emerging technology in their classrooms.
- 7) I used part of the stipend to attend a national conference (American Psychological Association) and was able to attend several presentations on integration of technology in the classroom.
- 8) I was asked to provide a sample of my work to OIT to use in future faculty trainings.

IV: Tasks Remaining:

- 1) I found that the computer I purchased could not simultaneously deliver the lecture content (e.g. slides, video, and audio files) while recording the audio associated with the lecture. Given the extremely large file sizes for my lecture files (e.g. between 250MB and 1.5 GB), I had to postpone the audio and video recording of lectures until this coming year. It is my hope to be able to produce video podcasts of lectures that can be used in a simultaneous online course (tied to the lecture-based course) or used as stand-alone modules for directed studies or other online courses.

2) Purchase video camera for simultaneous recording of lectures.

V. Anticipated Challenges, Issues, or Problems:

1) The university did not give me enough server space to be able to host video content for my course. They upgraded me to 1GB of space, but I would require close to 100GB! I must now look into alternative hosting arrangements or ways to downgrade the size (and thus quality) of my video files. I hosted many of my videos on YouTube instead of university servers as a result.

2) I underestimated the extent to which providing podcasts of entire lectures might affect classroom attendance (according to a student survey I conducted during the class). Thus, I will likely shift towards making podcast lectures available to online students, or to be used as additive modules rather than simply as study aids.

3) I overestimated students' technological abilities. It has become clear to me that in a classroom of 500, at least 20% will have difficulty utilizing emerging technology. As such, I am exploring new ways of training students to utilize this technology before making a larger portion of their class experience.

4) The university SPARK does not have enough features to support podcasting. I will likely need to develop and incorporate a web or blog site.

This has been an extraordinarily and rewarding learning process for me. I feel that via this grant, my course has improved tremendously. As I expected, I have been able to utilize these skills for other classes, in my research, and in helping professors integrate improved technology in their own classrooms. I invite any additional questions, and thank you kindly for this opportunity.