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University of Massachusetts  
Enhancing Learning Through the Use of Technology

**FINAL REPORT**

**Title:** **Camtasia Studio:** Creating Rich Multimedia Instructional Materials  
**Project Category:** Strategic Initiative Grant  
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The goal of this project was to introduce Camtasia, a video-based screen capture and editing software package, to university faculty in order to move the agenda of online and blended learning forward by helping faculty more quickly adopt the use of online rich media (audio, video, and graphics) to deliver quality instruction.

Camtasia is a “screen recorder.” This allows the faculty to capture – and then edit – whatever they’re doing on their screen as a video file with voice narration. Once created, this new piece of rich media (i.e., video) can be placed on a web server and streamed and/or downloaded directly to the student’s computer. Students can watch instruction and/or listen to the class lecture as many times as they feel necessary to enhance their learning. More student contact with course content is, in and of itself, a good thing. The ability to do this opens a great many educational opportunities, which are evident in the faculty outcomes.

**The Project**

This project was a collaborative effort between the UMass Lowell Library’s Media Center and Faculty Development Center, and the Graduate School of Education. Over the course of this past year we conducted two Faculty Institutes, attracting thirty-three faculty representing twenty departments. Faculty from the following departments participated in the Institutes.

- Nursing
- History
- Nursing
- Continuing Studies
- Cultural Studies
- Criminal Justice
- Legal Studies
- Graduate School of Education
- Psychology
- Electrical & Computer Engineering
- Physical Therapy
- Management, Manufacturing and MIS
- Toxics Use Reduction Institute
- Work Environment
- Chemistry
- Management
- Sound Recording Technology

- Cultural Studies
- Community Health & Sustainability

### **Outcomes**

This grant allowed us to purchase streaming Flash server software for the campus; hire student assistants, who in the process learned the software as well; and offer faculty stipends in addition to purchasing 55 Camtasia licenses. Thanks to the flexibility of the grantors to allow us to spend monies out of original categories we have been able to purchase 105 Camtasia licenses each with a two year extended maintenance and upgrade policy through 2010.

To date over a dozen UML faculty have created, and are using, Camtasia projects in their instruction. Many are recording lectures weekly and posting them online as supplemental materials for their students. In all, faculty created well over 100 instructional modules that are currently in use. It is interesting to note that some of these faculty did not participate in the institute. While 33 faculty members actually participated in the Institutes, 47 copies of the license have been distributed to date. Over the course of the year, faculty heard about the project by word of mouth and have requested a copy of the license. These faculty have also been producing Camtasia files that are currently in use in their courses, most notably in Mechanical Engineering and Psychology. [See links below.]

This project is a good example of the power of collaboration. Working together we have been able to establish a process that allows faculty who are using Camtasia to record their full class lecture to *ftp* their raw video files (.camrec) into a “drop box” on a server. Once there, the instructional technologist from the FDC renders the files into the Flash streaming format, creates the .html page for the course, maintains the page, and sends the faculty member the link to their materials. Rendering of final files can often take multiple hours of computer processing time so we thought this would be a simple convenient method to relieve faculty of the tedium of the task and free them up to engage in their teaching, research and service priority activities. In support of this project the FDC invested in computer hardware and software to better serve the participating faculty using this new application.

A notable outcome is reflected in the work of the Electrical and Computer Engineering Department (Craig Armiento, Chair). Three members of the department signed on the for the first Camtasia Institute. There are now seven members of the department using Camtasia in a variety of ways (i.e., multiple instructional strategies). The department is in the process of designing a series of online courses using Camtasia as the cornerstone for online delivery.

Lastly, one sure sign of success is that even though the grant ends at the end of this month (June 2008) we just recently held a third Faculty Institute and attracted a full house of 14 new faculty and staff. It is clear that faculty from multiple disciplines are beginning to see that this new class of software (i.e. screen capture and/or lecture capture) can have a meaningful impact on their teaching – if not transform the online experience.

### **The Future:**

It is clear that for the foreseeable future we will continue to support faculty who have participated in the Institutes and help them think of pedagogically appropriate ways to engage

this new exciting technology. Support has included an email user group; one-on-one training follow-ups to better encourage faculty hesitant to simply dive in; editing and outputting final projects, and creating and maintaining streaming instructional files. Support and instruction will continue for at least the next two years while the upgrades and maintenance agreements are in place.

## Examples

<b>Name</b>	<b>Department</b>	<b>Course</b>	<b>URL</b>
David Ryan	Chemistry	83.314 Instrumental Analysis	<a href="http://faculty.uml.edu/fdc/ryan/instrumental.html">http://faculty.uml.edu/fdc/ryan/instrumental.html</a>
		84.653 Chemical Oceanography	<a href="http://faculty.uml.edu/fdc/ryan/chemocean.html">http://faculty.uml.edu/fdc/ryan/chemocean.html</a>
Craig Armiento	Electrical Engineering	16.474/16.576 Principles of Solid State Devices	<a href="http://faculty.uml.edu/fdc/solidstate/solidstate.html">http://faculty.uml.edu/fdc/solidstate/solidstate.html</a>
David Lewis	Management	MIS	<a href="http://faculty.uml.edu/fdc/lewis/mis_syllabus.html">http://faculty.uml.edu/fdc/lewis/mis_syllabus.html</a>
		64.601 Operations Management	<a href="http://faculty.uml.edu/fdc/lewis/OM_syllabus.html">http://faculty.uml.edu/fdc/lewis/OM_syllabus.html</a>
Don Milton	Work Environment	19.503 Toxicology and Health	<a href="http://faculty.uml.edu/fdc/milton/19_503.html">http://faculty.uml.edu/fdc/milton/19_503.html</a>
Luvi Motiwalla	Management	MIS63.407 Electronic Business	<a href="http://faculty.uml.edu/fdc/luvi/ele_com.html">http://faculty.uml.edu/fdc/luvi/ele_com.html</a>
		MIS301 Introduction to Information Systems	<a href="http://faculty.uml.edu/fdc/luvi/mis301/mis301.html">http://faculty.uml.edu/fdc/luvi/mis301/mis301.html</a>
Pat Scollin	Health	31.203 Computer Technology in Health Care	<a href="http://faculty.uml.edu/fdc/scollin/31203.html">http://faculty.uml.edu/fdc/scollin/31203.html</a>