

Energizing Teaching With Technology

Presented By

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The Way Forward

- Focus on teaching as large class lecturing
- Have taught many seminars, but
- Lecturing is the connective “through line” from 40 years of classroom teaching to last 10 years of experimenting with and full time use of “blended learning” on line.

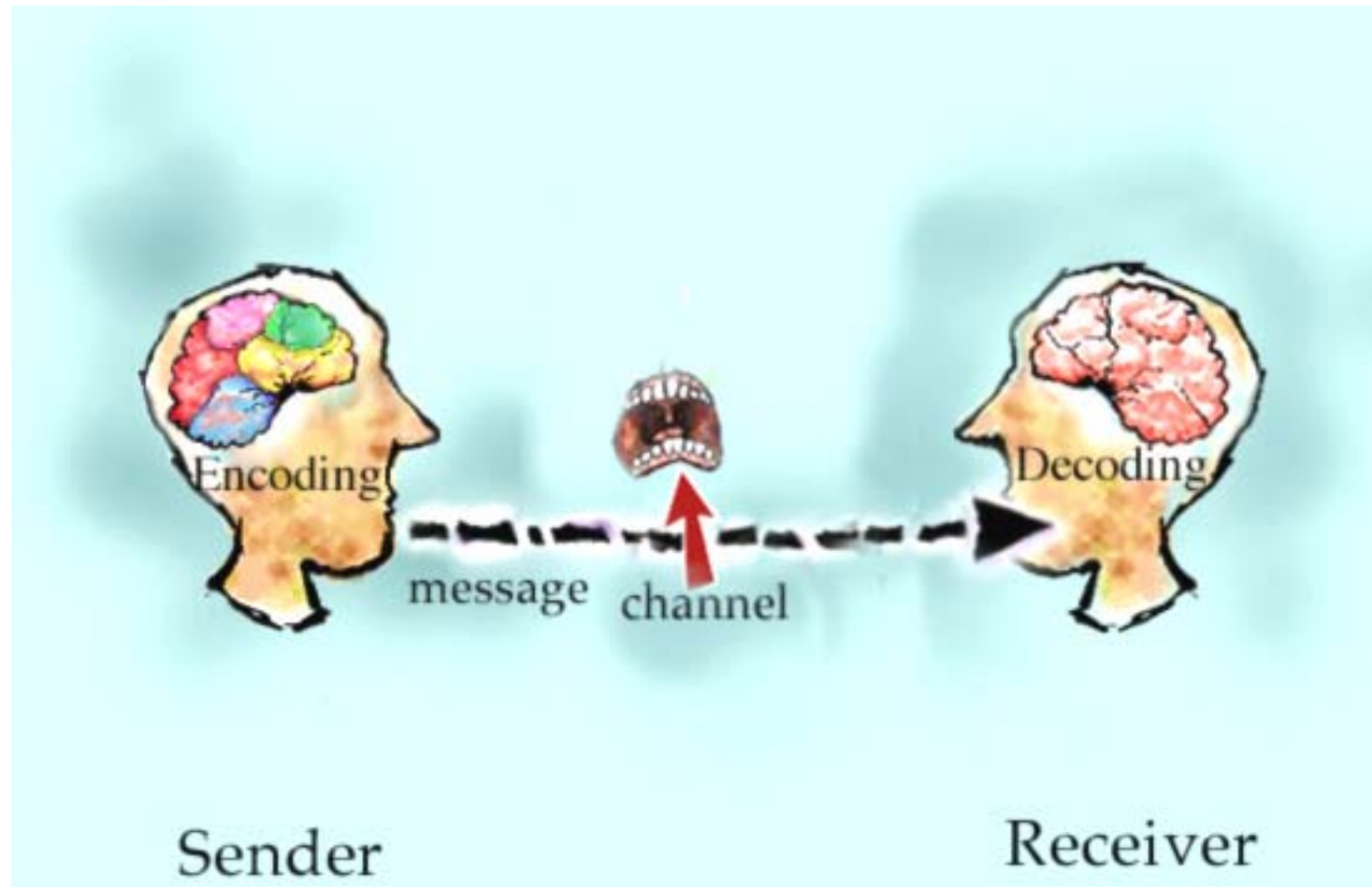
On The Way

- Overview of
 - The communication models that underlie my approach
 - Giving energized lectures
 - Effective use of presentation technology including embedded videos
 - My approach to blended learning

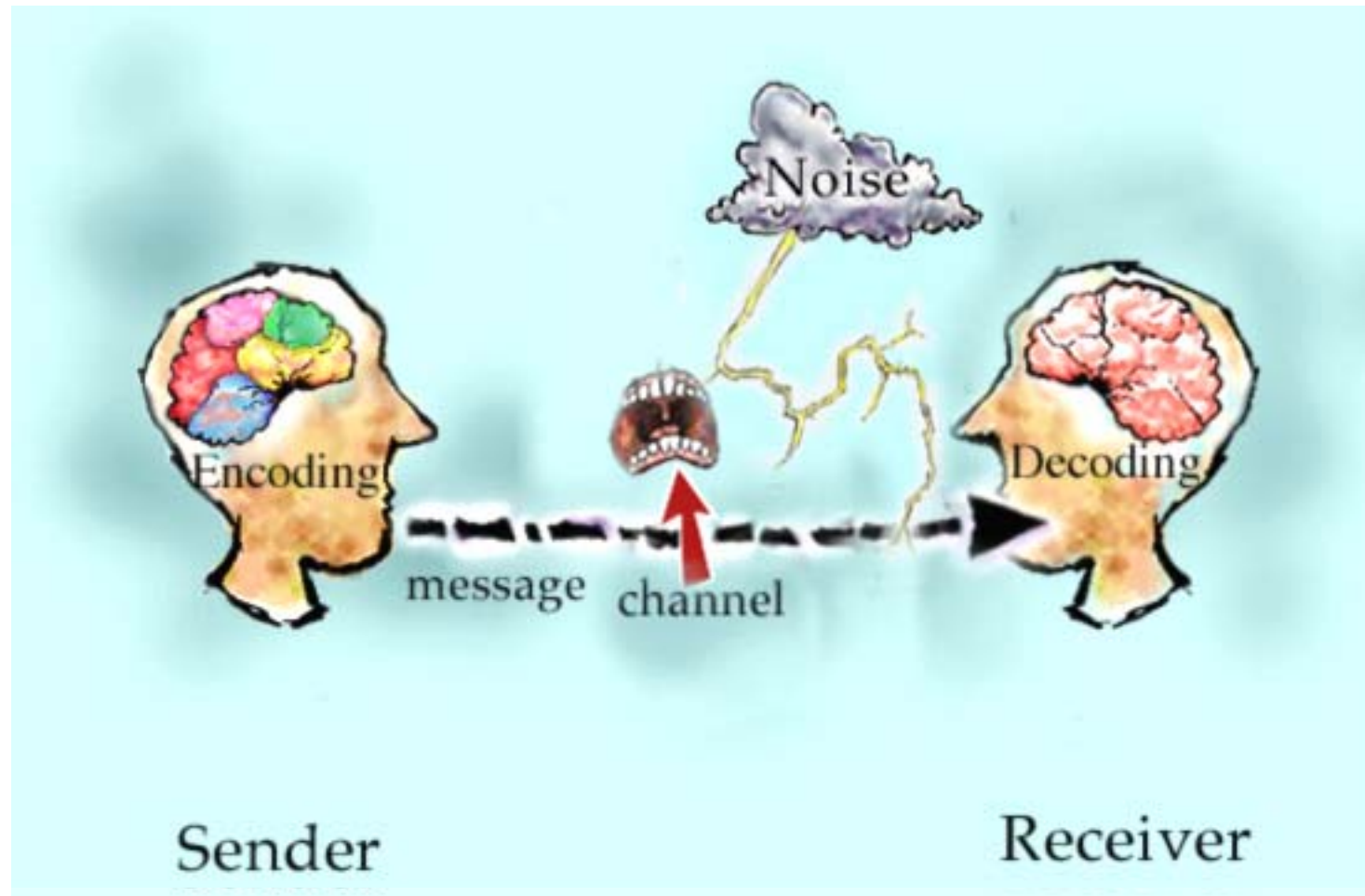
Background Models

- Many lecturers think of lecture as an Information Transfer system
- Students are obligated to “get it” no matter how it is given

Background Models



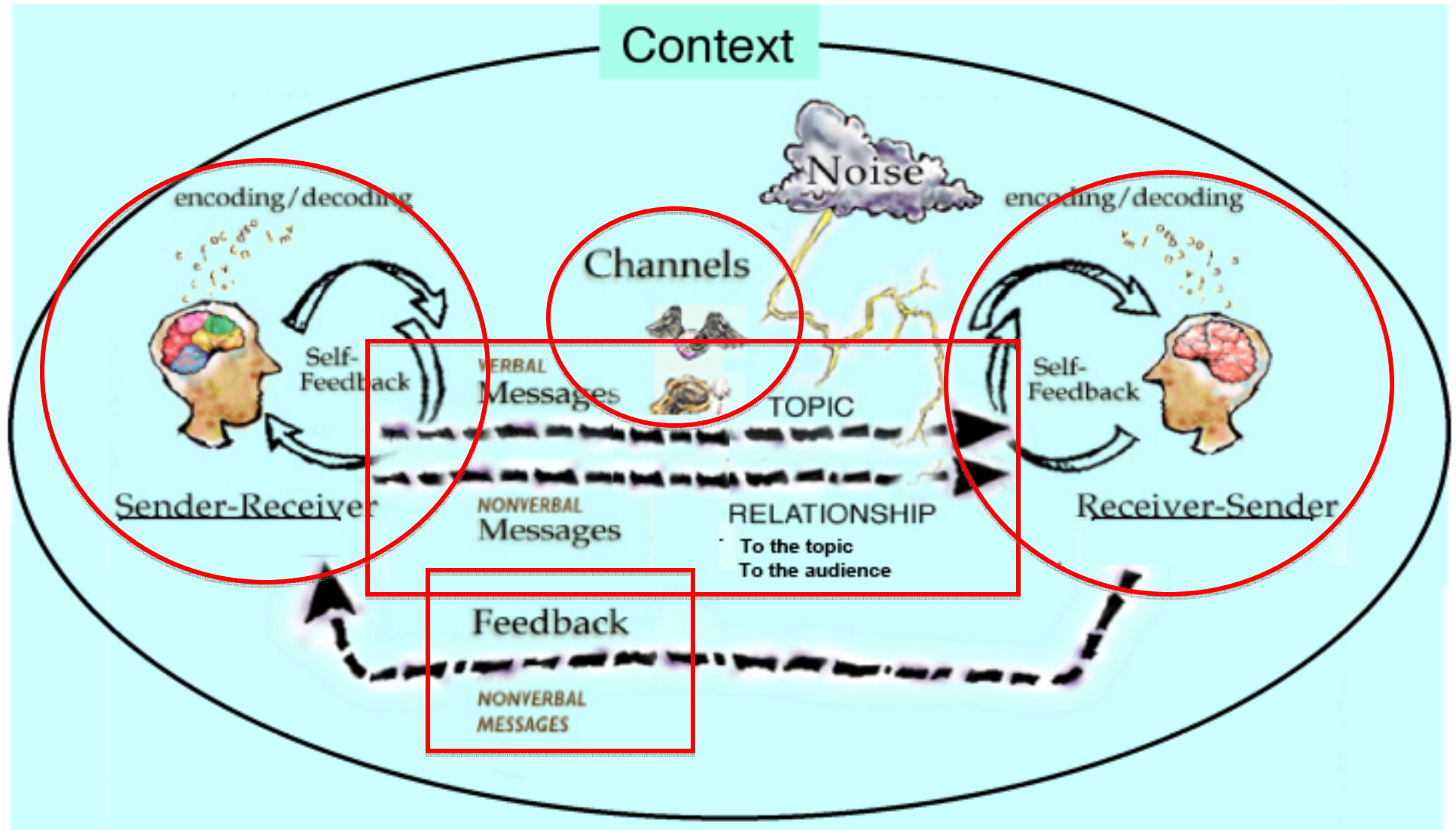
Background Models



Background Models

- I think of lecturing as a form of connective interaction
- If we want to students to “get it” we have to reach and “give it.”
- There’s far more going on than one way communication.

Lecture as Connective Interaction



We Give Lectures

- So we should consider them gifts
 - Do more than transfer information.
 - We make connections.
 - Well-given gift not just a duty to be performed
 - Giving a gift well means showing some care for the receiver – paying attention
 - To learn from us – my model suggests that we need our students to do more than simply accept our gift of words but to be engaged by the way we give them

Energizing Our Lectures

- University Affairs On Line – 2009
 - <http://www.universityaffairs.ca/five-ways-to-energize-your-lectures.aspx>
- Like all meaningful gifts, “engaging” lecturers display three general qualities
 - Love of the subject matter
 - Appropriate preparation and structure
 - Obvious care for their students

Energy First

- Bring Your Energy to Each Lecture
 - Communicate your love of the subject
 - Your enthusiasm gets their attention.
 - Your thoughts powered by your feelings **are** the lecture.
 - To get information, students can read the text
 - What they really need is your understanding - a larger meaning you can provide – a coherent view.
 - Also the text can't give them you, so personalize the material: Connect it to your research; personal search for truth and/or larger truths in the field

Energy First

- The students want to know if it's important – so tell them.
 - Communicate this with genuine anticipation.
 - Don't simply say "This is important" - show it. They're watching and listening.
 - Raise your voice. Use your hands for emphasis.
 - After all, if you're not excited by the material, then why should they be?

Give Them A Map

- We're Professors – have we forgotten the three basic rules of professing/preaching?
 - Tell 'em where they're going
 - “In today's lecture, we're picking up from...”
 - Tell 'em where they're going next
 - “Now, we are going to....”
 - Tell 'em where they've been
 - And where they are going in your next lecture

Energy and Engagement

- Obvious care for students
 - Get off notes - watch students' non-verbals
 - Clarify, repeat when they seem unclear
 - Keep language level where *they* are

The Connection: Keep Them With you

- Tell a story
 - Link cognition and emotion – engagement
- Show and tell
 - This is the TV-Internet Gen
 - Support your lectures with visual tech
 - Powerpoint or other presentation tech
 - Embedded video
 - Embedded graphics or music

Presentation Technology: Focus Their Energy

- Manage their attention
 - Point their eyes in the direction you want to go
- Have them print the slides before class
 - No taking dictation off slide
 - Show them the notes page – they can download sides in class and keep them focused
- Slides are backbone only – a support system
 - Not the lecture

This is Not A Powerpoint Slide

- The only reason you would follow any of this advice is that you care about your students and what they learn in your presence. For many of us, caring about undergraduates and how they learned was hardly a first priority in our graduate training. So it requires a real commitment on our part. And the students notice.
 - They notice when we make an effort to get off our notes or slides and actually look at them when we talk about something we love. They notice when we adjust our words or repeat ourselves as frowns of uncertainty cloud their faces. They notice when we energize our lectures, structure them well, tell stories, and learn to visually engage them.
 - The front of the lecture hall is a place where minds can be changed: sometimes through the force of words but always through the gift of words and enacted care. I continually collect data on my students' perceptions of all aspects of my courses – lectures, web sites, use of learning technologies – and they openly acknowledge my efforts and, surprisingly often, say thanks. They get the idea of the gift well given and they reciprocate with their attention and a renewed interest in learning.
- This is a swatch of text!
 - What's supposed to happen here? Where are their eyes supposed to go? What do you think they are doing while your talking about this?

The Connective and Compressive Power of Video

- I have lectured on
 - The power of context to change the meaning of words
 - On role and status differences in organizations and their effects on conversations
 - On deference/demeanor and power/control
 - On emotions and talk
- But not before I show my students this 28 second video

The Connective and Compressive Power of Video



The Connective and Compressive Power of Video

- Short, embedded, break from words, a platform for my next topics
- 2-3 minutes tops
- Don't show whole chunks of movies
 - Don't fiddle with DVD player
 - Find it, edit it, embed it
 - Or get someone to do it for you
- Same with music
 - Focus, clarity, reinforcing not distracting

One Last Factor in Energizing Lectures

- The 50 minute hour
- Why?
- Lots of historical data showing students can manage maybe 20-25.
- My own course research confirmed this.
- But only after I had made a really informative mistake in 2003

Seque Into Blended Learning

- So far
- In the classroom you energize your lectures
- Technology can enhance or focus that energy if used correctly
- Or it can dilute or dampen it, if used poorly
- In this next section – examples of both and of a way technology can actually add energy

Blended Learning Overview

- **A few words about**
 - **How I got started**
 - With Powerpoint and MSL
 - Building my own web sites – WebCt
 - Dropped WebCt – Built My Own CMS
 - Moodle comes well after I've built my system
- **How my blended learning course works**
 - One of my courses – COMN 2311
 - Web Site Organization and Operations
- **Student perception data**
 - Annual course evaluation survey
- **Student behavioral data**
 - Keystroke study
 - Lecture viewing and exam grades

How I Got Started With MediaSite Videostreaming

- Began in 2002/3 with piloting a blended e-learning course to 50 undergraduate students as a section in a 200-student traditional classroom version
- 2006-2008 a choice for all students in both large classes
 - Stay or watch at home. 60% stayed.
- “2009 to Infinity” all lectures are “on line” only.

MEDIASITE VIDEOSTREAMING TECHNOLOGY

- Completely integrated streams of walk-talk-object aspects of lecture
- Lectures “on-demand”
- Simple to do
 - Requires little or no technical expertise or training
- Requires no costly or time-consuming post-production

Blended Learning

- The only difference from the classroom version - students watch the lectures on the web
- Students are expected to:
 - Attend on-campus tutorials for one hour each week
 - This frees me from using “technology of participation.” They have very effective teachers to support that part of their learning.
 - Submit assignments on line but also hand in hard copy assignments for marking
 - Take their end of term exams in a lecture hall.

Blended Learning

- Students have access to a video stream which they can view from
 - Designated computer labs on campus
 - Their own homes, provided they have a high-speed Internet connection

COMN 2311

Communication in Everyday Life

Blended Learning

- The lectures are located on the course web site, which also features course readings and a database assignment submission system.
- The site has a number of useful features which I'll be happy to demonstrate later.

Students Go to the Course Home Page

Students Go to the Course Home Page

COMN 2311 @ York University

http://comn2311.thetalkpage.com/

COMN.2311
communication in everyday life

Latest News...

News last updated: 1/3/2010 5:12:01 PM

Course Information

Schedule

Course Team

Assignments

Lectures

Related Links

Additional Readings

Follow COMN2311 on Twitter for Course News and Updates

Course Information | Schedule | Course Team | Assignments
Lectures | Related Links | Additional Readings

YORK UNIVERSITY






First Term

Second Term

First Term Schedule

[\(For timetable and room locations, please click here.\)](#)

A Note About the Weekly Readings: Please use the page numbers for the weekly reading based on the book you have. (Either **DK1a** OR **DK1b**). If you have the first edition of the text, follow the DK1a page numbers. If you have the second edition of the text, follow the DK1b page numbers. **DK2** is the "Selected Readings" for which there is only one edition. For clarification on the DK1a and DK1b, please see the [Required Readings](#) section of this website.

DATE	LECTURE TOPICS	READINGS
SEP. 10	<ul style="list-style-type: none">• Course Introduction• Why We Communicate	Get started on the reading.
		 DK1a pp. 1 - 7
		 DK1b pp. 1 - 7
		<ul style="list-style-type: none">• RL: "Maslow's Hierarchy of Needs"
SEP. 17	<ul style="list-style-type: none">• How We Think About Interpersonal Communication	 DK1a pp. 8 - 31
		 DK1b pp. 8 - 19
		 DK2: Reading 1

Students Go To Lectures From Home Page

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Latest News...

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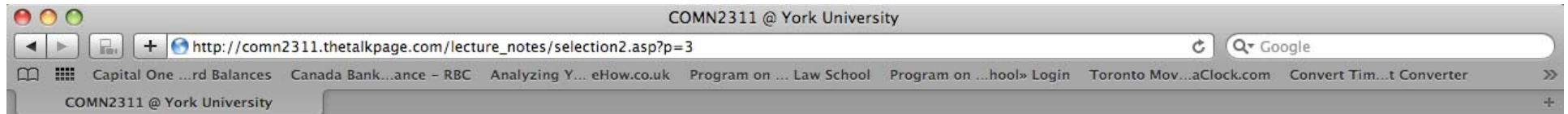
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Lectures Page



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Video Lectures
Please view the short MediaSite introduction video before going to the course lectures



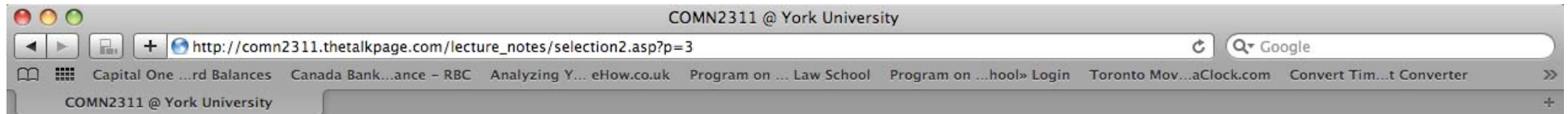
[MediaSite Intro](#)

[I've already seen it - please take me to the lectures](#)

Mediasite Intro

- We give them a short instructional video by Kelly Parke to watch if they choose to.

Lectures Page



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communication in everyday life



Course Info Schedule Course Team Assignments Lectures Related Links Additional Readings

Video Lectures

Please view the short MediaSite introduction video before going to the course lectures



[MediaSite Intro](#)

[I've already seen it - please take me to the lectures](#)

Then They Log In

Then They Log In

SOSC2311@York University – Video Lecture Login

http://sosc2311.thetalkpage.com/vid_login.asp

Sign In Rogers Yahoo... Ultra-Lite Great-West...an Members Bar Harbor B...rbor, Maine The History...ged America

COMM.2311



Video Lecture Login	
Email Address:	<input type="text"/>
Password:	<input type="password"/>

Submit

Second Term Lectures

Note: Links become active when lectures become available.



In order to view the videos, **Mac users** will be prompted to install the Silverlight plug-in from Microsoft. Please follow the auto-prompts to successfully install the plugin.

Date	Lecture#	Audio	Video	Powerpoint	Text
Jan. 7	No Lecture - Please go to Tutorial				
Jan. 14	13a				
	13b				
Jan. 21	14a				
	14b				
	14c				
Jan. 28	15a				
	15b				
	15c				
Feb. 4	16a				
	16b				

In "Close Up"

First Term









Second Term

Second Term Lectures

Note: Links become active when lectures become available.



In order to view the videos, **Mac users** will be prompted to install the Silverlight plug-in from Microsoft. Please follow the auto-prompts to successfully install the plugin.

Date	Lecture#	Audio	Video	Powerpoint	Text
Jan. 7	No Lecture - Please go to Tutorial				
Jan. 14	13a				
	13b				

The First Thing They See

The screenshot shows a video player interface. At the top left, there are links for "Polls" and "Ask". At the top right, there are "Options" and "Help" menus, and a "powered by mediasite" logo. The main video area is currently black, indicating it is buffering. A light blue callout box on the left side of the video area contains the text: "The video is being mounted on your desktop!". Below the video area, there is a progress bar showing "00:00/19:56" and a "Buffering" status. The control bar includes a play/pause button, a stop button, a volume icon, and a mute/unmute button. Below the control bar, there is a metadata panel for the video. The metadata panel includes the title "COMN 2311 Lecture 1B", the presenter "Dalton Kehoe, COMN 2311", the date "9/10/2009", the time "12:41 PM EST", and the length "19 Minutes 56 Seconds". There is also a small portrait photo of Dalton Kehoe and a "Details" link. At the bottom left of the metadata panel, there is an "Info" tab.

Options ? Help powered by mediasite

Polys ? Ask

The video is being mounted on your desktop!

Buffering 00:00/19:56

COMN 2311 Lecture 1B

Presenter(s): Dalton Kehoe, COMN 2311

Date: 9/10/2009

Time: 12:41 PM EST

Length: 19 Minutes 56 Seconds

Info


Details

mediasite

The Next Thing They See

⌵ Polls ⌵ Ask

Slide 1 of 29 Options ? Help powered by mediasite



The video starts playing automatically

Slider

COMN 2311
Communication in
Everyday Life
WHY DO WE COMMUNICATE
Lecture 1b

COMN 2311 Lecture 1B

Presenter(s): Dalton Kehoe, COMN 2311

Date: 9/10/2009

Time: 12:41 PM EST

Length: 19 Minutes 56 Seconds

Details

Info

Examples

- Lecturing directly to a class
 - Model building in my 3rd year “Communication in Organizations” class
 - <http://msl.stream.yorku.ca/mediasite/Viewer/Viewers/Viewer320TL.aspx?mode=Default&peid=4326cd9e-171d-4419-9aa8-79f34c99c640&pid=a0eff1cd-2da6-487e-85ba-0aecfeab7d84&playerType=SL1>
 - 16:40
 - Humour and illustration in my 2nd year “Communication in Everyday Life” class
 - <http://msl.stream.yorku.ca/mediasite/Viewer/Viewers/Viewer320TL.aspx?mode=Default&peid=49b39bf5-8661-4cee-a26a-5d2c9ecdbadb&pid=37862553-5eb2-4729-a840-6d0cae4c6b6b&playerType=SL1#>
 - 18:17

Lecture Length, Format and Energy

- Over the years the student evaluation surveys had provided some intriguing insights
 - Lecture length and format made difference in viewing perseverance
- MSL is television....it requires movement
 - Positive energy is communicated through the gestures of a well given lecture
- “Classroom Live” vs. Talking Head
 - The failed 2003 experiment.

In One Class I Did “Classroom Live”

The screenshot shows a live streaming classroom interface. At the top, there are navigation buttons: POLL, ASK, SLIDE SHOW, SLIDE LIST, HELP, and CLOSE. Below this, the course title "Communicating in Everyday Life" and the course code "SOSC 2311" are displayed. The main content area is split into two parts. On the left is a video player showing a man (Professor Dalton Kehoe) speaking. The video player has a "Playing" status, a progress bar at 00:15 / 55:33, and control buttons for PLAY, PAUSE, and STOP. On the right is a slide titled "SS 23116.0 THE PERCEPTION PROCESS" with the subtitle "HOW DO WE 'SEE' THE WORLD AROUND US?". The slide features a cartoon illustration of a man in a suit holding a magnifying glass over a globe of the Earth. Below the video player, there is a metadata section with the following information: **Event:** sosc 2311, **Presentation:** lecture 05 part 1, **Presenter(s):** [Dalton Kehoe](#), **Air Date:** 10/11/2002, **Time Zone:** EST, and **Description:** Intrapersonal communication: Encoding/Decoding I:. At the bottom of the interface, there is a banner for "Professor Dalton Kehoe" with a small portrait of him. In the bottom right corner, there is a logo for "sonicfoundry" and the text "Rich Media Technology by".

In Another I Tried: “Newscaster”

MediaLandscape Player - Microsoft Internet Explorer

http://cheech.stream.yorku.ca/bio/flash/sosc2311/12/viewer.html

File Edit View Favorites Tools Help

MediaLandscape Player

MEDIA LANDSCAPE PLAYER HELP CLOSE

MAX SLIDE BOOKMARK SLIDE

THUMBNAILS

BOOKMARKS

THE INTERPERSONAL COMMUNICATION MODEL

Context

Noise

Competence

Source
Encoding
Decoding

Messages

Channels

Receiver
Decoding
Encoding

Competence

Self Feedback

Self Feedback

Noise

Feedback

00:04:21/00:38:22

Two Approaches: Two Findings

If News can't "Go Live Interactive"

- is well... is all about presence
 - In my case the student wants the feel of the classroom

BORING!

Students and I Hated It

- In terms of
 - Feeling engaged
 - Live lecture format for lecture was preferred
 - Technical (auditory) quality
 - “Newscaster” format
- Shorter is Better Than Longer
 - Students disliked 50 minute format - tedious, boring
 - Only time course evaluations noticeably fell
 - Students reported their attention drifted around 25 minutes

So I Changed The Way I Lectured

- I had to archive something worth watching, so instead of two 45-50 minutes lectures in a two hour block - from 2004 onward
 - Three 20-30 minute lectures per 2 hour block
- And learning a lesson from a colleague 36 years before, I added a “comedy” break after the first lecture
 - Comedy vid gets laughter, re-energizes, refocuses them for the next short lecture
 - I picked first few...turned it into a game for students
- After the second lecture they got the usual break (a little later than usual) and another short lecture

Change Brought Attention

- The short lectures were being seen on line
- When I began to present this blended learning approach at conferences people paid attention
 - 2007 article in *The Chronicle* lit up education sites everywhere
 - Basically - old guys can actually change
- Led to 2008 cover story in *University Affairs*
 - The day I formally retired.

Other Features of the Site


Course Team Page

SOSC2311 @ York University

http://sosc2311.thetalkpage.com/course_team/team.asp

Sign In Rogers Yahoo... Ultra-Lite Great-West ...an Members Bar Harbor B...rbor, Maine The History...ged America

SOSC.2311
communication in everyday life



Course Info Schedule Course Team Assignments Lecture Notes Related Links Additional Readings

Steven Pinter Jo-Anne MacLellan

Dalton Kehoe
Course Director

To Reach Dalton:

Office:
3027 TEL Building

Office Hours:
By appointment only

E-mail:
Click [here](#) to e-mail Prof. Kehoe

ProfTalk



ProfTalk

Send your questions/comments to Prof. Kehoe

	Name <input type="text"/>
	Email Address <input type="text"/>
	Subject <input type="text"/>
	Course <input type="button" value="Choose Course"/>
	Question <input type="text"/>
<input type="button" value="Submit"/>	
All Fields are Mandatory	

Only questions related to the course material will be answered. You must include a valid email address in order to receive a response.

ProfTalk Database

Student Name	Email Address	Subject	Course	Date Sent
Courtney Dale	courtney_d_11@hotmail.com	assignment #2	2311	11/16/2007 11:20:02 AM
Julia	ddhlqq@hotmail.com	about video and audio	2311	11/15/2007 4:05:00 AM
Julia	ddhlqq@hotmail.com	about #2 essay	2311	11/15/2007 3:00:39 AM
Justine Tieri	jtieri@yorku.ca	Exam	3311	11/12/2007 11:54:42 AM
Tabish Bhimani	tabish@yorku.ca	Video Links	2311	11/11/2007 3:36:47 AM
Kaitlin Wright	kaitlin0@yorku.ca	Ignore Previous Message	2311	11/8/2007 5:26:40 PM
Kaitlin Wright	kaitlin0@yorku.ca	Video Lectures	2311	11/8/2007 3:25:35 PM
aliyah rafman	rafman85@yorku.ca	password	3311	11/7/2007 10:35:51 PM
Chris Maing	cmaing@yorku.ca	Nov.1 video lecture	2311	11/4/2007 1:17:37 PM

Assignment Submission


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http://comn2311.thetalkpage.com/

Capital One ...rd Balances Canada Bank...ance - RBC Analyzing Y... eHow.co.uk Program on ... Law School Program on ...hool» Login Toronto Mov...aClock.com Convert Tim...t Converter


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Latest News...


News last updated: 1/3/2010 5:12:01 PM


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http://sosc2311.thetalkpage.com/assignments/assign_first.asp

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First Term Second Term

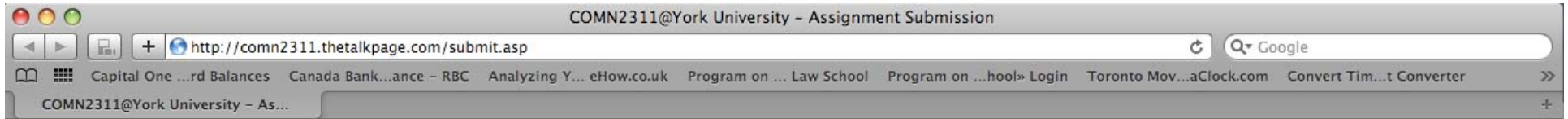
Exam Cases

First Term Assignments

[Quick Review Essay 1](#)

This assignment must be submitted "on-line" before **Oct. 17, 11:59 pm**. The hard copy is due in your next tutorial following the lecture on Oct. 18, that is, either on Friday, Oct. 19 or Monday Oct. 22.

Assignment Submission 1



COMN.2311
Assignment
Submissions

First & Last Name

Tutorial Section [What's my tutorial?](#)
Choose Tutorial

Tutorial Leader
Select

Student Number (Nine digits, no spaces)

Assignment Number
Select Essay

Essay

Assignment Submission 2

SOSC2311@York University - Assignment Submission

http://sosc2311.thetalkpage.com/submit.asp

Google

Sign In Rogers Yahoo... Ultra-Lite Great-West ...an Members Bar Harbor B...rbor, Maine The History...ged America

Essay

IMPORTANT NOTE:

After submitting this form, you will receive a confirmation screen that is the receipt for your submission.

Your TA is **not** responsible for downloading or printing your assignments. Submitting the assignment online is **REQUIRED** to confirm the date and time of submission but is **NOT SUFFICIENT** to receive a grade. A hard copy **WITH ON LINE RECEIPT ATTACHED** must be submitted to your TA in order to receive a grade. **NO HARD COPY WITH RECEIPT MEANS NO GRADE**

I have read and understand the above note and I saved a hard copy of this assignment

YES

Submit

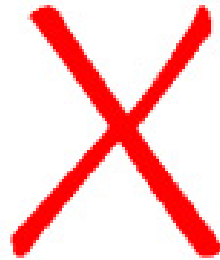
(Note: If you click 'Submit' and nothing happens, please scroll up and correct any errors in your entry)



Address: http://www.callnet.yorku.ca/cccc2311/journal/journal.taf?_function=insert&_UserReference=70544F2D6835D63E3D608742

Live Home Page <http://home.netscape.com/apple.adp> Apple Computer Apple Support Apple Store Microsoft MacTopic MSN Office for Macintosh Internet Explorer

Favorites
History
Search
Screenshot
Page Holder



You said that you did not save a hard copy of your report!

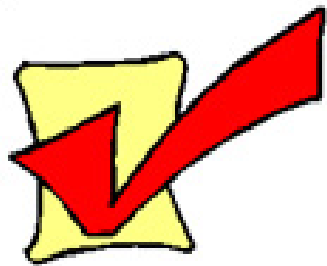
Use your browser's BACK button and, after you are sure that you have saved a copy of your report, select 'YES' when asked:
'Have you Saved a Hard Copy of this Report?'



Address: http://www.calmnet.yorku.ca/cosc2311/journal/journal.taf?_function=insert&_UserReference=70544F2D8355D83E3D80B742

Live Home Page <http://home.netscape.com/apple.adp> Apple Computer Apple Support Apple Store Microsoft MacTopic HSN Office for Macintosh Internet Explorer

Forward Back
History
Search
Synchronize
Page Reader



Your _____ has been **Successfully Submitted.**

Your confirmation number is: `_UserReference=70544F2D8355D83E3D80B742`

This Year We Also Tried

- Our First On Line Quiz
 - Short, small % of their work
 - Quiz was created with Quiz-creator and hosted in the cloud.
- Interesting problems
 - Opening time
 - Avoiding their “work day”
 - Length of quiz

Built-In Student Evaluation

Student Perceptions

- Our course web site has a built-in survey feature
 - 35-45 Questions
 - Open source Lime survey software
 - “Face Sheet” Questions, plus
 - Faculty Course Evaluation Questions
 - Lecturer and Teaching Assistant ratings
 - Course ratings
 - Technology Evaluation Questions
 - How students use MSL
 - Lecture lengths
 - How often they go in
 - How students use Site Features
 - And always open-ended questions
 - Done every year

Why Focus on the Web Site

- A well designed site sustains positive emotional energy
- Anything that makes it harder for the viewer to find information diminishes its impact
 - Ease of use sustains attention and positive emotional engagement
 - Don't get them thinking about the site, keep their minds on the material

Distraction Is Just A Key Stroke Away

Students

- Don't read web pages they scan quickly.
 - It's not a textbook, it's an ad
 - Limited attention span - mental hurry
- Don't analyze page content for direction.
 - They click the first thing that looks right.

Distraction Is Just A Key Stroke Away

Students

- Don't figure out how the site works.
 - They keep clicking and until they get somewhere.
 - If something works they use it again.
- So, don't make them think about the site.
 - Delay or distract them and you disengage them.

Engaging Site Design: Focus Their Energy

- Make the “clickables” obvious
- Name all pages
 - So they know where they are
- All pages have one idea or focus
 - So they know they have arrived and what’s there
 - Limit Information Per page
 - Reduce the visual “noise”
 - But if you have “big” pages:
 - Break into clearly defined areas.
 - Easier to focus on each idea.

Engaging Site Design: Focus Their Energy

- Navigation is always in the same place
 - On our site: top of page
 - So they know how to go there and get back
- Make pathways short
 - One or two clicks if possible

We Think The Site Is

- **Easy**
 - To use. Clickables name concepts and mark required pathways.
- **Simple**
 - To read. One idea per page, sub-divided pages, low clutter (visual noise), navigation always in same place.
- **Seamless**
 - In operation
 - Built with ASP.net
 - A MYSQL database backend
 - This allows us a 'dynamic' site: (the flasher, assignment submission and retrieval)

Student Perceptions: Course Evaluation Survey

The organization and usefulness of the course and website

85-90+% of the students agreed or strongly agreed to such questions as:

- The course was well organized and well prepared.
- The course website is well organized and resourceful.
- Course goals and objectives were clearly specified.

- I know significantly more about this subject than I did before I took this course.
- This online version encouraged students to take responsibility for their own learning.
- I would recommend the online version of this course to others.

Student Perceptions: Course Evaluation Survey

A 87 - 97+% rating of “excellent” or “very good” was achieved for all aspects of the course,

- Subject matter,
- Readings,
- Assignments and evaluation, as well as
- Quality of instruction (lecturer).

Student Perceptions: Course Evaluation Survey

- In terms of their perception of the ease-of-use of the technology:
 - 94% agreed they had adequate computer skills and access to computers, and learning the video streaming software did not distract from learning course material
- 89 - 94% would recommend this course to others.
 - Overall our positive evaluations have remained consistent across all years of the experimental and full “on line” version of the courses.

Lecture Attendance and Grades

- Key Stroke analysis of lecture attendance and exam grades
- Usage predictive of student learning outcomes
 - Replicated patterns of traditional lecture hall
 - 2 distinct groups with 2 distinct correlations
- High duration, high consistency students did well in first term and end-of-year exams
- Inconsistent, low duration students in first term do poorly but become more consistent in second term and do better in the end
 - Better chance to redeem themselves than they would have had in traditional lecture situation
 - Review lectures before exams; go in more often, stay longer
 - Videoblog reminder in January

Linking Usage back to Perception

- Typical students comment:
 - “I would definitely say that online courses require a certain amount of **self-discipline.**”
 - Struggle to find motivation to persevere was common
 - Advice
 - “Keep up with lectures” “Make time for them every week.”
- Otherwise
 - “There are really no differences between the two types”
 - “On-line lectures better because I can control the lecture. I can go forward or backward and repeat...”
- High tutorial attendance reported for all students

Typical “Advantages” Comments

- Ability to watch lecture at my convenience
- Ability to take advantage of reviewing key points of lecture as many times as possible
- Very easy to use
- Eliminates social pressures and distractions that are associated with sitting in a lecture hall
- A great learning experience

**THANKS FOR YOUR TIME
AND ATTENTION**

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Energy and Engagement

- Appropriate preparation and structure
 - Complement your energy with clarity
 - Overview opening - Verbal signposts – Overview close (where we've been, where next)
 - Tell stories and use visual technology