Today’s Session

- Identify problems Baruch experienced during three years of production
- Identify how Baruch has resolved those problems
- Provide you with suggestions on how to deliver useful, modular on-line video instruction through faculty partnerships
It All Starts with One Innovator...

- 2000, economics faculty member begins working with on-line video lectures
## Excel Tutorial

<table>
<thead>
<tr>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>Total Revenue</td>
<td>Marginal Rev.</td>
<td>Total cost</td>
<td>Marginal cost</td>
</tr>
<tr>
<td>1000/q^(1/2)</td>
<td>P*Q</td>
<td>500/(q^(1/2))</td>
<td>FC+VC=600+50</td>
<td>50</td>
</tr>
<tr>
<td>1000</td>
<td>1000</td>
<td>500</td>
<td>650</td>
<td>50</td>
</tr>
</tbody>
</table>

Text
Technology Usurps Pedagogy

- Faculty member begins adapting lectures to create better on-line videos
  - Stops moving in front of class
  - Moves toward more scripted lectures
  - The cart is before the horse…
Video Trumps Lecture
Attempts to Extend the Model

- Faculty recruited from large lectures
  - Courses did not have common text books
  - There was no common syllabus

- Problems arise
  - Lecture videos were out of step with other sections
  - Surveys showed lectures less relevant in other sections
  - Unanticipated environmental issues captured on tape
More Problems Surface

• Increasing number of faculty uncomfortable with making every class available

• Statistics show erratic viewing of lectures
Time to Change

• Key problems:
  – Lack of faculty support for being videotaped
  – Content doesn’t match across multiple sections
  – In-class lectures begin to suffer from awareness of “camera friendly” concerns
  – Other classes placed at a disadvantage
  – Text book changes require a complete re-shoot
  – Environmental issues intruding on videos
New Opportunities

• Need for Excel Tutorials
• SEEK Program Hires Faculty to create Instructional DVD
• Meet with SEEK and faculty to plan content and shooting
  • Studio-based recording
  • Discreet Modules
• Development of delivery strategy
• Integration into classroom activities and content
Studio-based Excel Tutorial
Identifying High-Need Areas

- Math Department needs to improve scores
- Modules taken from textbook examples
- Textbook standardized across all classes
- 2 Faculty members present content
- Partner with faculty to map production strategy
Define the Derivative of $f$ at $x$.

"$f$ prime of $x$"

$\frac{dy}{dx}$ "The derivative of $y$ with respect to $x$"

$y = x^2 + 1$
Production Model

- Excel was a pilot project
- Calculus established model
- Hands-on faculty involvement
- Dedicated staff to minimize turnaround
- Studio production to increase quality and limit classroom variables
Student Response

• Over 90% would like video tutorials in other courses
• Streaming traffic has increased over 300% in past 12 months
• Most use videos several times per week
• Requests for downloadable videos
The Future

• Video tutorials for additional high-enrollment, high-need courses
• Video Podcasting of tutorials
• Additional production models
  – Studio Production vs. Self-Produced
  – Audio only vs. video
Digital Media Library
www.baruch.cuny.edu/dml