

MICRO CASE STUDIES

Ensure more Students Watch
the Asynchronous Videos

”

I have a **face to face asynchronous class** with **30 students** and do not record face to face classes. I use **flipped learning model** in my classes; I share recorded videos on LMS over Panopto and I ask my students to come to the classes after watching these videos. I attempt to incorporate mostly classroom discussions in my face to face classes.

I have come to the conclusion that my students do not watch these videos prior to our classes as I do not get satisfactory responses from the questions I have raised, my students do not participate in the discussions at all and some of my students ask very basic questions.

How can I have more students watch these class videos?



Approach to the Solve the Problem

Upon the request of our instructor, the design of the course and the lesson content shared on the LMS were analyzed by our Instructional Design Consultants. Since the instructor did not record face to face classes, only weekly class videos recorded in Panopto were accessed as the video content.

When the video recordings were analyzed, the following points were primarily observed: the instructor speaks in a low-pitched voice, long videos (1 hour +), heavy content on the powerpoint slides that consist of mostly written texts, no interaction in the videos.

Solution Suggestions

Solutions to Improve the Course Videos

You may need to improve the quality of PPT Slides shown in the video content.

It is important to apply multimedia principles. You can also consider making your videos more attractive by using some of the features offered by Panopto. You may consider visiting [the case studies](#) we shared the previous month to get tips for both aspects (Case Study 4 and 5).



You may consider shortening the videos or break it into short segments.

Various studies reveal that more effective learning takes place when the content is broken into appropriate sections rather than being presented as a whole. When the content is presented as a whole, students lose their attention while trying to focus on the whole content/topic. It may be useful to break the content down into appropriate segments or share summarized information on videos.



You should make the videos more interactive.

It is of utmost importance to employ strategies to help your learners connect to the lesson materials in terms of learner-content interaction. Making the videos interactive may help learners become active listeners rather than passive recipients of information. You may consider using the [Quiz feature of Panopto](#) and [LMS H5P Plugin](#).



You should consider the tone of your voice and pitch level.

It is important that your voice is clear and audible in the video recordings. You may consider doing a mini-test before the actual recording.



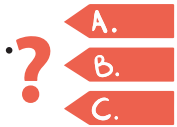
Your body language is extremely important.

Teaching the class with high energy and enthusiasm will help your students be present in terms of behavioral, affective and cognitive aspects.



Solution Suggestions

Solutions to improve the Lesson Flow



You may consider assigning asynchronous mini-quizzes.

You may consider assigning **weekly mini-quizzes** on LMS on the video content and reflect these on the assessment.



You can provide hints on the face to face classes in the course videos.

- It is important for students to hear what they are responsible for or what areas they need to be cognizant of in the video recordings. Important instructions may be shared in the videos from time to time by the instructor.
- Whilst lecturing, you can emphasize some particular parts and draw your students' attention to them: **"I would like you to discuss this further in our face to face class"**.
- By this way, you can get your students to listen more attentively.



You can refer to the video recordings in face to face classes.

- If you frequently refer to the video recordings in face to face classes, students will come to understand the significance of watching course videos.



You can share with your students that watching course videos will help them with exam preparation.

- You can share with your students that they can **simultaneously take notes** by using the Notes Feature of Panopto as they watch the course videos. This feature allows students to save time as they can go back to these parts with just one click.
- This may motivate students to watch the course videos.



You should create well-designed discussion environments.

It may be a good idea to share a discussion **rubric** with students to guide them on how they are going to be evaluated and how their participation in the discussions is going to be reflected in their grades. It may be a good idea to ensure that **instructions and rubric indicators are clear and easy to follow.**

1

Asynchronous Session (LMS)

- Divide the students into groups of three.
- Ask students to name their groups.
- Ask each group to initiate a discussion forum on LMS with their group names.
- Ask them to raise one question based on the weekly video content.
- Ask each student to reply to the questions raised by three groups.
- Ask the group members who wrote the question to moderate the forum discussion.
- Apply this cycle, every week.
- Let your students carry out their discussions on the forum pages they have created.

2

Asynchronous Session (Panopto)

- You can initiate a discussion based on the video content by using the [Discussion](#) Feature of Panopto.
- Giving students clear instructions on how to use this feature will help you manage this process more effectively.
- Students can ask questions simultaneously as they watch the course video on Panopto, reply to the previous questions and view previous responses.
- This feature may be used to enhance learner-content interaction.

3

Face to Face Sessions

- You can incorporate discussion platforms based on the content of the course video(s) in your face to face classes.
- By this way, your course can ensure sustainability as the learning and teaching process continues to the face to face classes.
- Well-designed forum discussions will lead to efficiency. You may consider doing the following:
 - Share the discussion questions with the students prior to face to face classes.
 - You can conduct discussions with individuals or groups.
 - You can randomly select the students for personal discussion points. This may also serve as a mechanism in terms of guiding students on preparing for their courses.
 - Students can be assigned mini tasks and one student for each group can be given the task of being a moderator.
 - You can ask the moderators to report the discussions and present it to the class. It may be a good idea to change the group moderators every week.