

Shelli's Blog Post #2

Going Virtual Quickly: Mixing Things Up

In my first blog, I wrote about planning for synchronous interactions with your students. But in this blog, I want to share ideas about mixing up the delivery of content by using asynchronous options. Just as you may get tired of doing the same thing repeatedly, so may students. Often, just “shaking things up” brings a new life to course content. Plus, [research on Universal Design for Learning](#) supports that students benefit from being presented information in a variety of ways.

Asynchronous Ways to Present Course Content

Are you ready to embrace digital storytelling through the combination of narration and imagery? If you want to compliment your synchronous Zoom sessions to offer another type of learning, you can add or create enjoyable, asynchronous, content-rich presentations for your students. Several options are discussed below, from least to most time intensive.

Least Time-Intensive

Consider adding outside videos to your TITANium course. A good motto: “If someone can say it better than you, then let them.” You do NOT need to create all your course content yourself, there is a world of exceptional content out there waiting to be used. It does take a bit of time to find it, but [YouTube](#) and [TED Talks](#) are great places to start searching!

To make the learning experience more interactive, have your students take a short [quiz](#) (e.g., five multiple choice or true-false items) about the video using TITANium or post a [note-taking guide](#) that students complete while watching the video and then turn in as an [assignment on TITANium](#) (the note-taking guide is my favorite!).

What Are the Different Kinds of Clouds?

★ There are many different types of _____;

How Do I Know What Type of Clouds Are in the Sky?

- Cirrus clouds
 - Most common
 - Made of _____
 - Thin and _____
 - Predict _____ weather

Draw a picture of a cirrus cloud.

- Cumulus clouds
 - Often called “_____” clouds
 - _____ and _____
 - Can develop into large _____ or _____ clouds

Figure 1 Source:
https://www.researchgate.net/figure/Sample-page-from-a-set-of-guided-notes-with-embedded-graphic-organizers_fig1_241652064

Moderately Time-Intensive

Creating short (15 minutes or less) video tutorials is a great way to “chunk” content for effective student attention and retention, as well as provide them a resource they can rewind, pause, and re-watch, to give them personalized control over their learning. Although [adding narration to PowerPoint](#) is an option, my favorite tool for creating short videos is [Screencast-o-matic](#); it is free online software that is easy to use and has tutorials to help you if you get stuck. You can narrate screen recordings, which is great for demonstration tutorials, or you can narrate a presentation (PowerPoint or Google Slides) to provide an easy lecture capture with visuals. Again, adding a short quiz or note-taking guide is a way to make the video watching experience more meaningful and interactive for students.

Most Time-Intensive



Figure 2 Source: <https://voicethread.com/blog/voicethread-storytelling-videos-and-cultural-presentations/>

One of my favorite tools for adding interactivity into my video presentations is [VoiceThread](#). The university has purchased a campus license for this tool, so it is free to use for any faculty member. With VoiceThread, instructors can create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, and documents, using microphone, webcam, text, phone, and audio-file upload. CSUF has VoiceThread integrated with TITANIUM, which makes for a rich-learning experience all contained within the Learning Management System (LMS).

VoiceThread works well to present learning content, have students respond to that content using their voice, and have them respond to one another to produce an oral, yet asynchronous, discussion. You can also take it up a notch by (1) designing your

VoiceThread so that students can create and add their own “slides” (adding visuals with their narration), or (2) having them create their own VoiceThread presentations. The other great plus is that our campus VoiceThread has built-in captioning to help with accessibility for students!

If you'd like to see an example of how I have used VoiceThread in the past [here is a clip from my IDT 535 summer course](#). In this example, I asked students to do three different types of interactions: Respond to a specific question, comment on another student's post, and create an original slide. This example clip is from their first VoiceThread assignment in the course, so the focus was on them getting to know one another, while having them also critically think about the introductory topics in the course (e.g., teaching pedagogies and Universal Design for Learning). Note: All students in the clip gave me permission to share this with you!

Hopefully you've enjoyed reading about these options for mixing up your content delivery by adding asynchronous videos and activities. Remember: Choose what you feel most comfortable exploring – adding even one type of asynchronous presentation or activity to your course will shake things up and give students another way of learning!

Until Blog #3,

Shelli