Empowering Learners with Interactive Video Assessment Tools

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Google Form for today’s session-
http://tinyurl.com/j787glp
Interactive Video Assessment Tools

Links to different tools

PlayPosit

EDpuzzle
• Using digital video as a learning tool is quickly becoming one of the most popular ways for instructors to convey content to students.

• With instructors assigning online videos from sources like Khan Academy, YouTube, TEDx, and others, as well as recording their own lectures or presentations with screencasting tools and assigning the video as part of an online, blended, or flipped class, video content is growing pervasive.

• How do instructors know which students watched the assigned video as required for the class? Who watched the entire video, who simply clicked play and went on to something else while the video played on, and of those who watched, who was able to grasp the concepts taught in the video?
• Interactive video assessment tools not only allow videos to be assigned for students to watch, they also allow for **assessment of content comprehension** to be embedded into the video at precisely the right moment.

• When the instructor feels it is important to be certain the concept is successfully covered, he or she can require that a question be answered before the student goes on to watch more of the video.

• Instructors get **real-time feedback** and **actionable data** to track progress towards learning outcomes.
Interactive Video Assessment Tools in the Classroom

• Pull from sources such as Khan Academy, YouTube, TeacherTube, TEDx, etc. OR personal video library OR record own lecture, lesson, or screencast (try Screencast-o-Matic, Quicktime, or Monosnap)

• Embed questions directly into the video to create custom integrated assessments

• Assessments are then assigned to students, and instructors can see analytics

• Allows instructors to measure effectiveness of video intervention immediately (who watched, for how long, whether students grasped the material)

• Eliminates need for additional worksheet or check-for-understanding quiz

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Capabilities

• **Search** existing video on the Internet from sources such as YouTube and Khan Academy.

• **Customize** the exact video clip or clips to assign, starting at any point and ending at any point to assign a specific “snippet.”

• **Record** your own voice over the assigned video for narration or to add additional information.

• **Embed** custom assessment questions (true/false, multiple choice, open format) into the assigned video at any point on the video timeline.

• **Review** individual student and course-level assessment analytics to identify the percentage of students who have completed the assignment.

• **Assign** students to create their own video assessment projects as a class assignment.
Ways to Use in the Classroom

- augmenting face-to-face instruction
- enhancing blended classes
- use in flipped classrooms
- use with online learning
- student projects for peer learning
- flex or rotational station activity
- synchronous delivery during class time

Source: http://ctl.utexas.edu/teaching/flipping-a-class/what
Commonalities

• Each of the tools is offered at a basic level for free and has incremental paid account options with differing features such as privacy options, types of questions you can create, the number of assignments that can be created, or analytics displays.

• Most importantly, each of these tools collects student assessment data and compiles it into reports showing learning trends by class as well as individual student progress.
Instructors can use the analytics available through these tools to easily see which students have completed watching assigned videos and understood the concepts.

If the analytics show that a good percentage of the class missed a particular question or set of questions, the instructor can drill down into the data to determine which individuals answered incorrectly and also look to see if there is a trend in selecting the same wrong answer, indicating that there is a common misunderstanding or misapplication of the information being taught.

With the data available, the instructor can pinpoint the misconceived information and reteach the concept. Similarly, instructors can easily spot the student who consistently answers incorrectly and in turn can assign appropriate support material.
PlayPosit

• Video lessons are called “bulbs.” These bulbs can be customized by using a time code to specify start/stop times. Multiple videos can be added and can be cropped from beginning/end as well as internally.

• Once videos are created, users can use the student preview on the “bulbs” menu to review their work before assigning it to the class.

• **Free users** can embed multiple choice questions, assign bulbs, and get question-by-question breakdown. **Premium users** enjoy advanced video cropping, the ability to print questions as worksheets, export to .csv for import into grade books, auto-graded fill-in-the-blanks and check-all-that-apply, and the ability to embed websites and activities into video.
### EXISTING VIDEO HOST INTEGRATIONS

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**PlayPosit Video Integration**

With **PlayPosit**, users can select videos from services such as YouTube, Vimeo, TeacherTube, and KhanAcademy.

Users can upload original mp4 videos from a user’s computer up to 200 mb.

Users can also upload their original videos to YouTube and then use the video in PlayPosit.

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TIME SAVER: Library of over 400,000 pre-made interactive video lessons that can be copied and edited for delivery in your own classroom.

EASY INVITE: Students can also join a class through teacher invite, class code, search for teacher or class name. Assessments can be shared via URL, embed code, or exported as worksheets.

COST EFFECTIVE: Free for Basic, $144/year for Premium Teacher, $990/yr+ school (15 teacher+)
PlayPosit LMS Integration

Integrates with Google Classroom, Schoology, Canvas, Blackboard, PowerSchool, Moodle, Haiku, D2L, and others and allows single sign on through the LMS, Google, or Clever and gradebook integration with LTI.
PlayPosit Analytics

- At the top of Analytics, you are given an overview of how many students reached each question and a distribution of how your class as a whole understood the concepts tested within the question.

- Clicking into the question from the bar chart expands the view, providing more details on the question itself and how many students got the question right or wrong.

- Similarly, hovering over the pie chart for average score and lesson completed status, gives you details on the number of students falling within each category.
There are four colors that you will see in the monitoring page:

**Grey:** student has not yet completed the question. You'll also notice a darker grey coloring for question types that require no response (reflective pause, website)

**Green:** student got the answer correct

**Red:** student got the answer incorrect

**Orange:** student has submitted a free text response or explanation that needs to be graded

- Individual student analytics show a *question-by-question breakdown* of the students, the total time they took to answer, and the answer they submitted for each question.

- Students can receive one point for a multiple choice or check all that apply question, up to three points for a free response question, and will have no points assigned for reflective pauses or website embeds.

- Free response question points are incorporated into the child's grade after the instructor has graded the question.
PlayPosit- Chat Feature

If you as a teacher have the monitor page open for that lesson, the chat box will appear and you can immediately respond to that student’s remark.

PlayPosit now offers the ability to live chat with a student while they are taking the assessment for clarification, answering questions, providing encouragement, or leaving a comment on a student answer.
Jumping Feature in PlayPosit

- This option allows the viewer to “jump” to the right video segment to remediate misconceptions or further engage the learner, depending upon the answer choice they select.
Broadcast

- **Broadcast** allows you and your students to work together on a bulb. You project your bulb on a screen and control the pacing of the video and students will all be prompted to respond to the question at the same time from virtually any device on their own screen. The video bulb is delivered synchronously to your classroom.

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Students are given URL or embed code. URLs can be shared to colleagues ungraded as well as without requiring users to authenticate or join a course. This is useful for bulbs that will be shown during professional development or for engaging users outside of PlayPosit, such as at a conference or delivering content to parents or community members. Think of all the ways this could be used- from flipping your syllabus for parents, delivering tutorials for how to use a tech tool or LMS, to flipping back-to-school nights for parents that are unable to attend.
What’s a Learner Made Bulb?

A Learner Made Bulb (LMB) is a task of creating a bulb that an instructor assigns to students.

Students have all the access to video builder features that you do:

» MP4 uploader
» Rich text editor
» 8 question types
» Linking multiple videos into a lesson
Learner Made Bulb
Creating and Assigning
PlayPosit Fetch Chrome Extension

Allows users to tag and upload videos to the PlayPosit editor. In addition, users can record their computer screen, camera, and microphone to make instructional videos and then embed interactive questions.
Admin Management

Perfect for ITRTs, Tech Leaders, Curriculum Coordinators, Administrators, Department Heads, Academic Coaches

Admin Management

Transparently track usage and understand impact in real-time.
## Uses for Admin Dash

- Manage Instructor Licenses
- Flip Professional Development
- Assign Bulbs on Behalf of Instructors
- Monitor Lessons Created by New or Struggling Instructors
- Organize Licenses into School Sites/Content Areas
- Monitor Instructor Usage of PlayPosit

### Admin Dashboard
Using the Admin Dash to Deliver PD

Deliver PD Asynchronously

Benefits:

» Flexibly assign PD (don't have to be in the same physical space).
» Teachers can take content on their own time while you manage deadlines and scores.
» Assign PD to select groups as needed throughout the year.

Admin Dashboard to Deliver Professional Development
EDpuzzle

• Allows users to search video services such as YouTube, Khan Academy, LearnZillion, National Geographic, TED, Veritasium, Numberphile, Crash Course, Club Academia, Vimeo, and TeacherTube directly in the interface.

• Users can also upload their own videos in any format (less than 1 gb). Uploaded videos stream directly from YouTube and are not copied to EDpuzzle’s servers.

• Once a video is selected or uploaded, the user can specify a start/stop time for a section of the video if he or she does not want to use the entire length. After cropping the video, users can add open-ended, multiple choice, or comment questions or record their voice to add an audio note.

• The Basic version of EDpuzzle provides storage of up to 20 videos on the account. (Inviting other users gains you storage of another 3 videos. Pro Teacher version allows for unlimited creation and storage of videos at $6.50/month. A Pro School account starts at $55/month.

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EDpuzzle Formatting

- EDpuzzle allows questions to have formatted text (i.e., bold, italics, underline), images, links, recorded audio notes, subscripts, superscripts, external links, documents, and math equations. Users can add formatted mathematical equations in either LaTeX or MathML.

- With EDpuzzle, if a student is playing a video, then clicks on another tab in his or her browser, the video pauses, preventing the student from completing other tasks while working on the video assignment.
EDpuzzle Features

- Can invite students to join your class by giving them a class code or through Google Classroom, or by giving them a join link, or through email or share a link through Twitter.
- “Prevent skipping” feature doesn’t allow a student to advance the video until he or she answers the current question.
- The “Student Project” feature allows the students in your class to create their own EDpuzzle. Finished interactive video assessments can be shared with the teacher or with all classmates.
EDpuzzle Analytics

• Shows which students watched the assigned video and the grade they earned on the questions answered and graded. In this case, the grading for the open-ended questions was not completed, therefore although the report shows that two of the three students completed watching the video, the grades are all 0%.

• The report also includes an option to export grades to CSV, grade open ended questions, and to reset the assignment by student.

• The second screenshot shows the grading function for open-ended questions. Each open-ended question is shown with the response provided by each student. If the answer provided is correct, the evaluator can click the green check mark; if the response is not correct, the evaluator clicks the red X.

• Raw data (exported as CSV) is only available for overview view, and includes student name, percentage of video watched, correct questions (out of total number), and grade percentage. Data is not available for open-ended question sets.
Search Results Interface

EdPuzzle

PlayPosit
Implications?

• Faculty can purposefully add video components to their lessons in an effort to **engage students** through the power of storytelling. Course videos can demonstrate processes or concepts that may be difficult to convey through text or lecture alone.

• Interactive video assessment tools allow instructors to **check for comprehension** during the video presentation.

• Skillfully crafted questions and interactions can allow for **timely formative assessment**. This could be particularly useful for planning what to concentrate on during a **flipped classroom** session. Students can watch an assigned video before class time, and instructors can focus time in the face-to-face session based on the data seen in the analytics.
Implications?

• For traditional face-to-face classes, these tools can be used to augment the typical top-down lecture. **Learning labs** or **learning stations** might be designated within the classroom where students work independently reviewing video material and answering questions in the assessments.

• These tools can also be used as **simple homework assignments** that are ungraded but used as formative assessment to guide the scope and sequence of material covered in class.

• The vast majority of educational video content on the web is in the English language. For teaching a course in a **foreign language**, instructors can use the voice-over tools to translate the video. For foreign language instruction, faculty can ask students to provide translation as a course assignment.

• **Students can also create their own videos** with assessments as course assignments or to use as study tools.
Downsides?

• Watching videos, no matter how entertaining or engaging, is primarily a passive learning activity. The addition of interactive elements may not necessarily lead to critical thinking.

• It is important for instructors to tie lessons learned from either the analytic data or the student work within these tools to higher-order learning activities to achieve deeper learning.

• Currently, for the majority of these tools, it appears that any content created by instructors becomes publicly available. EDpuzzle sees the strength of their tool as being a platform to find video lessons that have already been cropped, have questions and comments, and are organized in folders. This makes it easier to find the perfect video for your class. The tool is intentionally open, much like a massive open online course is meant to be available for the masses.
"I used PlayPosit over the snow week to get my students started on THE CATCHER IN THE RYE (they listened to an audio of the first chapter, stopping to learn definitions or answer guiding questions). I wish I had the pro version, as many of the tools I wanted were off limits with the free version. Either way, I enjoyed creating the lesson and giving the students an alternate way to experience a lesson. The possible uses for this tool are endless, and I look forward to integrating it in my plans in the future."

"I used the Pro version of PlayPosit for a sub assignment. For this I used a long video to take the whole class period. Pros- It was easy to share the assignments with all my students. For those days when you are sick an don’t want to come over to school to make copies of assignments, it was so easy to share the link. Also, I could see exactly how long a student spent on the assignment. Even though you tell students that you will be able to see that, they don’t always believe you until you call them out on the fact that they spent 42 seconds viewing the assigned 45 minute video. This is really helpful!"

"I like the analytics. It is easy to use and switch between views. I can get an overview of the class and easily see individual student responses. It is very easy to share content with students through Google Classroom and the students don’t need to sign into multiple accounts. Once they sign in on Google Classroom, they can just go to the assignment and start watching the video. I will get all of their information."

"Live and learn. Familiarize yourself with what the different lesson settings mean. It is very tempting to use the most restrictive settings, but you also need to think through what that will mean if students get bumped off the internet and try to restart. I should have played around with the settings to see what it was like as someone trying to complete the assignment. I had some students who got bumped off and got frustrated that they got sent back to the beginning of the video. If I was going to go for a whole class period again, I think I would try to break a long video into shorter segments and just assign multiple segments."

"I have assigned short video clips for homework. My 9th graders report that they prefer the videos to reading assignments. Don’t get me wrong, I don’t think that video should replace reading assignments, but it is another option that I now have available. As you add to your library of videos, this could be a way to differentiate homework assignments or review activities."
Laurie Douglas Pierce is a technology facilitator at Trinity Episcopal School in Richmond, Virginia. Laurie has a masters and educational specialist degree in instructional technology from the University of Virginia’s Curry School of Education and is a frequent presenter at educational technology conferences on one-to-one learning, digital storytelling, polling and presentation tools, interactive video and alternative assessments, and personal response devices. She has been an elementary, middle, and high school technology teacher and integration specialist, an adjunct technology professor, a director of testing and data specialist, and a technology director of a K-12 international school. Laurie currently lives in Richmond, Virginia with her golden retriever, Lucy, and husband, John, and sails competitively in her free time.

#technology #education #innovation

EDUCATION
University of Virginia

Presentation at trinitytechnology.weebly.com/interactive-video-assessment-tools.html

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