Abstract Describing the Panel:

As Fee & Fee (2003), Yaffe at al. (2002), and others suggest digital video has “substantive pedagogical value” (Fee & Fee 2003), but academic professionals are still facing challenges regarding the theoretical, pedagogical, administrative, and technical aspects of its implementation (Bergman 2000; David 2004; Benney 2001). This panel explores these challenges and provides solutions from three different perspectives. Presenter 1 represents university faculty and focuses on the challenges of instructor-produced videos when either in the role of camera operator or anchor. Presenter 2 is an instructional designer at a distance education department, introducing a model for integrating multimedia into the curriculum. Presenter 3 represents the Instructional Technology administrator’s point of view and discusses issues of implementation of university policies and their repercussions regarding faculty and student attitudes. Each presenter will offer solutions to the problems and invites the audience to share their experiences digital video based on a set of questions distributed on a handout.

List of Panelists:

Panelist 1
Judith Szerdahelyi, Assistant Professor of English, English Dept. Western Kentucky University, US

Panelist 2
Elizabeth Romero-Fuerte, Instructional Designer, Distance Education Department, Western Kentucky University, US

Panelist 3
Julie Dent, Coordinator of Instructional Technology, Western Kentucky University, US

Titles and Abstracts of Papers/Presentations:

Title of Presentation 1: “The Challenges of Integrating Video into Online Teaching from the Instructor’s Perspective”
Abstract of Presentation 1: Although the educational value of integrating multimedia into online teaching and its positive impact on learning outcomes is being challenged less and less in distance learning literature, there are several technical and professional issues that need to be addressed from the online instructor’s perspective. With the integration of instructor-produced digital videos into online teaching on the rise, the challenges regarding some technical and professional issues need to be discussed. Instructors often find themselves in the role of camera operator or anchor. This presentation addresses the issues emerging from this situation and offers some solutions.

Title of Presentation 2: “A Constructivist Approach to the Integration of Multimedia into Online Course Design”

Abstract of Presentation 2: This paper proposes a model for integrating multimedia into online teaching, which is currently in its initial phase of implementation at Western Kentucky University. This model serves as a broad constructivist strategy for the overall design of online courses and facilitates the inclusion of several multimedia elements fashioned along with constructivist principles. Some of the course components discussed in this paper are the instructor-produced video to welcome students to the course, the instructor’s self-introduction, the interactive video syllabus, and the content maps. From an instructional design perspective, this paper theorizes the potential benefit of using such a model for course component development. In praxis, this model responds to the need of integrating multimedia into online teaching systematically and provides instructors with an additional constructive teaching strategy.

Title of Presentation 3: “Managing the Integration of Video from an Information Technology Administrator’s Perspective”

Abstract of Presentation 3: While policy dictates that we provide more opportunities for faculty and staff to receive multimedia training, we must consider current obstacles that prevent faculty and students from embracing the integration of video into instruction. The impact that the increase in use of video and other multimedia will have on existing campus systems, such as Blackboard, will force Information Technology administrators to reconsider policies on managing video. In examining these policies, we must include all video formats so that needs of the faculty and students are met. Information Technology’s production of training video tutorials further exposes the integration of video into instruction to faculty and students.