Podlicious: A High-tech Tool for Lab Instruction

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Ryerson University

international circle
of educational institutes for graphic arts: technology and management

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Introduction

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Lab Teaching & Learning Challenges

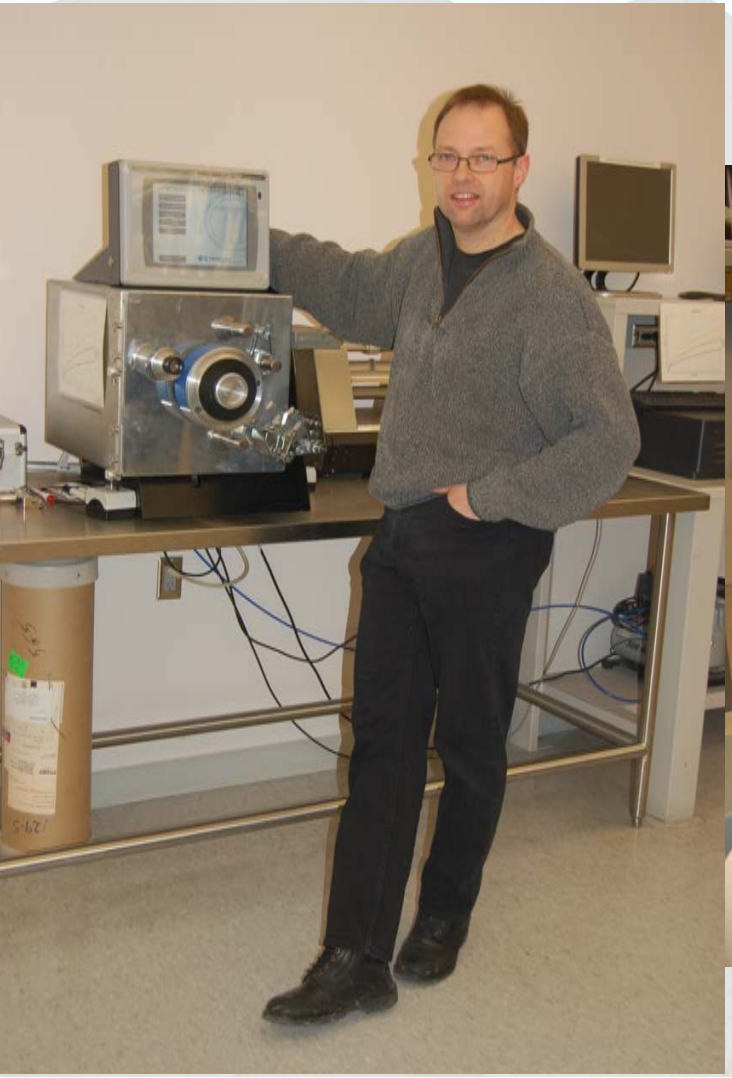
- Large numbers of students in each lab section (20 to 24)
- Single pieces of lab equipment
- Limited number of hours of course & lab time
- Large amount of content

Lab Teaching & Learning Challenges

- Different student learning styles
- Need for students to see up close
- Unproductive class time (for students) when unable to see up close
- Restlessness & boredom of students – leading to tuning out or horseplay

Computer Labs

Lab Machines



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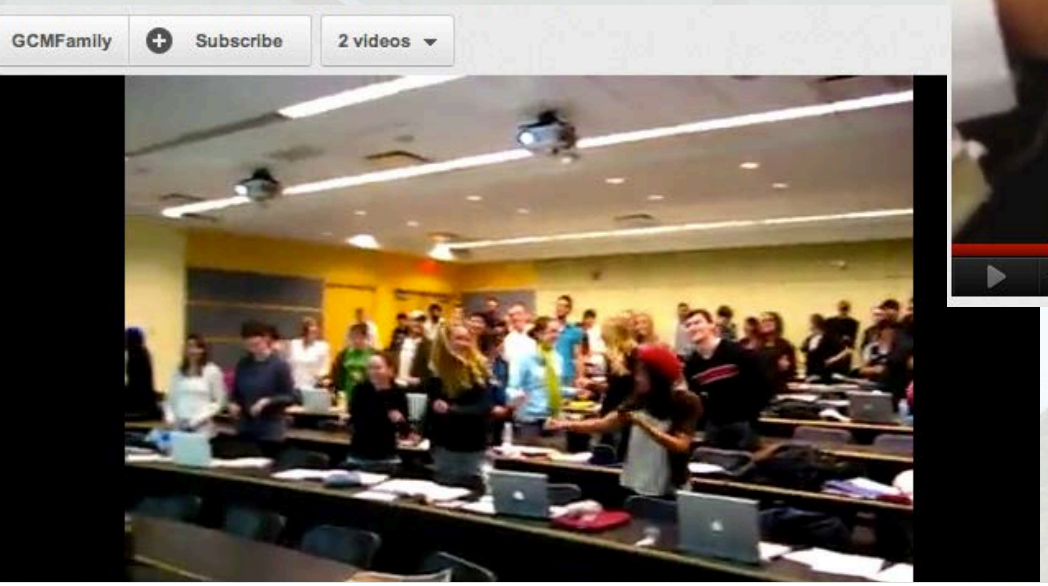
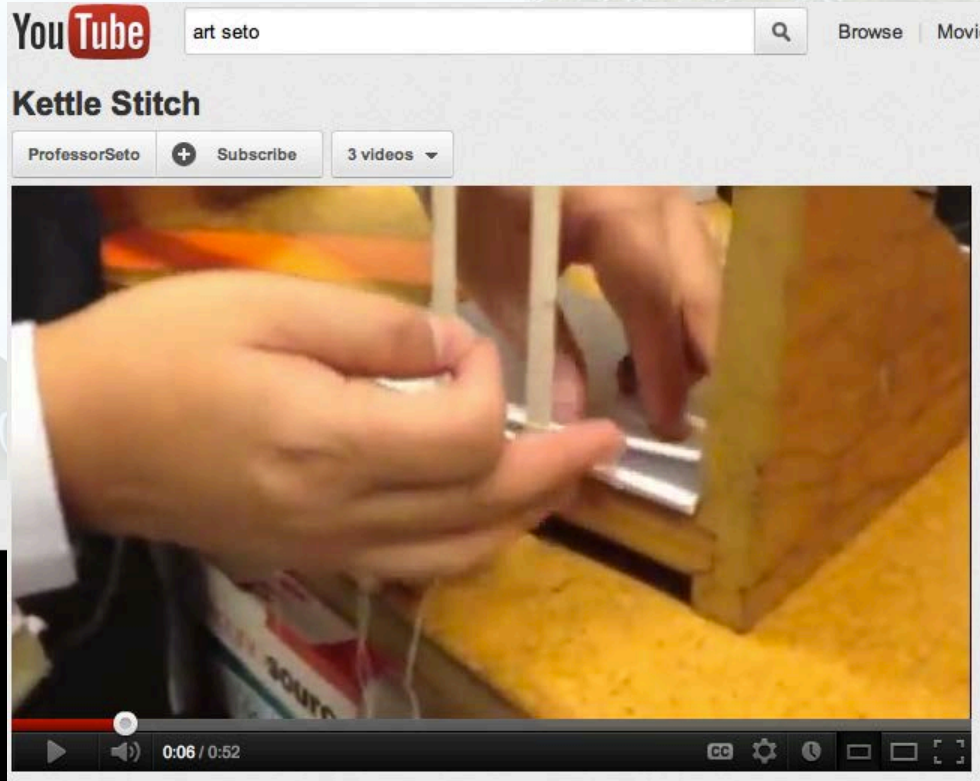
Lab Teaching

YouTube Videos

Learning the Work & Twist to The Beatles Twist & Shout.





Learning the kettle stitch in book block signature sewing.

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Podcasts In-the-Mix

OLD		
Lecture instruction	Lab instruction	Assessment

NEW			
Lecture instruction	Lab instruction	Video podcast	
		Video podcast	
		Video podcast	
		Video podcast	Assessment

Why Podcasting?

- GCM is “Mac”-centric ( )
- Students have access to iTunes in the labs, or at home, for free (Mac and PC)
- Podcasts are subscribed to – students are notified when a new video is added
- Instructors can control the timing in which the videos are released
- Once videos are “synced” with mobile device or computer, they can be watched without the need for a data (Internet) connection

Objectives of Our GCM Podcasts

- Short (2-3 minutes)
- To the point
- A small "chunk" of a lesson, a "learning object"
- Entertaining, fun
- Of very high quality – appreciatively better than "iPhone" or most "YouTube" videos

Benefit to Students

- Time shifting
- Appealing to different learning styles
- Can be watched repeatedly
- Can be watched within smaller students study and discussion groups
- Students can actually see a process up close

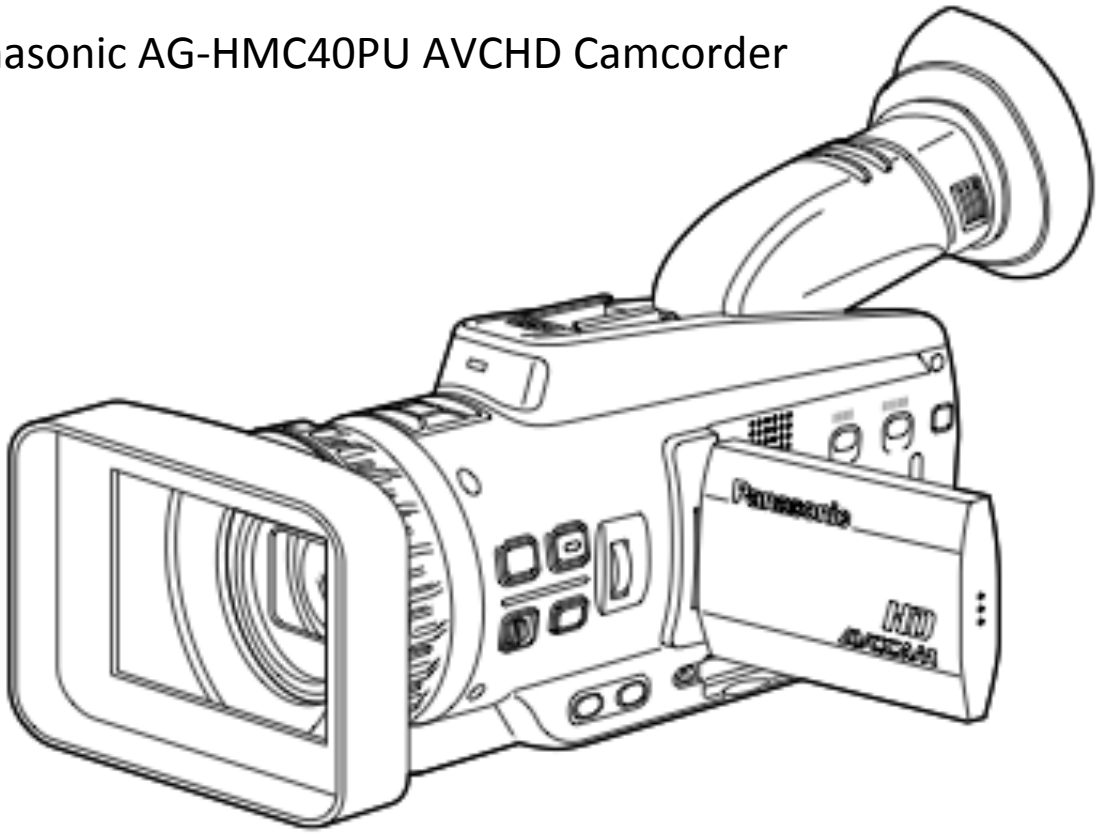
Cost comparison

- Simple
  - Home user video camera ($300)
  - iMovie or similar consumer level video editing software (free)
- Results:
  - Shaky video images
  - Sound files not trimmed properly
  - Overall lower quality (lighting, sound, colour)

- More professional
  - Semi-professional camera ($ 2,000)
  - FinalCutPro ($3000)
  - Professional image capture
- Results:
  - Stable video images
  - Sharp, crisp video
  - Professional sound bed
  - Clean transitions

Capture Technology

Panasonic AG-HMC40PU AVCHD Camcorder



Production Personnel

- **Emily Jenkins – RTA student**
  - Storyboarding, Scripting
  - Camera, sound, lighting
  - Voice over, Editing, Archiving
- **Jason Yeh – IMA student**
  - 2D & 3D animation
  - Titles, Illustrations

Production Process

- Storyboarding
- Scripting
- Camerawork
- Illustration, 2D/3D animations
- Voice-over sound recording
- Titles, labels
- Editing together components
- Archiving

Filming

Research Project Design

Script for TAs administering LTEF podcast study quizzes and survey

The Prof. is not to be in the room when quizzes and survey is administered by T

Hello students

Use of TAs

Your professor of this course is participating in research being done at Ryerson University at the School of Graphic Communications Management. Podcasts are being used in select GCM courses to gauge student perceptions about how the u modern technologies like podcasts assist in student learning and satisfaction. Participation or non-participation by you in this study and quiz results will not b used in the assessment of your performance in this course.

This is a blind study where Profs will have no access to individual quizzes or surveys. It is my role as your TA to administer, compile and store the quizzes an surveys away from Prof. access. As your TA I will code and enter raw data into S an analysis software and Profs will only have access to summary results and analysis. At no time will Profs be able to see results of individual students.

Participation in this study is completely voluntary. However, greater participati to the benefit of everyone. The quiz and survey will take about 15 to 20 minute

Are there any que

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FACULTY OF COMMUNICATION & DESIGN

Ryerson University
Consent Agreement

Podlicous, A study on how podcasts increase the learning experience

You are being asked to participate in a research study. Before you give your consent to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigators: This project is conducted by four professors from the School of Graphic Communications Management (GCM).

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Student Consent Form

e. None of the above are correct statements

2. When handling a plate to insert it into the CtP device, it is important to:
   a. Handle the plate by the edges only to avoid fingerprints in the image area
   b. Double check that only one plate was taken from the box
   c. Make sure none of the tissue paper was grabbed with the plate
   d. a) and b)
   e. All of the above

Before & After Quiz

3. When inserting a plate into the CtP device it is important to ensure that:
   a. The plate is inserted in portrait position
   b. The plate is inserted emulsion side up on the input tray
   c. The plate is securely resting one of the black guides
   d. All of the above
   e. None of the above

4. When feeding the plate into the CtP device, you should:
   a. Push the plate in using your thumbs at the trail edge
   b. Stop pushing when you feel a slight resistance
   c. Stop pushing when you feel a hard stop

Version: 1.1
Date: January 26, 2012

School of Graphic Communications Management
LTEF Podcast Research Project
Student Questionnaire
Winter 2012

1. Which year of study are you currently completing?
   ☐ First Year ☐ Third Year
   ☐ Second Year ☐ Fourth Year

2. Are you currently a:
   ☐ Full-time (taking 3 courses or more per semester)
   ☐ Part-time (taking fewer than 3 courses per semester)

3. Do you reside on campus or off campus? *(Choose the most appropriate response)*
   ☐ On campus
   ☐ Off campus, 30 minute or less commute from home to campus
   ☐ Off campus, 1 hour commute from home to campus
   ☐ Off campus, 1.5 hours commute from home to campus
   ☐ Off campus, more than 1.5 hours commute from home to campus

Multi-page research questionnaire

4. How old is the technology you currently own? *(Check all that apply)*

	Don't own	<1 year old	1 year old	2 years old	3 years old	4 years old	>4 years old
Personal desktop computer	☐	☐	☐	☐	☐	☐	☐
Personal full-sized laptop computer	☐	☐	☐	☐	☐	☐	☐
Personal small, lightweight netbook computer	☐	☐	☐	☐	☐	☐	☐
Smart Phone	☐	☐	☐	☐	☐	☐	☐
Personal dedicated e-book reader (Amazon Kindle, Sony Reader, Barnes & Noble nook, etc. — not iPhone or other devices whose primary function is not as an e-book reader)	☐	☐	☐	☐	☐	☐	☐
Tablet PC (e.g. Apple iPad, Motorola Xoom, BlackBerry PlayBook, etc.)	☐	☐	☐	☐	☐	☐	☐

Research Results

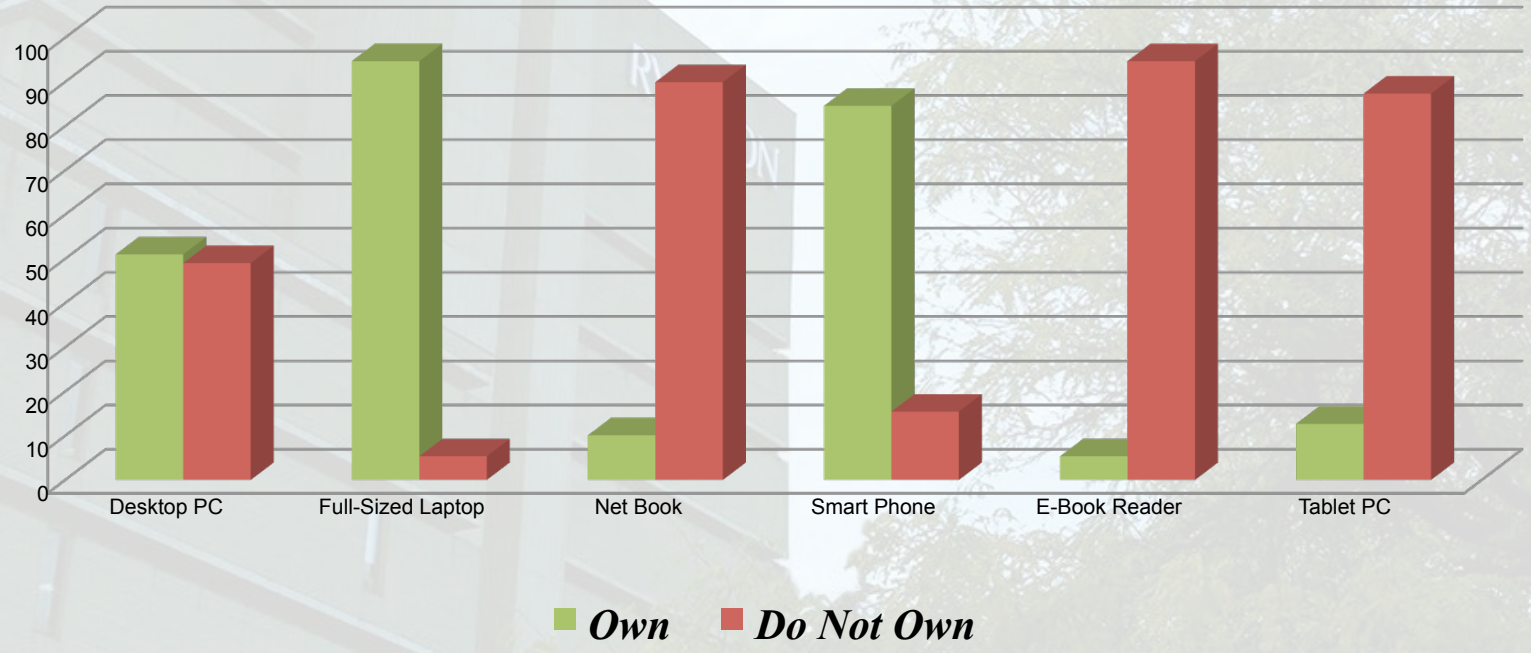
Demographics of Podlicious Survey Respondents				
Number of Respondents:	Male Respondents	Female Respondents	Transgendered Respondents	Gender Unidentified
157	37	105	2	13
Age 17-20 Years	Age 21-23 Years	Age > 30 Years	Age: Other	Age Unidentified
107	36	2	4	8
Cumulative GPA A+ to A-	Cumulative GPA B+ to B-	Cumulative GPA C+ to C-	Cumulative GPA Other	Cumulative GPA Unidentified
20	102	11	4	20
Year of study 1st Year	Year of study 2nd Year	Year of study 3rd Year	Year of study 4th Year	Year of study Unidentified
48	71	27	3	8

Research Results

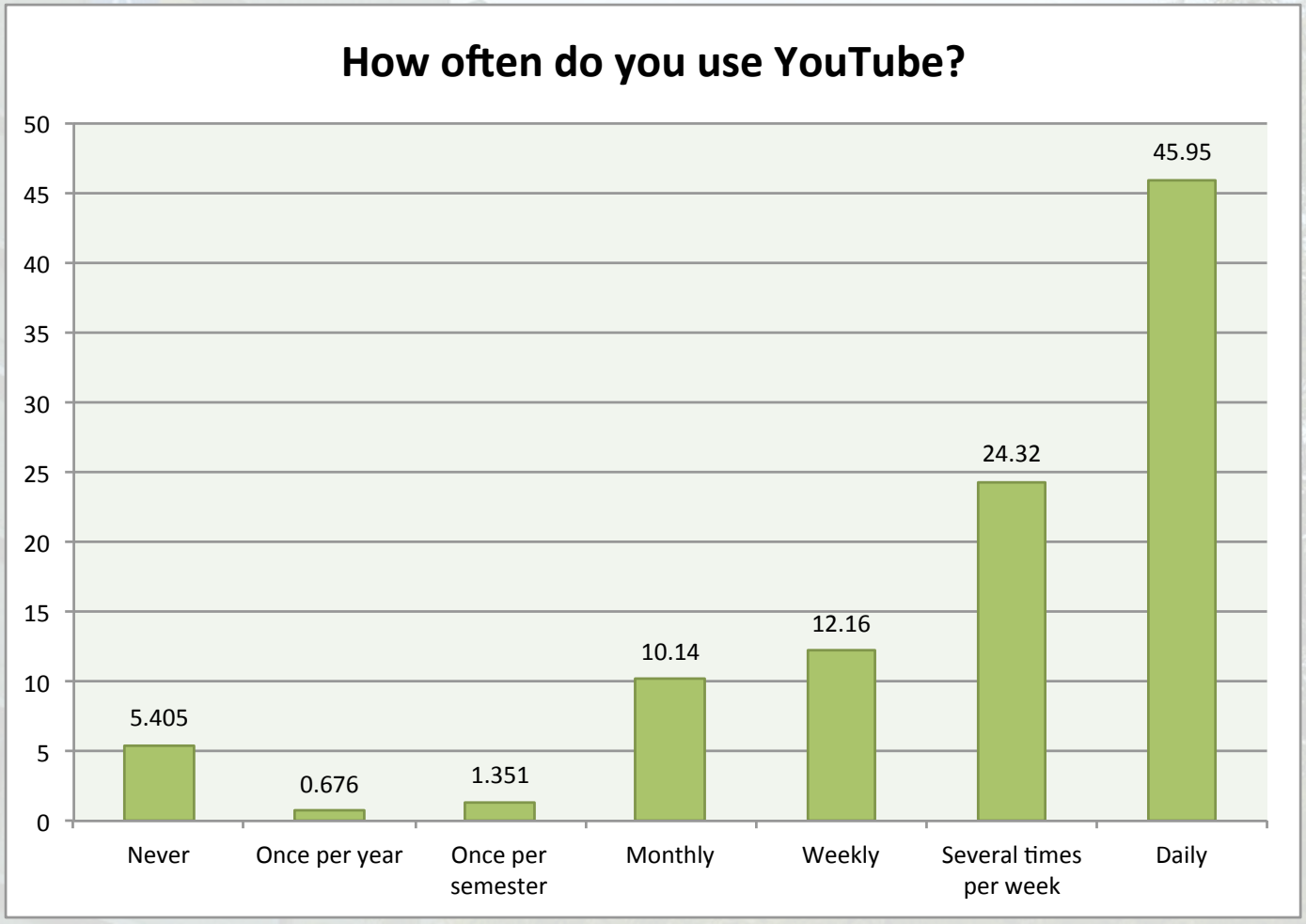
Student Feedback on the Podlicious Podcasts			
	Agree and Strongly Agree (%)	Neiter Agree or Disagree (%)	Disagree and Strongly Disagree (%)
GCM Podlicious Podcast(s) used in this course successfully supplemented what I learned in class	**80**	**18**	**2**
I liked using the GCM Podlicious Podcasts as part of the course material	78	21	1
Thee GCM Podlicious Podcasts were easily accessible for me	67	22	11
GCM Podlicious Podcasts were easily viewed from the technology I already own	81	17	2
There were certain aspects of the live lab demonstrations that I understood better after I watched the related podcasts	72	24	4
The podcasts helped me see equipment close-up in a way I was not able to see it in the live lab demonstration	76	21	3
Being able to review the podcasts once, or more than once after the live demonstration helped me better retain the subject matter	84	15	1
I feel that the combination of the live demo and the podcast have prepared me better for testing on this subject matter versus just having the live demo	82	16	2

Research Results

Technology Owned by Survey Respondents



Research Results



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