Variations on Video Usage Scenario: Faculty using short clips from DVDs in course lecture
Source: Scott Britton and Hong Ma, University of Miami
Last modified: September 28, 2010

Summary: A Film Studies instructor teaches using video clips from library-owned DVDs. The library Reserves department captures the clips into a standard format, applies metadata or imports it from the DVD, MARC record or reliable websites, creates high and low resolution versions, and places them in a course "video library" for use by the faculty member and students enrolled in the course. Each video clip can be searched using the metadata created by the library or added for the course by the instructor. A thumbnail of each clip in the course library makes browsing easier. Students access the course library using their university account information (CAS authentication). The system also can be a building block integrated with Learning Environment like Blackboard or Sakai.

Scenario

Context: The instructor uses clips of 10-20 different library-owned DVDs for class instruction. Because her lectures tend to jump around depending on class discussion and questions, she needs to be able to quickly find clips within her course "video library". Students need access to the same video library to prepare for lectures and review for exams. Bringing this number of DVDs into class, waiting for them to start and the locating the scene wastes too much class time. Quickly jumping between video clips for comparison is impossible.

Users: Film Studies instructor (Fran), Reserves staff (Ray), student (Sue)

Fran's view: In most of Fran's lectures, she uses between 10-20 different video clips to demonstrate directorial techniques and decisions. Some are only 15 seconds while others are several minutes long. In preparing for class, she searches the course video library for available clips. If she does not find anything suitable, she has Library Reserves make clips from DVDs that they own. They notify her when the video clip is available for her to use. She sometimes adds or edits the title or subject so that it makes sense to the students. She creates a playlist of videos for each lecture and sometimes teaches from the playlist, but prefers to embed links to the playlist into her PowerPoint presentations. During class discussion, if students reference another clip, she finds the playlist is an easy way to jump between clips. She can even open videos from previous lectures because searching her entire course video library is easy. By logging in once, she can open any other video during her session without needing to authenticate again. When she creates a bookmark on the video timeline, it creates a thumbnail of that scene, which helps identify the bookmarks for easy playback in class.

Ray's view: He receives Fran's request for specific scenes or segments from library owned DVDs. He searches the video library to see if the DVD has been downloaded already. If not, he downloads the entire DVD and stores it in the video library, including subtitles, scene selection, format options, special features, etc. He adds metadata taken from the DVD, MARC record or from the web. From a full download, he creates a "clip" by specifying time markers and additional identifying metadata (time marker, course, instructor, etc.). He then adds a link to the "clip" in the course video library so that the instructor and students may access it. He lets the instructor know that the video is ready to use.

Sue's view: In class, the instructor opens a lot of video clips and often shows them multiple times as they are compared to other clips. The player never closes once opened, so there is no delay between selecting a video and it playing. When class discussion gets going, the instructor often opens the playlist for the lecture, which makes it easy to identify which clip you want her to display. Sometimes in class, Sue reviews the clips on her laptop before she contributes to the class. Sue also reviews the clips when she studies for an exam, but then she pulls together all of the playlists covered so far in the course.

Assumptions:

1. Keeping staff-only copies of entire videos is not a copyright problem.
2. Access to copies of full videos by instructors or students is a copyright problem. If not, then faculty and students can create their own "clips" once staff download the video.

Issues:

1.

Variations on Video Usage Scenario: VoV playing library-licensed video
Source: Scott Britton and Hong Ma, University of Miami
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Summary: Subscription databases are providing more video content to libraries. This streamed content cannot be downloaded. To take advantage of the pedagogical tools available in VoV, the VoV system plays streamed video within the VoV player.

Scenario

Context: A course may have video content downloaded from DVDs as well as from licensed databases or even streamed video from the general web. Providing all of this content in a single system will improve the viewing experience. Teaching from different sources could be challenging, so providing a VoV wrapper will make displaying the various content more seamless and allow access to tools such as book marks, playlists, etc.

Users: Film Studies instructor (Fran), Reserves staff (Ray), student (Sue)

Fran's view: Fran finds video content in a lot of places, but a smooth lecture requires having them all in one place. Rather than link out to online videos wherever they might be, she takes the URL for the video and adds it to a VoV wrapper or shell. She creates some metadata for the wrapper so that she and her students can use it, and adds it to her course. Combining these videos with ones downloaded from the library's DVD collection, Fran has a large set of videos that display the same way during her class. She often marks up a clip to identify elements she wants her students to notice. She sometimes asks students to mark up a video and export those annotations to share with the rest of the class.

Ray's view: Because no copies are being made, Ray doesn't worry about copyright when instructors link out to online videos. Sometimes he creates the wrapper for instructors, but some instructors do this themselves.

Sue's view: Sue is unaware that she is viewing videos from DVDs as well as the general web. Sometimes the video quality isn't great compared to other clips, but she can still use all of the player features that she's used to.

Assumptions:

1.

Issues:

1.

Variations on Video Usage Scenario: Music Conducting Styles
Source: Scott Britton and Hong Ma, University of Miami
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Summary: The School of Music records students conducting so they can review themselves. Students often view other students' tapes for comparison. Some videos are shown in class for general discussion. Students and faculty can watch two videos side-by-side, add comments and comment on other's comments.

Scenario

Context: Students learning how to conduct must watch recordings of themselves and compare their style with that of others.

Users: Music instructor (Ira), student (Sam)

Ira's view: Ira requires that his students make at least three recordings of themselves conducting. Sometimes staff make the recordings and other times the students do it themselves. Ira receives the recordings and loads them into VoV, providing minimal metadata using a saved template (course, student's ID number, session date, etc.). He selects the "comments" option so that each video has an embedded blog to receive student feedback. He adds comments, selecting private or public depending on if he wants only the conductor or for all students in the course to see his comments. Because participation is part of the grade, he is able to get a report on the number of comments each student makes, and to gather all comments by a student into one display.

Sam's view: Sam records himself conducting, and loads the file in a VoV course mailbox for Ira (the file is too big to email). After a few days, he gets an email from the VoV system telling him that his video has been loaded on his VoV course site. He goes to his video and sees that Ira provided some private comments. A few days later, he gets a VoV email saying that someone has commented on his video. When he checks, he notices that actually three people commented, but the system only sends one email daily so he does not get overwhelmed with updates. He adds a response to one of the comments, which includes a thumbnail and link to another video that is compared with his. He opens both his video and the other student's video and watches them together, pausing and replaying both at the same time using linked controls, and sometimes just controlling just one video or the other. Sam adds a new comment on the other video, and responds to some comments already posted there.

Assumptions:

1.

Issues:

2.