Development of an Online Tutorial Using Camtasia Studio

Sally Neal  
Butler University, sneal@butler.edu

Jeana Rogers  
Butler University, jcroger1@butler.edu

Kenetha Stanton

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Development of an Online Tutorial Using Camtasia Studio

Sally Neal
Jeana C. Rogers
Kenetha Frisby
The Context... The Landscape

Set of Tutorials

- Web pages with an assessment
  - Library Basics, Music Major’s Guide, Plagiarism
- Built in the early 2000’s, flat web pages but with excellent critical thinking plagiarism examples
- Assessment component was disconnected to the tutorial
  - Good for statistics; bad for instructors
The Context... The Landscape

- **Primary audience:**
  - First Year Seminar classes
  - MG 101 Freshman Business Experience

- **Statistics**
  - Use of tutorial
    - Academic Year 2007-2008: 339 students
    - Academic Year 2008-2009: 356 students
  - Reported Academic Dishonesty cases
    - Academic Year 2007-2008: 21
    - Academic Year 2008-2009: 30
Goals & Objectives for the Tutorial

- Increase student engagement
  - Audio/video
  - “Slicker” look and feel

- Integration into Blackboard to increase ease of use
  - Tutorial and assessment located in Blackboard
  - Automatic insertion into FYS courses
Goals & Objectives for the Tutorial

- Enhance content, but keep to 7-10 minutes
  - More explanation of paraphrasing; when to, how to
  - Student Responsibilities component
  - Where to seek help

- Ease of future of updates
- Add Butler University branding
- Hope to increase presence in FYS
- Wanted to play with others – collaborate!
I want to play with others!

With the idea of wedging our way into the FYS curriculum more... the project commenced!

Players:
- Instructional Technology
- Librarians
- Faculty
- Student Services (Student Policy)
- SLIS student intern (became the project manager)
Project Manager

• Project manager guided tutorial project to keep the work on track

• Coordinated efforts between the Library and Instructional Technology

• Worked with Sally to develop tutorial content

• Worked with Instructional Technology to determine best technology platform to meet goals
• Created draft tutorial in PowerPoint

• Developed scripts, where needed, for audio and video components

• Obtained assessment data for current tutorial quiz in Blackboard to inform our revision

• Organized focus group
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Tutorial Content

• Started with content from current tutorial
• Entered all current content into PowerPoint
• Added content selected from presentation on plagiarism for faculty from Sally
• Merge required a smoothing of styles and format
• Retained all examples without change
• Planned for video clips and narration at appropriate places throughout
• Added a storyline for humor and interest
Add Storyline

• Blue II, a bulldog, is the Butler mascot
• Blue needs to write a paper on mascots for the University President
• A student helps Blue learn about plagiarism to prepare for writing the paper

http://go.butler.edu/lifeatbutler/?pg=4732
Focus Group Demo

• We created a prototype with limited audio/video content as an indication of our plans

• Distributed the full PowerPoint presentation for evaluation of content

• Focus group included:
  o Writing Across the Curriculum Director
  o Director of the Writer’s Studio
  o Education Faculty Member
  o Dean of Student Services
Focus Group Outcomes

• Focus group feedback helped refine and finalize our content

• Changes were incorporated into our PowerPoint and script

• Began the preparation of the final tutorial
Design Requirements

• Discover Learning Goals and Objectives
  • What is plagiarism
  • When do I need to cite my work
  • When can I paraphrase

• Product easy to maintain by non-technical staff
  • Why PowerPoint

• Embedded into Blackboard
  • Distribution and grading
Development Process

• Evaluated technology solutions
  • Blackboard
  • PowerPoint
  • Camtasia

• Get content and develop script

• Shoot audio/video and edit
  • Edited audio and video using Final Cut Pro

• Incorporate video clips into PowerPoint

• Capture using Camtasia and integrate Q & A
Assessment

• Updating assessment to agree with new content

• Used response data to determine which questions to keep

• Added additional questions that addressed new content of the tutorial

• Used a Blackboard assessment tool to create the test (Respondus).
Marketing

- First Year Seminar – automatically embedding
- MG 101 – considering automatically embedding
- New faculty Orientation, Faculty Development day, Global & Historical studies, librarian liaisons, Student Services
Conclusions

• Start small

• Tangible product made it easy to work with faculty

• Working with Project Manager

• Multiple voices
Conclusions

- Complicated project
  - EVERYONE involved
  - Software

- Time for testing
  - Never enough

- Pilot program
Questions?

New tutorial will be available at
http://www.butler.edu/library/tutorials/understanding-plagiarism
by August 26, 2009