



ONLINE LEARNING CONFERENCE  
APRIL 28-30 | ORLANDO, FL & ONLINE





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# Lessons Learned From Running the Pilots of VoiceThread, ConnectYard, and Panopto

Zoaib Mirza



## VoiceThread

An interactive sharing tool that allows for asynchronous collaboration

KyMBERli Mulford



# VoiceThread Tech Overview

Similar to many other web-hosted slide deck sites

Exception: commenting from others

Creates the illusion of being in a live discussion while being asynchronous

“Owner” of the presentation has moderation rights

Some issues discovered with older browsers during testing

# VoiceThread Tech Overview

Platform administration requirements:

Tool was added to our courses as a content item containing a script with the LTI link

Username, course enrollment, 3<sup>rd</sup> identifier from VoiceThread provide access upon first in-course click on the link

User permissions are all equal (faculty, student)

# VoiceThread Tech Overview

VoiceThread integrates with Pearson Learning Studio via LTI.

All users can control which of their presentations can be

- viewed,
- commented upon, and
- edited

by anyone in the course.

All user accounts default to private (in course sharing only), but can be adjusted by user to make any presentation public.

# VoiceThread Pilot Strategy

## Preparation for the pilot:

- Creation and testing of the LTI code
- Design of potential use cases
- Development of initial training materials
- Training of potential piloting faculty in sandbox
- Exploration of tool in sandbox for 4–6 weeks
- Automatic carry-over of all faculty-created material to their future courses
- Encouragement of higher levels of integration

# VoiceThread Levels of Integration

Level 1: Week 1 Intro – Instructor Only

Bonus Points: Getting students to use it for this, too!

Level 2: Convey Keys to Success in the course, etc.

Level 3: Periodic Use in Q & A or other Discussions

Level 4: Deliver Course Content

Level 5: Offer as an Option for an Assignment

Level 6: Offer as use for Course Project or Group Project

# VoiceThread Pilot Strategy

During the pilot terms:

- Place LTI code in real courses for interested faculty.
- Support construction of material at various levels.
- Host check-in meetings throughout term.
- Survey faculty and students at end of term.
- Encourage increased levels of integration for future.

# VoiceThread Pilot Calendar

VoiceThread	JULY 2014	SEPT 2014	NOV 2014	JAN 2015	MAR 2015	MAY 2015
Chamberlain	3 Instructors 3 Courses	8 Instructors 8 Courses	1 Instructor 1 Course	Opted Out		
Carrington			Sandbox	5 Instructors 5 Courses	8 Instructors 8 Courses	Opted Out
DeVry	Sandbox	2 Instructors 2 Courses	11 Instructors 21 Courses	14 Instructors 28 Courses	34 Instructors 57 Courses	21 Instructors 40 Courses

# Experience Working With VoiceThread as a Vendor

Vendor communications

Licensing

Train-the-trainer model

Lacked Help Desk

Back-end support contacts established to help with “tough questions” that evolved as users tried new levels of integration of the tool



# Experience With Faculty Who Piloted VoiceThread

## Recruitment of potential participants

- Demo sessions
- Faculty encouraged to participate by academic leadership; in some instances, “drafted”
- Sandbox environments

## Pilot support meetings and communications

- Orientation meeting to introduce the tool, support resources, and pilot evaluation
- Frequent 1:1 support sessions
- Check-in biweekly meetings after start of the course
- Reminder e-mail about faculty survey

# Experience With Administrators Whose Faculty Piloted VoiceThread

- Administrative involvement
  - Faculty recruitment
  - Faculty participation follow-up
- Ranged from direct involvement to little involvement
  - Some focused on pilot design and tool evaluation
  - Some focused on faculty participation and follow-through

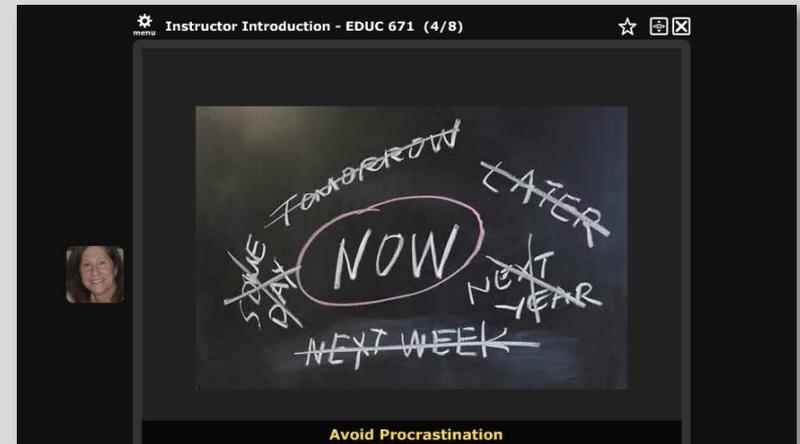
# Evaluation Methods for the VoiceThread Pilot

## Faculty

- Biweekly check-ins
- End-of-course surveys
- Anecdotal via e-mail

## Students

- End-of-course surveys



# Lessons Learned

## From the VoiceThread Pilot

A level of distrust stems from previous pilot experiences with time invested in a tool that is not adopted.

There is an instructor preference for synchronous training.

Integration level (faculty investment) had a profound difference on results.

Contract renegotiation timing can be detrimental.

Piloting less than the premium version is unadvisable.

# Conclusions Thus Far for the VoiceThread Pilot

## Instructors

- Wide variance in opinion about ease of use
- Instructor preference for in-house synchronous training and quick start guides over vendor resources and video recordings

## Students

- If not required to use something for an assignment/grade, most will not attempt.

# Conclusions Thus Far for the VoiceThread Pilot

## Scalability

- For an institution as large as ours, adoption would be dependent upon VoiceThread providing a 24–7 Help Desk feature.

## Licensing and Versions

- Features available in other “premium” versions were not available in piloted version; this was detrimental.

Access to created content beyond pilot is crucial.



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# ConnectYard

A secure two-way communication platform that aims to increase student engagement

Kymerli Mulford

A red banner for ConnectYard. At the top left is the ConnectYard logo with the tagline "COMMUNICATE BETTER". To the right is a photo of students in a classroom. The main text reads "Increase Student Engagement &amp; Retention" in white, followed by "Communicate Better with ConnectYard" in orange. Below this are icons for Facebook, Twitter, LinkedIn, a smartphone, a tablet, and an email icon. At the bottom, small text reads "©ConnectYard, Inc. All rights reserved. | www.connectyard.com | 973.494.8053".

# ConnectYard Tech Overview

Original premise of the tool:

Instructors spend a lot of time crafting in-course announcements, reminders, discussion posts, and so forth, but they don't know if students ever read these.

Common theme today:

Tell me what my students are doing and when.

Design:

Students and faculty complete a Setup Wizard selecting notification preferences. ConnectYard pushes message out to text, alternative e-mail, or social media.

# ConnectYard Tech Overview

Platform administration requirements:

Tool was added to our courses as a content item containing a script with the LTI link.

Faculty and students opt in by completing the Setup Wizard, selecting channel and frequency of notifications.

Options include anything the instructor posts, replies to discussion boards, and grade notifications.

# ConnectYard Pilot Strategy

Preparation for the pilot:

- Creation and testing of the LTI code
- Development of initial training materials
- Training of potential piloting faculty in sandbox
- Exploration of tool in sandbox for 4–6 weeks
- Demonstration of analytics features available to faculty

# ConnectYard Pilot Calendar

ConnectYard	JULY 2014	SEPT 2014	NOV 2014	JAN 2015	MAR 2015	MAY 2015
Chamberlain		Sandbox	2 Instructors 2 Courses	11 Instructors 11 Courses	Opted Out	
Carrington		Sandbox	5 Instructors 5 Courses	10 Instructors 10 Courses	8 Instructors 8 Courses	Opted Out
DeVry			Sandbox	7 Instructors 13 Courses	21 Instructors 32 Courses	14 Instructors 38 Courses

# Experience Working With ConnectYard as a Vendor

Vendor communications

Licensing

Train-the-trainer model

Lacked a strong UX expert on staff, lacked Help Desk

Back-end support contacts established who were incredibly responsive to questions, suggestions

# Experience With Faculty Who Piloted ConnectYard

## Recruitment of potential participants

- Demo sessions
- Faculty encouraged to participate by academic leadership; in some instances, “drafted”
- Sandbox environments

## Pilot support meetings and communications

- Orientation meeting to introduce the tool, support resources, and pilot evaluation
- Frequent 1:1 support sessions
- Check-in biweekly meetings after start of the course
- Reminder e-mail about faculty survey

# Experience With Administrators Whose Faculty Piloted ConnectYard

- Administrative involvement
  - Faculty recruitment
  - Faculty participation follow-up
- Ranged from direct involvement to little involvement
  - Some focused on pilot design and tool evaluation
  - Some focused on faculty participation and follow-through

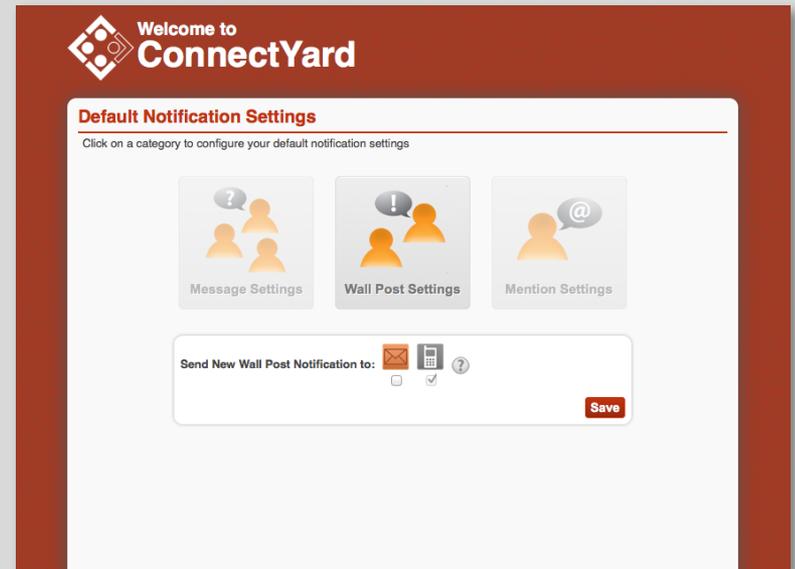
# Evaluation Methods for the ConnectYard Pilot

## Faculty

- Biweekly check-ins
- End-of-course surveys
- Anecdotal via e-mail

## Students

- End-of-course surveys



# Lessons Learned From the ConnectYard Pilot

Social media is universally perceived as “personal.”

Faculty investment and enthusiasm had a profound difference on student sign-up.

A clear identification of benefits to instructor and students was key.

A level of distrust stems from previous pilot experiences with time invested in a tool that is not adopted.

Piloting less than the premium version is unadvisable.

# Conclusions Thus Far for the ConnectYard Pilot

## Instructors

- Wide variance in opinion about ease of use
- Instructor preference for in-house synchronous training and quick start guides over vendor resources and video recordings

## Students

- If not required to use something for an assignment/grade, most will not attempt.

# Conclusions Thus Far for the ConnectYard Pilot

## Scalability

- For an institution as large as ours, adoption would be dependent upon ConnectYard providing a 24–7 Help Desk feature.

## Licensing and Versions

- Features available to other piloting institutions were not available to us because ConnectYard was not provided access to the necessary sections of LearningStudio; this was detrimental.

The rollout of a vaguely similar product within LearningStudio mid-pilot was confusing and pulled from our pool of potential faculty to pilot.



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# Panopto

## Lecture capture and screen recording



Steve Grigalunas

# Panopto Tech Overview

- Platform features tested
  - Creates videos on your computer comprising of multistream sources
  - Can edit videos once uploaded
  - Hosts and streams created videos

# Panopto Tech Overview

- Platform administration requirements:
  - Tool was added to our courses as a content item containing a script with the LTI link.
  - User permissions were set.
  - “Identity Providers” profiles were set up for the integration with our LMS.

# Panopto Tech Overview

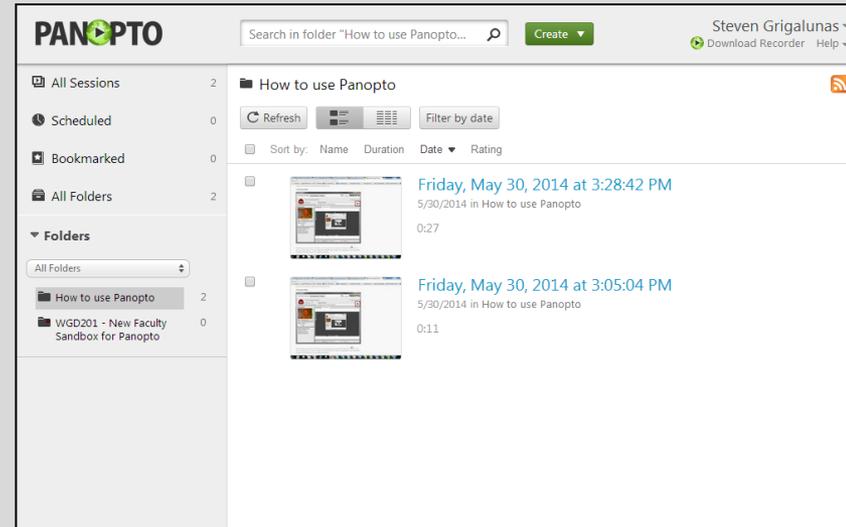
Panopto integrates with Pearson LearningStudio via LTI.

- An instance name and application key created
- Pearson associated specific LearningStudio instances with the identity provider information
- The LTI link scripted into a course content item
- Instructor accesses Panopto from directly within the course

# Panopto Pilot Strategy

## Pilot lead-up:

- Technical assessment
- Define use case and pilot design
- Initial user testing
- Support material construction



# Panopto Pilot Strategy

## SEP14 Session: Small-scale testing

- Broader assessment of technical performance
- Initial instructor feedback
- Trial run of training and support infrastructure and materials

## NOV15 Session: Full pilot

- Student experience evaluation
- Faculty evaluation
- Broader technical testing

Term	Number of Faculty	Number of Students	Courses (?)
SEPT2014	5	?	11
NOV2014	16	?	31

# Panopto Use Cases

- Use cases were identified to provide some uniformity for comparative purposes.
  - Entry-level functionalities
  - Apples-to-apples evaluation data
  - Streamline training processes
  - Capacity building
- Use cases
  - Baseline: weekly greeting, at least one with a web cam
  - Additional
    - Mini-lectures
    - Tutorials

# Experience Working With Panopto

- Vendor communications
  - Licensing
    - End-user training and tech support resources review
    - Emerald support: 24–7 phone support
  - Back-end support contacts established
    - Communicated technical concerns and met regularly to monitor progress
    - Very eager to address our issues, still in progress

# Experience With Faculty Who Piloted Panopto

- Faculty interactions
  - Recruitment of potential participants
    - Demo sessions
    - Faculty provided by academic leadership
    - Sandbox environments
  - Pilot support meetings and communications
    - Orientation meeting to introduce the tool, support resources, and pilot evaluation
    - Check-in e-mail following the start of the course
    - Reminder e-mail about summative assessment

# Experience With Administrators Whose Faculty Piloted Panopto

- Administrative involvement
  - Faculty recruitment
  - Faculty participation follow-up
- Ranged from direct involvement to little involvement
  - Some focused on pilot design and tool evaluation
  - Some focused on faculty participation and follow-through

# Evaluation Methods for the Panopto Pilot

## Faculty

- Focus groups in Adobe Connect with polls
- Online surveys
- Anecdotal via e-mail

## Students

- Surveys
- Viewership data

# Lessons Learned From the Panopto Pilot

Experience with similar tools can create barriers to learning new UI.

Effect of notification on viewership

- Overall viewership (who watched): 42%
- Viewership with instructor notification: 87%

Instructor preference for synchronous training

# Conclusions Thus Far for the Panopto Pilot

- Instructors
  - Positive responses to recording capability; they found it easy
  - Instructor preference for in-house synchronous training and quick start guides over vendor resources and video recordings
- Students
  - Found value in the use of the web cam
  - When viewed, they found them useful

# Conclusions Thus Far for the Panopto Pilot

- LTI integrations reliance on session cookies created issues
  - Can't post links to the videos easily
  - Common setting in Internet Explorer blocks session cookies
- Driving students' viewership
  - Explicit connections to graded work
  - Not being able to post links

# Conclusions Thus Far for the Panopto Pilot

- Following the initial phase of pilots, we are regrouping to explore a better LMS integration
  - Lower the barriers to student viewership
  - Allow for a more streamlined platform administration experience
- Potential future pilots
  - Baked into execution of graded content

# CITE

## 2015



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Presenter's photo

Zoaib Mizra

title

institution

email

social media contact

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## 2015



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Steve Grigalunas

Sr. Instructional Technologist  
DeVry Education Group  
[sgrigalunas@devrygroup.com](mailto:sgrigalunas@devrygroup.com)



Kymberli Mulford

Sr. Instructional Technologist  
DeVry Education Group  
[kmulford@devrygroup.com](mailto:kmulford@devrygroup.com)