1

00:00:03,703 --> 00:00:11,353

I am the Open Education Librarian, at the libraries, and I'm also the liaison to the Communication Studies Department.

2

00:00:11,683 --> 00:00:14,683

And I'm here with my colleague, Ted. I'll let you introduce yourself.

3

00:00:15,445 --> 00:00:20,955

[Ted:] Hello everyone. My name is Ted Quiballo. I'm the Instructional Technologies Librarian.

4

00:00:20,965 --> 00:00:33,705

I am liaison to Computer Science, and Electrical and Computer Engineering, Physics and Astronomy, and Engineering Sciences and Applied Math departments.

5

00:00:33,715 --> 00:00:41,785

And, I also lead services at Mudd Library, with, the Maker Lab and the Video Production Studio. We'll—

6

00:00:42,055 --> 00:00:47,545

which I'll talk about that, later, during the session. And I'll give it back to Lauren.

7

00:00:47,965 --> 00:00:48,717

[Lauren:] Thank you. All right.

8

00:00:49,467 --> 00:00:55,737

So, in this presentation, we're going to talk just a little bit about national and local course affordability statistics.

9

00:00:56,547 --> 00:00:59,757

We'll talk about how to obtain course materials through the libraries.

10

00:01:00,057 --> 00:01:04,497

Specifically, e-books, OER (open educational resources), and course reserves.

11

00:01:05,007 --> 00:01:11,457

We'll also talk about what your subject librarians can do for you, if you haven't already utilized your subject librarians.

12

00:01:11,967 --> 00:01:17,337

And then Ted will go over the video production studio, and talk about lightboard, and different ways that you can use that.

13

00:01:18,786 --> 00:01:26,706

So to frame our conversation about accessibility of course materials, I just wanted to share some statistics about the textbook industry.

14

00:01:27,276 --> 00:01:37,866

I've received questions in the past about the difference between the textbook publishing industry versus things like university and academic presses.

15

00:01:38,076 --> 00:01:40,806

And I just want to be clear to differentiate the two.

16

00:01:41,376 --> 00:01:52,236

So the textbook publishing/course material industry, is represented in these stats. So that's a $3.10 billion industry.

17

00:01:53,256 --> 00:02:06,426

There has been a 12% average increase of the price of textbooks with each new edition; over 1,000% increased costs of textbooks between 1977 and 2015,

18

00:02:07,386 --> 00:02:10,006

238% is the amount

19

00:02:10,026 --> 00:02:20,526

textbooks outpaced inflation between 1977 and 2015. And then 192% of the amount textbook inflation outpaced consumer price growth.

20

00:02:21,846 --> 00:02:29,856

So, of these stats, these stats reflect the price increases, primarily from publishing companies such as Pearson,

21

00:02:29,856 --> 00:02:34,626

McGraw Hill and Cengage, which provide a lot of the textbooks that we use here at Northwestern.

22

00:02:37,816 --> 00:02:44,436

The rapid rise in costs has had an impact on students at Northwestern and nationally.

23

00:02:44,456 --> 00:02:51,616

These are national figures on this slide. So this is: 65% of students reported skipping purchasing a textbook because of cost.

24

00:02:52,066 --> 00:02:56,026

21% skipped purchasing access codes because of cost.

25

00:02:56,446 --> 00:03:03,256

37% of faculty do not know the cost of course materials, when, they select them for their classes.

26

00:03:03,976 --> 00:03:09,576

And then 37% cost per student increase for e-textbooks over 12 months.

27

00:03:10,126 --> 00:03:13,335

And some of these stats are published in 2022 and 2021,

28

00:03:13,336 --> 00:03:14,751

so they're pretty recent. But what about Northwestern?

29

00:03:17,329 --> 00:03:20,779

Sometimes we think Northwestern might be different from national statistics.

30

00:03:21,469 --> 00:03:31,129

In a 2022 Canvas satisfaction survey survey, students were asked about the cost of courses and how it impacts their educational experience.

31

00:03:31,549 --> 00:03:38,869

And many indicated that they either avoid certain classes, withdraw, or drop, or go without buying all of the assigned course materials.

32

00:03:39,309 --> 00:03:43,579

So it was 53% combined stated that they do that.

33

00:03:44,659 --> 00:03:47,689

So, it's definitely still impacting Northwestern students as well.

34

00:03:49,171 --> 00:03:52,441

So, how can we help? With those stats in mind,

35

00:03:52,441 --> 00:03:58,801

you might utilize resources in the library to provide free access to course materials to your students.

36

00:03:59,161 --> 00:04:04,741

These are the primary ways that we can make course materials available to students: ebooks,

37

00:04:05,131 --> 00:04:09,601

open educational resources, course reserves, and chapter scans.

38

00:04:10,411 --> 00:04:15,691

So, in addition to collecting print materials, the library also provides access to e-books.

39

00:04:15,991 --> 00:04:20,341

So, when you are creating your syllabus and selecting your course materials,

40

00:04:20,851 --> 00:04:24,960

a good practice is to contact your subject librarian to find out if the materials

41

00:04:24,961 --> 00:04:29,701

that you're assigning are available through the library for your students to access.

42

00:04:30,541 --> 00:04:36,301

One thing to know about e-book access through the libraries is that many publishers,

43

00:04:36,301 --> 00:04:41,911

especially textbook publishers—one that I, the ones that I mentioned previously—will create e-books.

44

00:04:41,911 --> 00:04:47,191

So if you do a Google search, you'll see that the textbook that you're assigning is available in e-book version,

45

00:04:47,521 --> 00:04:54,571

but that is typically only available for an individual user license, meaning that that one student can access that e-book.

46

00:04:55,351 --> 00:05:04,800

So when libraries purchase access to e-books, it, it's preferable to have it be a multi-, multi-user license,

47

00:05:04,801 --> 00:05:08,641

meaning that more than one person can access the e-book at a time.

48

00:05:09,811 --> 00:05:11,851

And when, when those books are available,

49

00:05:11,851 --> 00:05:17,941

then we can make it available via our catalog, and then anybody with a NetID and password would be available to access it.

50

00:05:19,571 --> 00:05:26,921

So when possible, the library will purchase and make available e-books for classroom use.

51

00:05:27,701 --> 00:05:32,921

So just reach out to your subject librarian if you're not sure if the book is available within the catalog.

52

00:05:33,821 --> 00:05:41,261

Not all books are available as ebooks, for multiple users, and that is especially true of textbooks and course materials.

53

00:05:42,491 --> 00:05:46,811

And just feel free to reach out to your librarian about any e-book questions that you have.

54

00:05:47,944 --> 00:05:58,683

Here is a slide that has—this is a simple list of the most commonly used textbook publishers, at Northwestern and beyond.

55

00:05:58,684 --> 00:06:05,284

And these are the ones that do not make available e-textbooks with multi-user licenses.

56

00:06:05,284 --> 00:06:10,113

So, if you're currently using a Pearson, Cengage, Houghton Mifflin Harcourt,

57

00:06:10,114 --> 00:06:18,784

McGraw-Hill or Oxford University Press (textbook division) book, then the library wouldn't be able to get access to that as an e-book.

58

00:06:25,772 --> 00:06:33,932

OER are free teaching materials that are intended to be widely distributed and modified to fit the particular needs of instructors.

59

00:06:34,422 --> 00:06:41,942

OER are course materials that had been given an open license by their creator, which means that others can use the materials freely.

60

00:06:42,272 --> 00:06:47,252

So, if you, have come across an OER, or if you're interested in creating an OER,

61

00:06:47,252 --> 00:06:52,651

one thing to know is that you would still retain the copyright, to whatever it is that you create.

62

00:06:52,652 --> 00:06:58,352

Anything that we create, in a tangible form, we automatically own the copyright for that.

63

00:06:59,072 --> 00:07:03,752

But with OER, it's somebody who's assigning an open license that works in conjunction with the

64

00:07:03,752 --> 00:07:08,252

copyright, so that you're allowing others, to use it freely without asking permission.

65

00:07:09,062 --> 00:07:16,532

So this is a rapidly growing area within academia, and there are lots of places that you can go to find OER, within your subject areas.

66

00:07:17,252 --> 00:07:23,882

The first place that I usually recommend, especially if you're looking for a full open textbook, is the Open Textbook Library.

67

00:07:24,272 --> 00:07:29,762

So, we're part of the Open Education Network, which manages this library of open textbooks.

68

00:07:30,512 --> 00:07:36,152

It is full of full textbooks, so not just partial chapters or modules or bits of content,

69

00:07:36,152 --> 00:07:41,372

but full textbooks, and they're designed for use at quarter- or semester-based schools.

70

00:07:42,242 --> 00:07:52,112

All of the textbooks that appear within the Open Textbook Library have been used in at least two classrooms before, at academic institutions,

71

00:07:52,322 --> 00:07:56,011

and many have been reviewed by faculty, and they're sort of comprehensive reviews.

72

00:07:56,012 --> 00:07:59,552

So you can get a feel for the quality of the, of the book.

73

00:08:01,242 --> 00:08:07,212

One of the great benefits of OER is that you can make changes to text. So you can move chapters around;

74

00:08:07,242 --> 00:08:13,722

you can change problem sets; you can delete chapters; or you could add different definitions.

75

00:08:13,752 --> 00:08:16,362

So, the library is available to help with that process.

76

00:08:16,452 --> 00:08:21,402

If you go to the open textbook library and you find a text that you might want to use, but it's just not quite right,

77

00:08:22,122 --> 00:08:29,982

you can be in touch with us, and that's some of the support that we provide, is reformatting and being able to publish something that is your own.

78

00:08:31,062 --> 00:08:36,012

The other OER search tool, that I've included here, is called OASIS Geneseo.

79

00:08:36,852 --> 00:08:42,761

This was created by the folks at SUNY Geneseo, and it contains many full textbooks.

80

00:08:42,762 --> 00:08:51,492

So there might be some overlap between this OER repository and the Open Textbook Library, but it also has a lot of smaller pieces of open content,

81

00:08:51,492 --> 00:08:57,432

such as lecture slides, syllabi, course modules, videos, podcasts, and classroom activities.

82

00:08:57,882 --> 00:09:03,072

So, if you attended the presentation on multiple means of representation, and

83

00:09:03,072 --> 00:09:07,061

you're looking for additional streams of content to incorporate into your class,

84

00:09:07,062 --> 00:09:08,592

that would be a good place to check.

85

00:09:09,372 --> 00:09:17,652

Or if you're just interested in exploring using open educational resources, but you're not ready, to take a dive into a full open textbook,

86

00:09:18,042 --> 00:09:21,462

check out OASIS Geneseo, and see if there are any smaller bits of content in

87

00:09:21,462 --> 00:09:24,912

there that are relevant for your courses, that you can begin to incorporate.

88

00:09:25,979 --> 00:09:30,868

And finally, if you can't find any existing OER that is suitable for your course,

89

00:09:30,869 --> 00:09:38,609

or maybe you have an idea for an openly licensed project, we can work with you to develop custom course materials.

90

00:09:38,999 --> 00:09:48,899

So we provide consultations. We assist with finding suitable OER to build upon. We also help with our production and hosting.

91

00:09:49,229 --> 00:09:52,529

We just recently signed a contract with Press Books,

92

00:09:53,159 --> 00:10:00,989

which is a platform that specializes in OER publishing, and it comes with plug-ins that provide interactive exercises.

93

00:10:01,469 --> 00:10:07,109

So, I think it's really exciting for people who want to be able to have an interactive, custom text.

94

00:10:08,039 --> 00:10:12,839

We can also ensure accessibility, and then promotion and sharing of your completed project.

95

00:10:13,661 --> 00:10:22,781

For those of you who are here, and teach undergraduate courses, you might also be interested in Northwestern's OER faculty grant program.

96

00:10:29,399 --> 00:10:36,809

swap out their commercial textbook or their existing course materials, to create open educational resources.

97

00:10:37,169 --> 00:10:41,818

So we award $5,000 for faculty to swap out their commercial textbooks.

98

00:10:41,819 --> 00:10:45,413

And course—with course materials that they've created.

99

00:10:47,197 --> 00:10:52,297

The image on this slide is of an open textbook that was created through the OER grant program.

100

00:10:54,187 --> 00:11:01,017

This one is in the form of a web book. It's an html website. But OER are also available as PDFs in epub.

101

00:11:01,027 --> 00:11:06,337

So if you teach a class, and it's important that your students have access to print materials,

102

00:11:06,877 --> 00:11:14,317

it is possible to print OER. And, I've actually spoken to the bookstore, and it's possible to be able to print OER and make

103

00:11:14,317 --> 00:11:18,937

a print version available at the bookstore, if that's something that you want to be able to provide for your students.

104

00:11:19,908 --> 00:11:24,888

Okay. So next up, I'm going to cover course reserves and chapter scans.

105

00:11:25,668 --> 00:11:28,968

So the library has physical course reserves.

106

00:11:28,998 --> 00:11:36,078

This is where if you have assigned a textbook in your course, and you want students to be able to have access to that book at the library,

107

00:11:36,258 --> 00:11:42,438

even if we don't currently own that book, you can place a request through your Canvas course, for phyiscal course reserves.

108

00:11:42,588 --> 00:11:47,058

The library will purchase that book, and then we'll make it available to students at the library.

109

00:11:47,958 --> 00:11:53,358

Course reserves offers a shortened loan period, so that, students can come to the library,

110

00:11:53,368 --> 00:11:59,538

they can get it for between two and I think 6 hours, and then they can check it out.

111

00:11:59,548 --> 00:12:03,378

There's free scanners in the library, so they could scan it if they want to, and then they return it.

112

00:12:04,008 --> 00:12:11,747

I like physical course reserves as an option, because, it gives students at least one point of contact with the book where

113

00:12:11,748 --> 00:12:17,628

it is completely free and it is available. And it can be helpful, too, for students who have ordered a copy of the book,

114

00:12:17,628 --> 00:12:23,388

but they haven't yet received it, or they're waiting for it to ship. They can stop by the library and do the readings and return it.

115

00:12:25,248 --> 00:12:31,538

We also have e-reserves, so—we're referring to e-reserves as alternative course packs.

116

00:12:32,298 --> 00:12:39,018

If you are currently, using a course pack in your course, and maybe going through Quartet, the printing company to print it,

117

00:12:40,308 --> 00:12:49,798

one thing to know is that, what, students are paying for, when they purchase access to that packet, through quartet, is the licensing fee.

118

00:12:49,828 --> 00:12:59,538

So, many times, we have access, through the libraries, to the journal articles and book excerpts, that you are possibly assigning within your course.

119

00:13:00,078 --> 00:13:03,828

But we have access to them because we pay for subscriptions to these resources.

120

00:13:04,128 --> 00:13:10,307

And so, going through Quartet, they're paying for that copyright fee so that the student can then have access to it.

121

00:13:10,308 --> 00:13:13,338

But if you go through the library, then the student won't have to pay that fee.

122

00:13:14,328 --> 00:13:17,598

So we don't have a service where we offer a print, course pack,

123

00:13:17,598 --> 00:13:23,598

but, we do it through e-reserves, where, you can add the journal articles, that you want to assign,

124

00:13:23,598 --> 00:13:29,958

or you can ask for scans of book chapters, and then all of those materials can be made available to students in Canvas.

125

00:13:32,178 --> 00:13:41,988

One thing that we see, quite often is that a lot of faculty have PDFs of journal articles and other things that they want to assign in their classes,

126

00:13:42,318 --> 00:13:49,188

and they're already just on their computer, and so it's easy to upload the PDF to Canvas, instead of going through a library database.

127

00:13:49,608 --> 00:13:55,967

But, if you, go through the library's database, and provide a link to that resource—so that when students click on it,

128

00:13:55,968 --> 00:13:59,418

they're brought to the library database, so that they can read the journal article—

129

00:13:59,778 --> 00:14:07,458

what that is doing is, increasing usage. So it's showing us, Hey look, people are using this, they're accessing this journal,

130

00:14:08,118 --> 00:14:13,428

which means that it's more likely that the library would be able to continue funding to have that journal available.

131

00:14:14,148 --> 00:14:19,248

And it's also the legal way to do it. So, in Canvas, if you are assigning journal articles,

132

00:14:19,248 --> 00:14:24,798

we recommend going through NUsearch, or you can contact your subject librarian to find the link to that journal article,

133

00:14:24,918 --> 00:14:28,548

upload it to Canvas as a module, and make it available that way.

134

00:14:30,668 --> 00:14:36,397

We also offer book chapter scans. So, if you have a text book that you've assigned,

135

00:14:36,398 --> 00:14:42,698

but maybe you're only going to have students read one or two chapters, instead of having students purchase the whole book,

136

00:14:42,968 --> 00:14:47,918

the library can scan, those chapters, and make them available, via Canvas.

137

00:14:48,488 --> 00:14:55,658

One thing to note is that at this time, the Course Reserves department at the library is the one that determines fair use, in this case.

138

00:14:55,988 --> 00:15:03,068

And so, in order to comply with fair use, we can scan no more than 15% of an entire book.

139

00:15:03,428 --> 00:15:09,788

And so, if you submit a book, say you want, like, seven chapters scanned, we wouldn't be able to scan, that many chapters.

140

00:15:09,938 --> 00:15:14,258

It usually shakes out to about one or two, that we can legally make available via Canvas.

141

00:15:16,088 --> 00:15:23,378

We also offer streaming audio and video. So if you are assigning a movie, or a TV show, or something like that in your course,

142

00:15:24,188 --> 00:15:30,428

we have folks who can digitize that and then make it available, so that you can embed that within your Canvas course.

143

00:15:30,788 --> 00:15:33,937

And it's the same deal, with physical course reserves.

144

00:15:33,938 --> 00:15:40,718

If we don't currently have, that content available in our catalog, we can purchase it and make it available—if it's available to purchase.

145

00:15:41,887 --> 00:15:50,857

Okay. So, I know at least one of you has contacted your subject librarian before, but, we have subject librarians for every subject area, every discipline.

146

00:15:50,857 --> 00:15:55,326

And these are basically the contact people at the library for you.

147

00:15:55,327 --> 00:16:00,636

So if you have any questions about, finding books or other materials, or, or you

148

00:16:00,637 --> 00:16:05,077

want some support for your class in the form of, a library research workshop,

149

00:16:05,077 --> 00:16:16,207

or, referring, your students to a librarian, contact your librarian. So, your library point person is available to identify and find relevant materials.

150

00:16:16,207 --> 00:16:24,427

We also accept book and materials requests. We're here for your research needs and then, class support, and instruction.

151

00:16:26,258 --> 00:16:30,078

Alright, oh! Now I'm going to pass it over to Ted, and he's going to talk about the video production studio.

152

00:16:30,881 --> 00:16:36,741

[Ted:] Thanks, Lauren. So, the question comes to mind: why record videos?

153

00:16:36,761 --> 00:16:42,311

And this is, the part of the session where, increasing instruction accessibility comes in.

154

00:16:43,631 --> 00:16:47,710

Michael Peshkin—he's a professor of Mechanical Engineering.

155

00:16:47,711 --> 00:16:54,311

He's a, Breed Senior Professor, and designed and, actually the inventor of the lightboard.

156

00:16:55,151 --> 00:17:00,341

If you haven't heard of the lightboard, we'll, we'll get that into—put that more into detail.

157

00:17:00,821 --> 00:17:14,710

But in any case, Michael, put out a informal survey to his students, back in 2021, and wanted some thoughts on education,

158

00:17:14,711 --> 00:17:20,651

and especially during the pandemic times. He received 130 responses.

159

00:17:20,651 --> 00:17:29,561

More than 75% of those responses, mentioned how grateful videos were available to them in some form or fashion.

160

00:17:31,511 --> 00:17:35,461

Even like, surveys from major database platforms like IEEE

161

00:17:35,471 --> 00:17:44,801

and Web of Science, put out questions like, "Is—are videos useful for, for your students?

162

00:17:44,831 --> 00:17:49,331

Are videos useful for your audience?"

163

00:17:50,741 --> 00:18:00,911

And even in the Canvas Minute digital newsletter, they, said that recording videos might be called the next normal.

164

00:18:01,121 --> 00:18:06,041

Right? So if, if you haven't been recording videos for your students or audience,

165

00:18:06,341 --> 00:18:13,391

you might want to, consider that, as, another form of communicating or connecting with your students.

166

00:18:14,801 --> 00:18:21,971

It does increase, as I mentioned, accessibility and visibility, through several platforms.

167

00:18:22,751 --> 00:18:29,081

It also gives you an option to do captions, when you're doing videos, as well.

168

00:18:29,981 --> 00:18:42,971

If, there are those type of needs, within your, within the group of students that you have, posting and embedding videos such as recording lectures,

169

00:18:43,481 --> 00:19:00,281

pre-class activities, assignment instructions, can also be, another advantage, when you're, doing the type of LM—LMS platform that you have.

170

00:19:00,821 --> 00:19:09,791

In this case, many instructors do, Canvas. In terms of reducing barriers during the pandemic,

171

00:19:10,241 --> 00:19:13,691

of course time zones was very, detrimental.

172

00:19:14,861 --> 00:19:25,600

I'm not sure if, all of you are teaching, hybrid or virtual classes, and if they're, residing in different time zones

173

00:19:25,601 --> 00:19:26,711

this is very useful.

174

00:19:27,671 --> 00:19:37,181

And then, rewatching and reviewing videos, for students, can give you more accurate questions and feedback, from what you're trying to teach,

175

00:19:37,631 --> 00:19:46,691

teach them—not necessarily from the students, but for the audiences that you're targeting when you make these videos.

176

00:19:52,591 --> 00:19:59,761

if you come and visit me at Mudd. One is, the self-service feature, which was formerly known as One-Button,

177

00:20:00,931 --> 00:20:11,791

and the lightboard. With the self-service is traditionally where slides are presented in the back, while you're, while you're present in the front,

178

00:20:12,511 --> 00:20:17,601

just like a, a traditional classroom setting. With the lightboard itself,

179

00:20:17,611 --> 00:20:22,921

as you can see in the picture, in this slide, there's a large glass panel in front.

180

00:20:23,911 --> 00:20:27,391

Slides are overlaid on the, on the recorded video.

181

00:20:28,171 --> 00:20:33,841

And, there is a short learning curve with the one-hour workshop that I offer every quarter.

182

00:20:34,231 --> 00:20:37,350

But if you don't, it doesn't line up with your schedule,

183

00:20:37,351 --> 00:20:45,871

you can always contact me, and I can, adjust my schedule and we could do, a one-on-one consultation to see, how the lightboard is done.

184

00:20:46,981 --> 00:20:57,961

So with this next slide, it gives you a little snapshot, of what—how, how the space is laid out, and what, what you can expect if you're in there.

185

00:20:59,084 --> 00:21:17,894

[Prerecorded video:] Where you can actually, take a black marker, and then, pre-mark it, before you start recording—even, before, you start, just presenting it, to an audience.

186

00:21:18,644 --> 00:21:22,874

So now I could come back, and then I can look at this.

187

00:21:23,474 --> 00:21:31,634

They will not see the black marks on the video. And then if I go C—CEO, CFO and CIO, how are they all attached?

188

00:21:32,024 --> 00:21:38,054

I could just, follow the black marks. And then who are under those are the three VP's.

189

00:21:38,774 --> 00:21:44,474

And, when you're writing on the lightboard you just, look at it directly and then connect back to your audience.

190

00:21:45,584 --> 00:21:53,594

Now, if we, take a look at charts, you can pre-mark, before you start recording again, and mark out the 0/0 mark

191

00:21:53,594 --> 00:21:58,724

with a black marker in the upper hand, and then the limit on the the right hand.

192

00:21:59,414 --> 00:22:06,344

And then, and then when you're talking about it, the—you can actually look at the lightboard.

193

00:22:06,374 --> 00:22:15,554

So the first year, we went up to 1 1/2, and then the second year went back down to 1/2, and then all the way up, on the third year.

194

00:22:15,884 --> 00:22:24,734

When you have content in presenting data and statistics, there's a bar graph, and when you want to highlight different, numbers,

195

00:22:25,094 --> 00:22:27,344

you'll, highlight them and say, "Hey,

196

00:22:27,674 --> 00:22:37,724

these are the numbers that we're going to, talk about today, and what we're gonna focus," as you're presenting materials.

197

00:22:45,039 --> 00:22:52,569

it's usually a black background. And the black color, makes it transparent, as we're presenting.

198

00:22:52,929 --> 00:22:56,359

And it also works with the black marker. You can see it in that video,

199

00:22:57,069 --> 00:23:02,768

but when you see the final product, you won't see the black marks, as the final product.

200

00:23:02,769 --> 00:23:09,759

It just, it's just more of a guideline. So your, your—the way you talk, the way you present is much more smooth.

201

00:23:10,346 --> 00:23:23,156

As I mentioned before, registering for a workshop, or, an option to schedule a one-on-one consultation with me is, more than doable.

202

00:23:24,656 --> 00:23:36,866

Again, this is, this is such a, a cool way to just connect with your students and, engaging, rather than a one-way communication.

203

00:23:37,436 --> 00:23:45,416

It's just very very interactive, with the slides that you're presenting. And you can pick and choose the interactive level that you want.

204

00:23:46,376 --> 00:23:52,166

How much do you want to write on the lightboard or how much do you want to present, for each slide as you go,

205

00:23:52,196 --> 00:24:01,346

go and record your video. You can also reserve the video production studio on the, on the library website.

206

00:24:01,346 --> 00:24:06,856

You can just search it, and you could, take a look at the space yourself.

207

00:24:06,866 --> 00:24:16,096

But, I would recommend, that you could contact me and then, and then we would go over it together—just to get you more,

208

00:24:16,836 --> 00:24:23,396

more... I would say, start with best practices,

209

00:24:23,696 --> 00:24:34,556

good best practices from the very beginning, as you're, taking a look at this, space, and how you want to increase your accessibility—instruction

210

00:24:35,126 --> 00:24:37,796

accessibility to your, to your audience.

211

00:24:39,386 --> 00:24:51,386

So, reviewing all the resources available, available to you such as, informational how-to guides, creating a script, and familiarizing yourself,

212

00:24:51,386 --> 00:24:55,616

like, as I mentioned before, with the VPS equipment. All this,

213

00:24:56,216 --> 00:25:04,226

the more time you prepare for your presentation outside, the studio, the less time you'll spend inside recording.

214

00:25:04,916 --> 00:25:13,826

So that's what I would recommend. And I also mention that again during the one-on-one consultation. It'll give you a much better,

215

00:25:16,606 --> 00:25:23,956

comfort level. At first, you might get intimidated, and overwhelmed by all this, but in the end,

216

00:25:24,676 --> 00:25:32,146

I think it'll be worth it for, your students and how you, interact with your slides, when you present it to them.

217

00:25:32,506 --> 00:25:37,905

Especially, a lot of, faculty members come in over the weekend.

218

00:25:37,906 --> 00:25:44,475

They record six or seven, five-minute videos, and then once they record the videos,

219

00:25:44,476 --> 00:25:51,236

they give it to their students, and say, "Review these videos before we meet the next time, and then we'll talk about it."

220

00:25:51,736 --> 00:26:07,545

And so, I would say... 60% right now, faculty members use, the video production studio and the lightboard, and 40%, is used by students.

221

00:26:07,546 --> 00:26:11,596

And, it's, increasingly changing.

222

00:26:11,986 --> 00:26:22,365

Students are using it more and more, as each quarter passes by, because, they, use their final presentation, or their, their senior

223

00:26:22,366 --> 00:26:36,406

projects, and they actually attach it to their resume. And the employers actually, get impressed by how, the, the video is made.

224

00:26:44,790 --> 00:26:48,630

it automatically gets deleted from the computer that it's recorded.

225

00:26:49,800 --> 00:26:58,620

So I am always telling people to be careful, make sure they transfer all the videos they want before they log off the computer or else it's gone.

226

00:26:59,430 --> 00:27:03,780

So, and that's one of the things I reiterate.

227

00:27:08,007 --> 00:27:17,037

but they are specifically for, the departments, and they are specifically, used, if you're attached to a course.

228

00:27:17,337 --> 00:27:27,597

I don't know specifically where they are, but this is the only video production studio where it's open to, all faculty, students, and staff.

229

00:27:28,197 --> 00:27:31,436

There are several other lightboards on the Evanston campus.

230

00:27:31,437 --> 00:27:35,697

Again, they're limited to, the departments that they reside in.

231

00:27:42,660 --> 00:27:43,450

as Ted mentioned.

232

00:27:43,544 --> 00:27:47,683

[Ted:] Yes. And, actually Feinberg came—before they built their lightboard,

233

00:27:47,684 --> 00:27:57,884

they came over to our space, to design their light—their studio, with, with our setup in mind.

234

00:27:58,394 --> 00:28:03,524

So they came over to us first, before they built, they built out theirs.

235

00:28:03,704 --> 00:28:04,278

So. thanks, Lauren, for that link.

236

00:28:06,933 --> 00:28:10,833

I hope you take advantage of this resource that the library, has to offer.

237

00:28:13,245 --> 00:28:15,490

[Lauren:] Thanks. That's all that we wanted to cover today.

238

00:28:15,666 --> 00:28:18,262

So thank you all for your time! And have a great day. [Ted:] Thank you all!