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Utilizing Asynchronous Video Discussions

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Utilizing Asynchronous Video Discussions

FLIPGRID.

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Teaching Practice & Need it Addresses

- Providing students with a way to communicate face-to-face with each other during online classes can be a struggle. Asynchronous text-based discussion posts have limitations (students often claim they're impersonal, disembodied, and not engaging or supportive of critical dialogue [1]), and using the synchronous Canvas Collaborate tool can have similar issues as in-person discussion groups (where some students may monopolize discussion time or speak over others).

- In general, all students should be able to communicate about course content and learning objectives. Psychology students specifically need ways to discuss research interests in a way that mirrors conference participation (*see the resources section for concrete examples of both*).

- Instructors can utilize the free third-party app FlipGrid to create simple, low-stakes video discussion assignments. Flipgrid integrates with Canvas and works with mobile and desktop devices; students can use the mobile app or their computer's microphone and camera to create and customize videos.

- Initial posts can focus on learning objectives, peer-review, or any other assignments requiring engagement with content. Discussion responses can focus on connecting with classmates on that material and asking thoughtful follow-up questions.

Evidence it Benefits Students

- Students in my courses comment on how they were initially timid about speaking in front of their peers, but these assignments gradually built their confidence and abilities in a safe, low-stakes environment.

- This matches higher student engagement and preferences for asynchronous video discussions versus text discussions [1] [2].

- Students can practice and record multiple videos, and then post the one they like best. This appears most helpful to introverted students [3].

- These type of assignments are considered Social Skills Training, which, when presented in this way (with many interventions across the semester, and including skill-building and psychoeducational components), can positively affect development of interpersonal and emotional skills [4].

- Anecdotally, students with stronger skills may be more likely to participate in research symposiums and conferences – events that strengthen their applications to graduate school.

- Explaining the rationale of these assignments also informs students about what is expected for graduate school – something that first generation students may not be aware of.

How Others Can Adopt This Practice

- At an entry level, these low-stakes assignments can be used to get students engaged with the learning objectives for each week; they can be general enough to be repeated weekly with little to no modification in wording (*see the resources section for concrete examples*).

- Depending on the discipline, more specific video discussions can be tailored to encourage the type of communication needed for that field (i.e., conference or poster presentations, peer feedback, networking, presentations to employers, etc.).

- Flipgrid chats can be built natively in Canvas, which allows instructors to utilize the Speedgrader for feedback. They can then be treated like other Canvas assignments (adding rubrics, organizing videos by student, leaving comments, etc.). Flipgrid chats and responses can be graded simply on comprehension or effort, or more specifically on content and application.
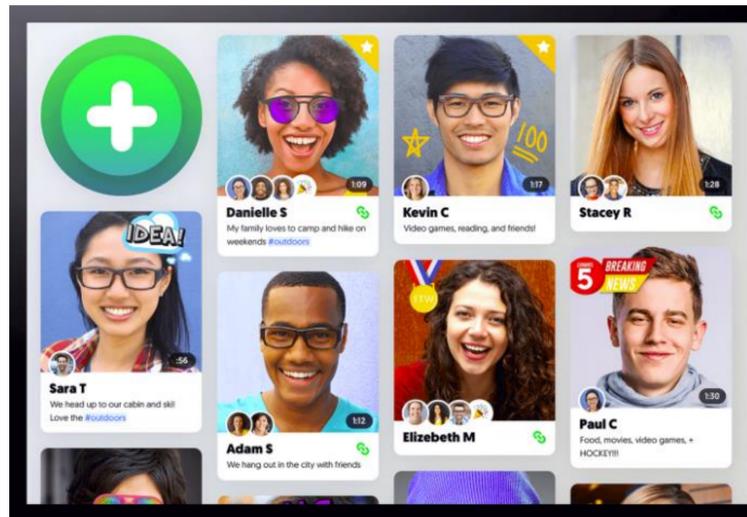
Resources & Where to Find Them

- FlipGrid is a free third-party video discussion board app; you can access it here: https://www.info.flipgrid.com/
  - Or scan the first QR code to the right!
- It integrates with Canvas and the Speedgrader; you can find instructions on how to do this here: https://help.flipgrid.com/hc/en-us/articles/360053111374
  - Or scan the second QR code to the right!
- I've created a digital resource that provides specific examples, a demo video, a how-to on how to set this up for courses, and assorted additional resources: https://bit.ly/3n19Gvy
  - Or scan the third QR code to the right!

References

[1] Warr, M., & Sampson, C. (2020). Achieving critical dialogue in online doctoral programs: An exploration of student perceptions and experiences with multiple modalities. *TechTrends, 64*(6), 860-867.DOI http://dx.doi.org/10.1007/s11528-020-00499-z

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[3] Borup, K., West, R.E., & Graham, C.R. (2013). The influence of asynchronous video communication on learner social presence: a narrative analysis of four cases, *Distance Education*, 34(1), 48-63. DOI 10.1080/01587919.2013.770427

[4] de Mooij, B., Fekkes, M., Scholte, R.H.J., & Overbeek, G. (2020). Effective components of social skills training programs for children and adolescents in nonclinical samples: A multilevel meta-analysis. *Clinical Child and Family Psychology Review, 23*(2), 250-264. DOI http://dx.doi.org/10.1007/s10567-019-00308-x

Acknowledgements

Too Long to Read?

- Can't write down the links? Access them via these QR codes:

Sign up for Flipgrid   Integrating with Canvas   Resource page

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