

Master's Project Evaluation Report

Technology Artifact

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Abstract

A terminal outcome for Instructional Design Technology (IDT) Master of Education degree program is to demonstrate excelled competency through a Master's Project course, and associated presentation with defense of an artifact created by the master's candidate through the IDT curriculum. Therefore, in order to comply with the requirements of this outcome, I've elected to ratify and present a technology artifact created as part of my studies in the Universal Design for Learning course (IDT 7110), led by Dr. Janet Zydney in the fall of 2017. This artifact was created in Articulate Storyline 3 and hosted through a secured media server on the University of Cincinnati intranet, and used in a variety of online and face to face courses through the College of Allied Health Sciences, where I am employed as the senior instructional designer.

Introduction

The College of Allied Health Sciences (CAHS) Self-Paced Kaltura training is a stand-alone training course for Kaltura – an enterprise video recording and repository tool used by faculty, staff, and students in the University of Cincinnati (UC) ecosystem. As a requirement for the Master's of Instructional Design Technology project course (IDT 8130), the CAHS Self-Paced Kaltura Training technology artifact was evaluated as part of an iterative instructional design model based on the ADDIE Model of instructional design. This evaluation served as the primary mechanism for planning revisions, as part of the Evaluation stage of the ADDIE Model, for the technology artifact by collecting, interpreting, and synthesizing data. Spread over two phases of evaluation, the technology artifact was evaluated through usability testing (phase one) and a field trial (phase two).

The artifact was originally launched in the fall of 2016 as part of an initiative in the Center for Educational Technology and Instructional Support (CETIS) to on-board and train faculty how to use Kaltura. Since then, the artifact was revitalized using a Universal Design for Learning (UDL) model to incorporate elements of learner choice of acquisition modalities, accessibility, and knowledge checks – which the initial 2016 version lacked. However, the artifact quickly became obsolete as a result of upgrades to the Kaltura interface. So, the preceding evaluation plan sought to 1) inform revisions to upgrade the user interface, 2) verify accuracy and functioning of acquisition and assessment tools in the training, and 3) validate the training course's instructional alignment.

Instructional Design Models

As described in the project's evaluation plan document, "the formative process of evaluation for a technology artifact seeks to assess the project's activities..." these activities can include the project goals, outcomes, audience, and scope. Additionally, the evaluation targeted the collection and synthesis of data in order to plan the summative process of amending the artifact, in preparation for the artifact's presentation and associated defense as the final project for IDT 8130. The instructional design model followed for this evaluation was the ADDIE Model of Instructional Design.

The ADDIE Model is an iterative design model that guides the process for creating and modifying a learning experience. According to Steven McGriff (2000), it is the evaluation phase of the ADDIE Model that seeks to uncover the "effectiveness and efficiency of instruction" and can be completed in both a formative or summative fashion. That in mind, the technology artifact evaluation picked up the ADDIE Model during the evaluation phase and is now cycling back to Analysis for further design and development modifications. This fits perfectly with the evaluation modalities that were chosen for the technology artifact – usability testing and a field trial. The usability testing was chosen to evaluate the efficiency of instruction through a formative lens, while the field trial, with an associate pre and post experience quiz, was chosen to glean the effectiveness of the learning experience through a summative lens.

Learning Theories

The CAHS Self-Paced Kaltura training technology artifact uses a learner-choice style navigation method to aid the learners in meeting the prescribed learning outcomes while supporting their individualized learner driven goals. Each of the four courses within the training is broken down into three mediums for acquiring the lesson content. The "Tell Me" option is

designed to accommodate learners who would prefer to read or have read to them a text-based explanation of the lesson content. The “Show Me” option uses videos to showcase the lesson content, and the “Let Me Try” option is designed as an active learning experience, using guided simulations to walk the learner through the lesson content. Learners can maneuver through one or all of these options as each option expresses the same content. This design was chosen as a way to offer multiple modalities of expression of the learning content (Meyer, Rose, and Gorden, 2014).

Universal Design for Learning (UDL) was also a cornerstone approach for the development of the technology artifact. This learning theory was an interictal part of both the design and development of the artifact, as well as the evaluation. Using the Universal Design for Learning Guidelines (CAST, 2011), checkpoints were integrated into the development checklist as well as the usability testing, in conjunction with a modified Open SUNY COTE Quality Review (OSCQR) Self-Assessment rubric, version 3.1. These helped to verify elements of accessibility, alignment, and UDL standards for learning acquisition.

Data Analysis and Results

Usability Testing

Analysis

The usability testing phase allowed subject matter expert users the opportunity to test the technology artifact in order to produce a list of potential interface and contextual errors, usage and navigational issues, and instructional mis-alignment (Roy, 2013).

Results of the usability testing were collected using a paid and modified version of the OSCQR Rubric. Four individuals – two instructional designers, and two Kaltura experts – were

given access to the technology artifact and asked to evaluate the artifact's objectives, assessments, alignment, course navigation, and course flow; while also paying close attention to the overall accessibility of the course, including closed captions, tab order, and potential visual barriers.

Feedback gathered from the usability testing phase showed that approximately 15% of the learning resources (e.g. help guides, videos, simulations, and assessments) were out of date. This was due to the May, 2019 update to the Kaltura interface. This was a known obstacle and revisions of the artifact, in preparation to rectify these out of date resources, began three weeks prior to the usability testing. Unfortunately, all of the revisions could not be completed in time, thus leaving 15% of the learning resources in their out of date state. Revisions continue and will be completed prior to the field trial beginning on October 14th, 2019.

Other key high-level results of the Usability Testing phase included an 87% pass rate of all assessments (Knowledge Checks), nine major revisions, thirteen minor revisions, four correlating "Nice to Have" revisions, and seven non-correlating, or one-off, "Nice to Have" revisions.

Results

There were five major areas of recommended improvement based on the four received OSCQR Rubric evaluations (see Figure 1, p6) [appendix i - v.]: Item 2.11 – Requisite skills for using technology tools are clearly stated and supported with resources, item 2.14 – Course includes links to privacy policies for technology tools, item 3.17 – Large blocks of information are divided into manageable sections with ample white space around and between the blocks, item 3.26 – Table header rows and columns are assigned, and item 5.50 – Learners have multiple

opportunities to provide described feedback on course design, course content, course experiences, and ease of online technology.

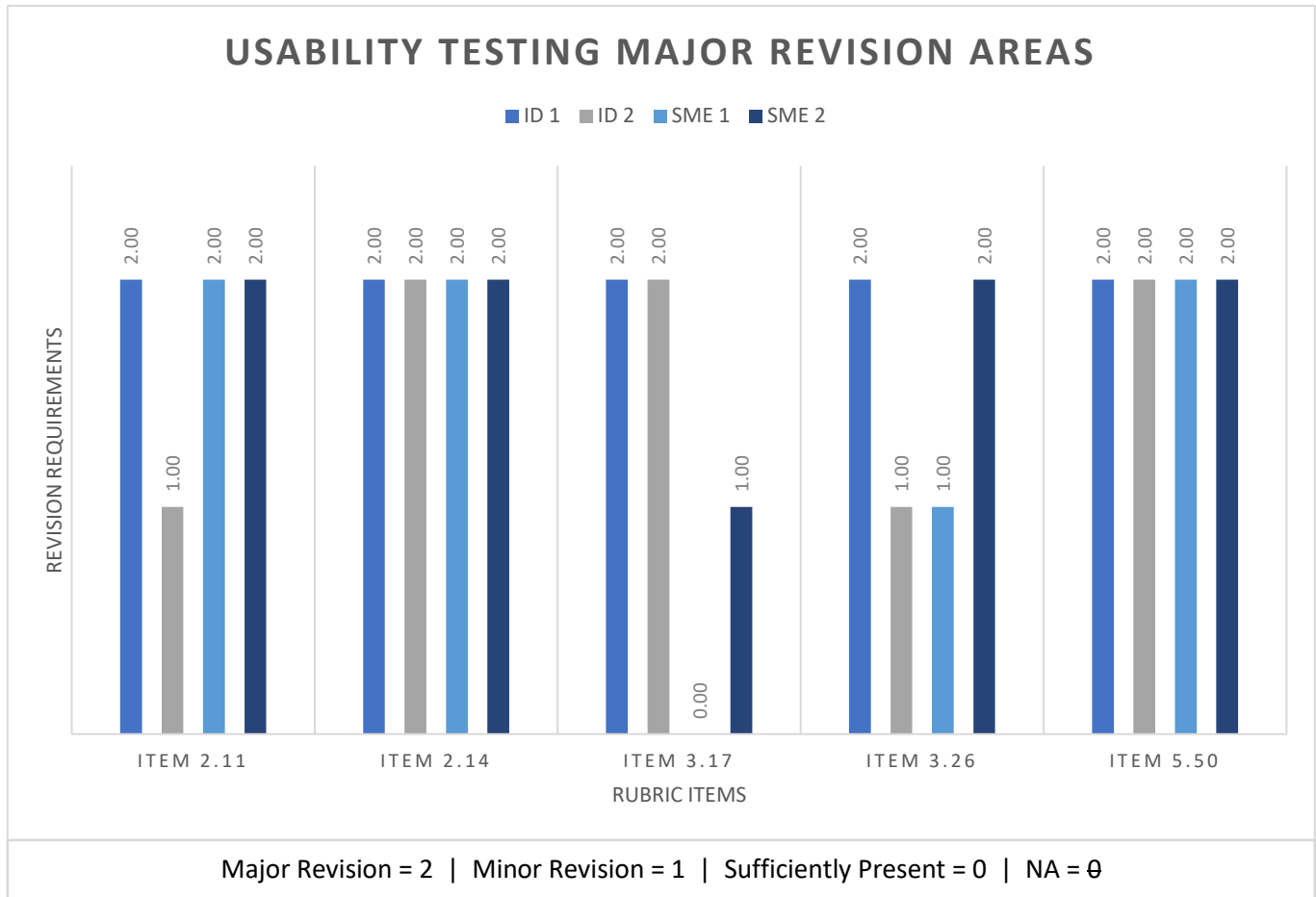


Figure 1.

Specific major revisions included one navigational error on the main dashboard that caused the dropdown video instruction window to remain on top and not close when exited. Navigation changes between lessons 2.1 and 2.2. This inconsistency caused confusion among the usability testers. Three buttons did not work, found in lesson 1.1, 3.2 knowledge check, and the lesson 2.2 audio instructions. Three dead links found in lesson help guides 1.1, 1.2, and 3.1. Finally, the course certificate of completion would not print as a full page.

Specific minor revisions included misspellings, aesthetic inconsistencies such as color and font, inconsistent executable triggers (some buttons would light up or change color when clicked to denote activity, others would not), close caption font was too small and needs a font size increase, and the tab order in three different areas was out of order. Correlating nice to have revisions included upgrading the overall size/formfactor of the interface from 4:3 to 16:9, integrating assessment remedial feedback with opportunities to review where in the course resources correct answers could be found, and upgrading the video resolution quality of screen recordings from 720p to 1080p.

Finally, the usability testing validated that the closed captions, readable text, contrast ratio, and tab order were sufficient in meeting accessibility standards. Feedback also showed that the artifact has a well-designed interface, clear expectations and learning goals, and multiple modalities for learner acquisition, which aligns with needs of universal design. This feedback, along with successful completion of all major and minor revisions, assures a successful field trial in the second phase of evaluation.

Field Trial

The Field Trial phase for this artifact took place in a live, Fall 2019 college course in the College of Allied Health Sciences. Thirty-five students from the “*PT 8080 Intro to Examination*” course were asked to complete, in-sequence, a pre-training assessment, the CAHS Self-paced Kaltura training technology artifact, and a post-assessment.

Analysis

The pre-assessment [see appendix xvi] asked a total of ten questions about Kaltura. Participants were not given any feedback relative to their answers being correct or incorrect in the pre-assessment. This would give a baseline formative understanding of what participants

knew about Kaltura prior to completing the online self-paced training technology artifact. Once users completed the pre-assessment, they were given access to the artifact and asked to complete the training. Once the users completed the training, they were given access to the post-assessment [see appendix xxii]. The post assessment asked the exact same ten questions found in the pre-assessment, and conclusions about the effectiveness of the artifact were developed based on individual user performance between the pre and post assessments. Once the users in the PT course completed all three elements in the field trial, they were given access to their Midterm assignment which required the use of Kaltura.

Results

Pre-assessment scores. The field trial student users had an average overall score of 64.69% for the pre-assessment [see figure 2.1, appendix xiv.]. These scores were not given to the students and did not count toward their final grade in the PT 8080 course. These scores were simply collected and hidden from student view.

CAHS Self-Paced Kaltura Training. Of the thirty-five field trial student users in the PT8080 course, a total of thirty-three successfully completed the training (technology artifact) and were granted access to the post-assessment, and subsequently their midterm project. Two students elected to not continue participating in the field trial, and were omitted from the overall results and given immediate access to their midterm project. One student did not successfully complete the training due to technology issues; this student was also omitted from the overall results and given alternative training materials provided by IT@UC, then given access to their midterm project.

Post-assessment Scores. Students who completed the CAHS Self-paced training technology artifact had an overall average score of 89.06% for the post-assessment [see figure

2.2, appendix xv]. This comparison between the average pass rates of the pre and post assessments prove the relevance and overall success of knowledge acquisition for the artifact. However, as I will discuss in the recommendations, below, the information could be presented in a different way; keeping elements the field testers liked and removing the barriers that were revealed through the field trial.

Recommendations

Usability Testing Recommendations

Requisite skills for using technology tools are clearly stated and supported with resources. Depending on the venue and use case, this item can be addressed by speaking to the required skills in the hosted location of the training. For example, if the artifact was a requirement for a course (e.g. online, on-ground), the information relative to the required requisite technology skills needed for using the artifact could be listed with the artifact in an online item found in the LMS, or in the course syllabus. However, a resources section was added to the artifact with an area covering “Required Technology and Skills”.

Course includes links to privacy policies for technology tools. Kaltura is a third-party vendor and has published privacy policies for their tool. This information was collected and added to the artifact’s new resources section. Additionally, because the tool was created and published through Articulate Storyline and then hosted on a UC Media Server, privacy policies for both technologies have also been added to the artifact’s resources section.

Large blocks of information are divided into manageable sections with ample white space around and between the blocks. Many of the help guides and text areas were over crowded with images and text. For this reason, and because of the existing need to update the

outdated course material, all of the help guides and text-based instructions have been updated to be more succinct and digestible to the learner, and to give ample whitespace.

Table header rows and columns are assigned. There are two areas of concern for this revision item. First, the main navigational dashboard for the course is a two-column, two-row, table. For this, I've added header rows and assigned columns to work in conjunction with the tab order for accessibility. Likewise, several of the help guide resources had embedded tables. These too were updated with header rows and assigned to their respective columns.

Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experiences and ease of technology. A link to a course survey has been added to the resources section. This link directs the learner to a RedCap online survey and covers, through the use of Likert scale style questions, the course design and content, the learner's overall experiences, ease of technology, and an open response section for improvements and general feedback.

Field Testing Recommendations

Students were given the opportunity to provide anecdotal feedback relative their experience, the ease of use, navigational flow, relevance, and general comments at the conclusion of the field trial. Of these, three trends were identified.

“User Choice” was confusing. The first trend, mentioned by twenty-eight users, was that the “user choice” aspect of the artifact was confusing. They would have preferred to have the materials presented in a sequential, building-block style modality rather than being allowed to begin with any section they would like. One user said “the layout was smart but I got confused after clicking on a section I wasn't ready for and had to go back.” (student field trial tester

twelve, 2019 {name and other confidential information relative to student field trial testers have been replaced with numerical identifiers in accordance with FERPA student privacy regulations}).)

Active learning and role-playing scenarios were helpful. The second trend identified through comments was that the use of active learning and role-playing scenarios was helpful in finding relevance and generating engagement. However, they would have preferred that training be integrated directly into their live course rather than a stand-alone artifact they had to access outside of their course environment in Canvas. To that end, and with other feedback provided, I am considering moving the course out of Storyline and creating a Canvas module that can be uploaded to the “Canvas Commons” and then embedded in any course using the Canvas LMS platform.

The artifact has several minor glitches. The third trend, and potentially the most impactful in defining my recommendations section of this report, was that of the technology getting in the way. Students said that the course was enjoyable and helpful – which is represented by the final data – but that it was “clunky” or “glitchy” in many areas. This was hard feedback to hear. Especially with the understanding that this training was designed to help these field testers complete a very high stakes midterm project.

Reflection

The evaluation process has confirmed my belief in the need for beta testing any tool or resource, and to remain humble, positive, and take feedback as simply feedback. It is difficult, at times, to hear hard or seemingly harsh feedback about a product that required months to develop, years to hone, and weeks to update, modify, and refresh. But nothing is ever perfect for the human experience; mainly because we all experience things differently. This is especially evident and required for the framework behind Universal Design. Learners each bring their own unique perspectives, needs, and learning preferences, and catering to these is essential to ensure proper learner acquisition for all end users. Additionally, technology changes and advances. In the case of this technology artifact, what was originally created and launched three years ago has since been made obsolete. This said, the continued need for an iterative design model like the ADDIE Model is necessary for any learning experience to remain valid.

In the case of the CAHS Self-Paced Training Technology artifact, I am returning to the Analysis phase of ADDIE. Using results from the usability testing and field testing, I will be exploring the opportunity to grow beyond the artifact's current barriers, while keeping successful learning experiences, and potentially reaching a wider audience by converting the Storyline infrastructure to a Canvas course that could be uploaded to the public Canvas Commons for integration with any course, regardless of institution, using the Canvas LMS platform.

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Appendix

Instructional Design Usability Testing Participant 1

[OSCQR 3.1]							
		Sufficiently Present	Minor Revision	Major Revision	Not Applicable	Action Plan	
		Estimated time needed for revision:		1/2 hour or less	2+ hours		
1. COURSE OVERVIEW AND INFORMATION							
1	Course includes Welcome and Getting Started content.	x					1. Need ideas?
2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	x					2. Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	x					3. Need ideas?
4	A printable syllabus is available to learners (PDF, HTML).		x				4. Need ideas?
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.				x		5. Need ideas?
6	Course provides access to learner success resources (technical help, orientation, tutoring).		x				6. Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced.	x					7. Need ideas?
8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	x					8. Need ideas?
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	x					9. Need ideas?
10	Course provides contact information for instructor, department, and program.		x				10. Need ideas?
2. COURSE TECHNOLOGY & TOOLS							
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.			x			11. Need ideas?
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).				x		12. Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.				x		13. Need ideas?
14	Course includes links to privacy policies for technology tools.			x			14. Need ideas?
15	Any technology tools meet accessibility standards.	x					15. Need ideas?
3. DESIGN AND LAYOUT							
<div> Course Profile SME 1 SME 2 ID 1 ID 2 Action Plan + </div>							

		Sufficiently Present	Minor Revision 1/2 hour or less	Major Revision 2+ hours	Not Applicable	Action Plan
<i>Estimated time needed for revision:</i>						
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	x				16. Need ideas?
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.			x		17. Need ideas?
18	There is enough contrast between text and background for the content to be easily viewed.	x				18. Need ideas?
19	Instructions are provided and well written.	x				19. Need ideas?
20	Course is free of grammatical and spelling errors.		x			20. Need ideas?
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	x				21. Need ideas?
22	Flashing and blinking text are avoided.	x				22. Need ideas?
23	A sans-serif font with a standard size of at least 12 pt is used.	x				23. Need ideas?
24	When possible, information is displayed in a linear format instead of as a table.	x				24. Need ideas?
25	Tables are accompanied by a title and summary description.		x			25. Need ideas?
26	Table header rows and columns are assigned.			x		26. Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles.				x	27. Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides.				x	28. Need ideas?

4. CONTENT AND ACTIVITIES						
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.	x				29. Need ideas?
30	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.	x				30. Need ideas?
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.	x				31. Need ideas?
32	Where available, Open Educational Resources, free, or low cost materials are used.	x				32. Need ideas?
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.		x			33. Need ideas?

		Sufficiently Present	Minor Revision	Major Revision	Not Applicable	Action Plan
<i>Estimated time needed for revision:</i>			<i>1/2 hour or less</i>	<i>2+ hours</i>		
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.	x				34. Need ideas?
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	x				35. Need ideas?
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.	x				36. Need ideas?
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	x				37. Need ideas?
5. INTERACTION						
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).	x				38. Need ideas?
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	x				39. Need ideas?
40	Learners have an opportunity to get to know the instructor.				x	40. Need ideas?
41	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).				x	41. Need ideas?
42	Course offers opportunities for learner to learner interaction and constructive collaboration.				x	42. Need ideas?
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.				x	43. Need ideas?
6. ASSESSMENT AND FEEDBACK						
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.				x	44. Need ideas?
45	Course includes frequent and appropriate methods to assess learners' mastery of content.	x				45. Need ideas?
46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).				x	46. Need ideas?
	Learners have opportunities to review their performance and assess their					

47	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).		x				47. Need ideas?
48	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	x					48. Need ideas?
49	Learners have easy access to a well designed and up-to-date gradebook.				x		49. Need ideas?
50	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.			x			50. Need ideas?

OVERALL NARRATIVE

I love the simplicity of the design and the layout of the content. One thing I would suggest is update some of the wording on a few questions in the KC; I ended up being confused on some of them. Overall, excellent Job! Loved the narrative at the beginning, I am looking forward to getting my certificate for "Bragging Rights." I also enjoyed the knowledge check, very clever!

Instructional Design Usability Testing Participant 2

[OSCQR 3.1]

		Sufficiently Present	Minor Revision	Major Revision	Not Applicable	Action Plan
<i>Estimated time needed for revision:</i>			<i>1/2 hour or less</i>	<i>2+ hours</i>		
1. COURSE OVERVIEW AND INFORMATION						
1	Course includes Welcome and Getting Started content.	x				1. Need ideas?
2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	x				2. Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	x				3. Need ideas?
4	A printable syllabus is available to learners (PDF, HTML).				x	4. Need ideas?
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.			x		5. Need ideas?
6	Course provides access to learner success resources (technical help, orientation, tutoring).	x				6. Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced.	x				7. Need ideas?
8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	x				8. Need ideas?
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	x				9. Need ideas?
10	Course provides contact information for instructor, department, and program.		x			10. Need ideas?
2. COURSE TECHNOLOGY & TOOLS						
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.		x			11. Need ideas?
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).				x	12. Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.				x	13. Need ideas?
14	Course includes links to privacy policies for technology tools.		x			14. Need ideas?
15	Any technology tools meet accessibility standards.		x			15. Need ideas?

		Sufficiently Present	Minor Revision	Major Revision	Not Applicable	Action Plan
<i>Estimated time needed for revision:</i>			<i>1/2 hour or less</i>	<i>2+ hours</i>		
3. DESIGN AND LAYOUT						
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	x				16. Need ideas?
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	x				17. Need ideas?
18	There is enough contrast between text and background for the content to be easily viewed.	x				18. Need ideas?
19	Instructions are provided and well written.	x				19. Need ideas?
20	Course is free of grammatical and spelling errors.	x				20. Need ideas?
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	x				21. Need ideas?
22	Flashing and blinking text are avoided.	x				22. Need ideas?
23	A sans-serif font with a standard size of at least 12 pt is used.	x				23. Need ideas?
24	When possible, information is displayed in a linear format instead of as a table.	x				24. Need ideas?
25	Tables are accompanied by a title and summary description.	x				25. Need ideas?
26	Table header rows and columns are assigned.	x				26. Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles.				x	27. Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides.				x	28. Need ideas?
4. CONTENT AND ACTIVITIES						
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.	x				29. Need ideas?
30	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.	x				30. Need ideas?
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.	x				31. Need ideas?
32	Where available, Open Educational Resources, free, or low cost materials are used.	x				32. Need ideas?

		Sufficiently Present	Minor Revision	Major Revision	Not Applicable	Action Plan
Estimated time needed for revision:			1/2 hour or less	2+ hours		
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	x				33. Need ideas?
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.	x				34. Need ideas?
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	x				35. Need ideas?
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.	x				36. Need ideas?
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	x				37. Need ideas?
5. INTERACTION						
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).	x				38. Need ideas?
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	x				39. Need ideas?
40	Learners have an opportunity to get to know the instructor.		x			40. Need ideas?
41	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).		x			41. Need ideas?
42	Course offers opportunities for learner to learner interaction and constructive collaboration.		x			42. Need ideas?
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.		x			43. Need ideas?
6. ASSESSMENT AND FEEDBACK						
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.		x			44. Need ideas?
45	Course includes frequent and appropriate methods to assess learners' mastery of content.	x				45. Need ideas?

46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).		x				46. Need ideas?
47	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).	x					47. Need ideas?
48	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	x					48. Need ideas?
49	Learners have easy access to a well designed and up-to-date gradebook.		x				49. Need ideas?
50	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.		x				50. Need ideas?

OVERALL NARRATIVE

Gneareal Comments - I really enjoyed the creativity of the KC it worked well and was a fun way to interact. Depending the audience, I did feel that the language used might have been a bit too informal. Additionally, I prefer all the navigaon butons in the same place. They moved a bit each slide. In course 1, i would have likded instructions at the bottom instead of having to click the instructional text. On the homepage, a 1, 2, 3, 4 over the modules would have helped.

SME Usability Testing Questions

Your Name: Christian Drennen

Name of Artifact: [College of Allied Health, Self-paced Kaltura Training – Phase 1 Beta](#)

Media Format: CBT Course

Subject Matter: University of Cincinnati Video Tool Kaltura

Intended Audience: Faculty, Staff, and Students in the College of Allied Health Sciences

Instructions: The scope of this evaluation encompasses one part of the live beta-version for the artifact. Please answer the following questions based on your experiences and interactions with **only** the Homepage and the “Tell Me” section of the “Kaltura Basics” course - including the three lessons, help-guide resources, and the Knowledge Check activity, and instructions. See images below:

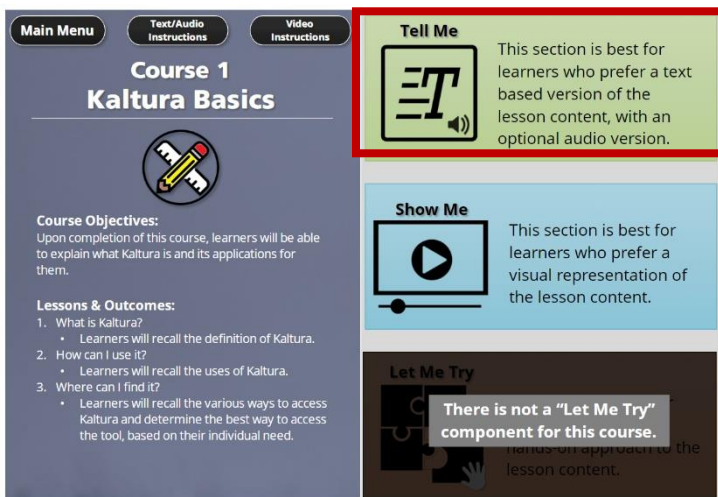
Homepage



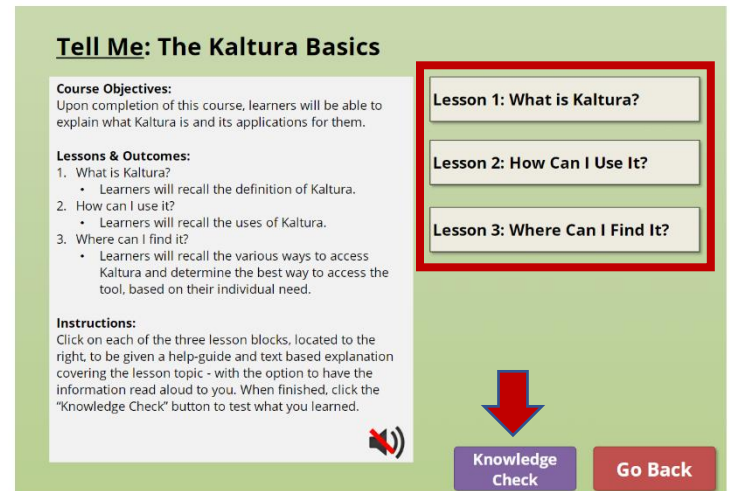
Kaltura Basics Course



Tell Me Section



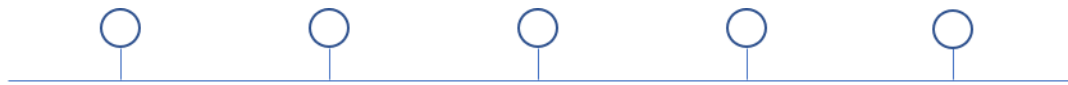
Lessons 1 – 3 & Knowledge Check



Usability Questions*Ease of Use*


Rate the following statements on a scale of 1 – 5, 5 being strongly agree.

Navigation of the course is intuitive and can be accomplished even without direct instructions.



Strongly Disagree Disagree Neutral Agree Strongly Agree

Buttons, links, or interactive objects work and are responsive to user interaction.




Strongly Disagree Disagree Neutral Agree Strongly Agree

User Satisfaction


Rate the following statements on a scale of 1 – 5, 5 being strongly agree.

Course offers access to a variety of engaging resources that facilitate knowledge acquisition of content, and support learning and engagement.



Strongly Disagree Disagree Neutral Agree Strongly Agree

Course provides activities that emulate real world applications of the content, such as experiential learning, case studies, and problem-based activities.




Strongly Disagree Disagree Neutral Agree Strongly Agree

Ease of Finding Information

Rate the following statements on a scale of 1 – 5, 5 being strongly agree.

Instructions are provided and easy to understand



Strongly Disagree Disagree Neutral Agree Strongly Agree

Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Visual Design

Rate the following statements on a scale of 1 – 5, 5 being strongly agree.

There is enough contrast between text and background for the content to be easily viewed.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Color palette is pleasing to the eye and not distracting from the course content.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Navigational Flow

Rate the following statements on a scale of 1 – 5, 5 being strongly agree.

The course has a logical, consistent, and uncluttered layout, and transitions seamlessly to new areas / sections of the course.

Strongly Disagree Disagree Neutral Agree Strongly Agree

The design of the course and it's layout aids in the facilitation of learning.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Additional Comments

Please provide any additional comments or feedback in the box provided below.

SME Usability Results

Tester	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	Comment
SME 1	3	4	5	5	5	3	4	2	3	4	3.2 - I forgot where they were listed but that's an LO problem not your course problem. General comments - Anything underlined people may think is a link, Visited states are needed for each of the buttons, Headers could be useful eg course / module / lesson, mostly good!
SME 2	4	5	5	4	5	5	5	5	4	5	Would prefer to have the lessons incorporated on one page - collapse and expand. Would like for helpguides to be divided into two different resources one for faculty and staff, and another for students.
Average Score:	3.5	4.5	5	4.5	5	4	4.5	3.5	3.5	4.5	
	Agree	> Agree	> Agree	> Agree	> Agree	> Agree	> Agree	> Agree	> Agree	> Agree	

Field Trial Results – Figure 2.1

Field Trial Pre-Assessment											User Responses					
Student ID	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Correct	Incorrect	Score	Total Correct	Total Incorrect	Overall Average
Student User 1	Correct	Incorrect	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Correct	Incorrect	6	4	60.00%	207	113	64.69%
Student User 2	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 3	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	5	5	50.00%			
Student User 4	Incorrect	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Incorrect	Correct	7	3	70.00%			
Student User 5	Correct	Correct	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Correct	Incorrect	7	3	70.00%			
Student User 6	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 7	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	6	4	60.00%			
Student User 8	Correct	Incorrect	Incorrect	Incorrect	Incorrect	Correct	Correct	Correct	Correct	Correct	6	4	60.00%			
Student User 9	Correct	Correct	Correct	Correct	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	7	3	70.00%			
Student User 10	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	4	6	40.00%			
Student User 11	Incorrect	Correct	Incorrect	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	6	4	60.00%			
Student User 12	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Correct	Incorrect	Incorrect	Correct	6	4	60.00%			
Student User 13	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Incorrect	6	4	60.00%			
Student User 14	Correct	Correct	Correct	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	6	4	60.00%			
Student User 15	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	5	5	50.00%			
Student User 16	Correct	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	8	2	80.00%			
Student User 17	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	5	5	50.00%			
Student User 18	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	6	4	60.00%			
Student User 19	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Incorrect	4	6	40.00%			
Student User 20	Retroactively Omitted - Did not complete training phase															
Student User 21	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Correct	8	2	80.00%			
Student User 22	Correct	Correct	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Correct	Incorrect	7	3	70.00%			
Student User 23	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Correct	Incorrect	Correct	Incorrect	5	5	50.00%			
Student User 24	Correct	Correct	Correct	Correct	Incorrect	Correct	Incorrect	Correct	Correct	Incorrect	7	3	70.00%			
Student User 25	Incorrect	Correct	Correct	Correct	Incorrect	Correct	Incorrect	Correct	Correct	Correct	7	3	70.00%			
Student User 26	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	Incorrect	8	2	80.00%			
Student User 27	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	8	2	80.00%			
Student User 28	Incorrect	Incorrect	Correct	Correct	Correct	Correct	Incorrect	Incorrect	Correct	Incorrect	5	5	50.00%			
Student User 29	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 30	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	5	5	50.00%			
Student User 31	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Incorrect	7	3	70.00%			
Student User 32	Incorrect	Correct	Incorrect	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	7	3	70.00%			
Student User 33	Correct	Incorrect	Correct	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Correct	Incorrect	3	7	30.00%			
Student User 34	Aborted Field Trial															
Student User 35	Aborted Field Trial															

Field Trial Results – Figure 2.2

Field Trial Pre-Assessment											User Responses					
Student ID	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Correct	Incorrect	Score	Total Correct	Total Incorrect	Overall Average
Student User 1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%	285	35	89.06%
Student User 2	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 3	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	9	1	90.00%			
Student User 4	Correct	Incorrect	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	8	2	80.00%			
Student User 5	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 6	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 7	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	9	1	90.00%			
Student User 8	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 9	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 10	Correct	Incorrect	Correct	Incorrect	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	5	5	50.00%			
Student User 11	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	9	1	90.00%			
Student User 12	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 13	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 14	Correct	Incorrect	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	8	2	80.00%			
Student User 15	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 16	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	Incorrect	8	2	80.00%			
Student User 17	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 18	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	9	1	90.00%			
Student User 19	Correct	Correct	Incorrect	Incorrect	Correct	Correct	Correct	Incorrect	Correct	Incorrect	6	4	60.00%			
Student User 20	Retroactively Omitted - Did not complete training phase															
Student User 21	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 22	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	Correct	9	1	90.00%			
Student User 23	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 24	Correct	Incorrect	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	8	2	80.00%			
Student User 25	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	9	1	90.00%			
Student User 26	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	8	2	80.00%			
Student User 27	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	10	0	100.00%			
Student User 28	Correct	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Incorrect	7	3	70.00%			
Student User 29	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	8	2	80.00%			
Student User 30	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	9	1	90.00%			
Student User 31	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	Correct	Correct	Correct	9	1	90.00%			
Student User 32	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	9	1	90.00%			
Student User 33	Incorrect	Correct	Correct	Correct	Correct	Correct	Incorrect	Correct	Correct	Correct	8	2	80.00%			
Student User 34	Aborted Field Trial															
Student User 35	Aborted Field Trial															

Field Trial Pre-Assessment

10/27/2019

Quiz: 1. Kaltura Training Pre-Assessment | not graded

1. Kaltura Training Pre-Assessment | not graded

ⓘ This is a preview of the published version of the quiz

Started: Oct 27 at 7:55pm

Quiz Instructions

The following pre-assessment will measure your understanding of Kaltura prior to taking the Kaltura Self-Paced training.

- This pre-assessment will not count toward your final grade but is required as part of your Interview-Tape assignment.
- Complete this pre-assessment BEFORE reviewing the Kaltura Training materials.

Question 1	0 pts
<p>From the choices listed below, select the best answer to complete the following statement:</p> <p>Kaltura is...</p>	
<p><input type="radio"/> A media repository and video tool accessed through Blackboard.</p>	
<p><input type="radio"/> A video repository, used to store and embed videos in Canvas courses.</p>	
<p><input type="radio"/> An enterprise tool used to record and store videos.</p>	
<p><input type="radio"/> A video recording tool used to record your webcam, screen, and voice.</p>	

Question 2	0 pts
<p>From the available responses below, select the examples of how Kaltura can be used by students at the University of Cincinnati.</p>	
<p><input type="checkbox"/> Recording Role-Plays</p>	
<p><input type="checkbox"/> Record Discussion Board Submissions</p>	
<p><input type="checkbox"/> Recording Student Organization Videos</p>	

<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>

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10/27/2019

Quiz: 1. Kaltura Training Pre-Assessment | not graded

- ☐ Recording Lectures
- ☐ Record Class Introduction Videos
- ☐ Record a Teleconference
- ☐ Blogs or Vlogs
- ☐ Record Video Homework Assignments or Narrative Work

Question 3**0 pts**

Is the following statement True or False?

"Kaltura can be accessed through the My Media link in both Canopy and Canvas."

- ☐ True
- ☐ False

Question 4**0 pts**

Of the choices listed below, select all that apply.

What options are available under the "Manage" link found in the Kaltura Capture tool?

- ☐ Default Local Storage Settings
- ☐ System Logs
- ☐ Cursor Settings
- ☐ Recording Quality
- ☐ Recorded Files
- ☐ Version and Account Information

<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>

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10/27/2019

Quiz: 1. Kaltura Training Pre-Assessment | not graded

Question 5**0 pts**

Using the options below, organize the correct sequence of steps to upload your Kaltura recorded video to Canvas.

1

[Choose]

2

[Choose]

3

[Choose]

4

[Choose]

5

[Choose]

6

[Choose]

7

[Choose]

8

[Choose]

Question 6**0 pts**

Is the following statement true or false?

"You can only change the default storage location for videos recorded using the Kaltura Capture tool when it is first downloaded to the computer."

☐ True☐ False<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>


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10/27/2019









Quiz: 1. Kaltura Training Pre-Assessment | not graded


Question 7**0 pts**

In your own words, briefly explain the different options available to you for recording a video using the Kaltura Capture tool.

HTML Editor 

B *I* U A A *↵*      \times^2 \times_2  

        12pt Paragraph

0 words 

Question 8**0 pts**

Select the best sequence of steps from the choices listed below to complete following statement.

To upload a previously recorded video (e.g. cell phone, video camera, etc.) to Kaltura, the user should...

- ☐ From your Canvas course, click the upload media button located under Media Gallery. Find the file on your computer and click open. Once the video is uploaded, add a title, description, and

<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>

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10/27/2019

Quiz: 1. Kaltura Training Pre-Assessment | not graded

tags (if needed). Finally, click save in the lower right.

- ☐ Open Kaltura Capture, click the library option, choose upload media, find the video on your computer from the file browser that appears, select the video and click upload. Finally, click save.
- ☐ Login to Canopy or Canvas, click the my media link, click the add new button, select media upload, choose the file on your computer to upload follow the prompts for title, description, and tag. Finally, click save.
- ☐ Login to Blackboard, click the kaltura icon located in the course media gallery, click the blue add new button and select media upload. Follow the prompts to title and describe the video, then click save.

Question 9**0 pts**

Select all the choices listed below that exemplify **Good** Kaltura webcam aesthetic tips.

- ☐ Adjust your webcam so that you are horizontally centered
- ☐ Take measures to ensure the video is well lit
- ☐ Speak quickly to retain viewer attention
- ☐ Avoid too much background lighting
- ☐ smile when appropriate
- ☐ Place the microphone away from your mouth so to not create unpleasant mouth sounds
- ☐ Position your webcam at or near eye level
- ☐ remove clutter

Question 10**0 pts**

In your own words, explain how to use the Kaltura Capture tool to record a video that captures both your computer screen and webcam.

HTML Editor 

B *I* U **A** ▾ **A** ▾ *I*_x  x^2 x_e 

<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>

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10/27/2019 Quiz: 1. Kaltura Training Pre-Assessment | not graded

12pt Paragraph

0 words

Quiz saved at 7:55pm

<https://uc.instructure.com/courses/1133227/quizzes/2890401/take?preview=1>

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Field Trial Post-Assessment

10/27/2019

Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

① This is a preview of the published version of the quiz

Started: Oct 27 at 8:01pm

Quiz Instructions

The following post-assessment will measure your understanding of Kaltura after taking the Kaltura Self-Paced training.

- This post-assessment will not count toward your final grade but is required as part of your Interview-Tape assignment.
- Complete this post-assessment only after reviewing the Kaltura Training.

Question 1

0 pts

From the choices listed below, select the best answer to complete the following statement:

Kaltura is...

- ☐ A media repository and video tool accessed through Blackboard.
- ☐ An enterprise tool used to record and store videos.
- ☐ A video recording tool used to record your webcam, screen, and voice.
- ☐ A video repository, used to store and embed videos in Canvas courses.

Question 2

0 pts

From the available responses below, select the examples of how Kaltura can be used by students at the University of Cincinnati.

<https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

1/8

10/27/2019

Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

- ☐ Record Discussion Board Submissions
- ☐ Blogs or Vlogs
- ☐ Record Class Introduction Videos
- ☐ Record Video Homework Assignments or Narrative Work
- ☐ Recording Role-Plays
- ☐ Record a Teleconference
- ☐ Recording Lectures
- ☐ Recording Student Organization Videos

Question 3**0 pts**

Is the following statement True or False?

"Kaltura can be accessed through the My Media link in both Canopy and Canvas."

- ☐ True
- ☐ False

Question 4**0 pts**

Of the choices listed below, select all that apply.

What options are available under the "Manage" link found in the Kaltura Capture tool?

- ☐ Recorded Files
- ☐ Recording Quality
- ☐ Cursor Settings
- ☐ Default Local Storage Settings
- ☐ Version and Account Information

<https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

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10/27/2019

Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

☐ System Logs**Question 5****0 pts**

Using the options below, organize the correct sequence of steps to upload your Kaltura recorded video to Canvas.

1

[Choose]

2

[Choose]

3

[Choose]

4

[Choose]

5

[Choose]

6

[Choose]

7

[Choose]

8

[Choose]

Question 6**0 pts**

Is the following statement true or false?

"You can only change the default storage location for videos recorded using the Kaltura Capture tool when it is first downloaded to the computer."

<https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

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10/27/2019

Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

☐ True☐ False**Question 7****0 pts**

In your own words, briefly explain the different options available to you for recording a video using the Kaltura Capture tool.

HTML Editor

B *I* U **A** **A** *I_x* **B** **B** **B** **B** **B** x^2 x_2 **B** **B**
 \sqrt{x} 12pt **Paragraph**

0 words

Question 8**0 pts**

Select the best sequence of steps from the choices listed below to complete following statement.

To upload a previously recorded video (e.g. cell phone, video camera, etc.) to Kaltura, the user should...

<https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

4/8

10/27/2019

Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

- ☐ Open Kaltura Capture, click the library option, choose upload media, find the video on your computer from the file browser that appears, select the video and click upload. Finally, click save.
- ☐ From your Canvas course, click the upload media button located under Media Gallery. Find the file on your computer and click open. Once the video is uploaded, add a title, description, and tags (if needed). Finally, click save in the lower right.
- ☐ Login to Blackboard, click the kaltura icon located in the course media gallery, click the blue add new button and select media upload. Follow the prompts to title and describe the video, then click save.
- ☐ Login to Canopy or Canvas, click the my media link, click the add new button, select media upload, choose the file on your computer to upload follow the prompts for title, description, and tag. Finally, click save.

Question 9**0 pts**

Select all the choices listed below that exemplify **Good** Kaltura webcam aesthetic tips.

- ☐ smile when appropriate
- ☐ Speak quickly to retain viewer attention
- ☐ Adjust your webcam so that you are horizontally centered
- ☐ remove clutter
- ☐ Take measures to ensure the video is well lit
- ☐ Place the microphone away from your mouth so to not create unpleasant mouth sounds
- ☐ Position your webcam at or near eye level
- ☐ Avoid too much background lighting

Question 10**0 pts**

In your own words, explain how to use the Kaltura Capture tool to record a video that captures both your computer screen and webcam.

HTML Editor <https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

5/8

10/27/2019 Quiz: 3. Kaltura Training Post-Assessment (Complete after taking the pre-assessment and reviewing the Kaltura Training) | not graded

B *I* U **A** **A** *I* **B** **B** **B** **B** **B** x^2 x_2 **B** **B**

\sqrt{x} 12pt **Paragraph**

0 words

Not saved **Submit Quiz**

<https://uc.instructure.com/courses/1133227/quizzes/2890554/take?preview=1>

6/6

Revision Notes

In comparison to my first version uploaded for peer review, I added all of the field trial results and information about what happened during the field trial. Additionally, I corrected some spelling errors and expanded on ideas in the recommendations and reflection sections at the recommendation of my peers. I also completed the appendix by adding all of the relevant testing data, samples, and figures.