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Producing Positive Perceptions: Effects of Video Production in
Instructor Introduction Videos on Student Perceptions

by

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A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved April 2019 by the
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ARIZONA STATE UNIVERSITY

May 2019

ABSTRACT

This mixed methods study examined instructor introduction videos for use in online learning. This study intended to identify the influence of video production value on student perceptions of student-instructor intent, specifically in the areas of perceived student-instructor communication and student-instructor connection. This study also examined which production style most accurately aligns student perceptions with instructor intent as well as which video production style is preferred by students.

Using a set of production guidelines, an instructor produced two introduction videos; one of low production value, one of high production value. Student participants were surveyed on their perceptions of the instructor as featured in both videos. The instructor was interviewed using similar questions in order to identify instructor intent and compare instructor intent to student perceptions.

Analysis of data showed that there was no statistical difference between video production value in students' perceived student-instructor connection or student-instructor communication when compared to the instructor's intent in the same areas. Data analysis also showed that a high production value was more accurate in portraying instructor intent, however a low production value was preferred by students and portrayed the instructor more positively.

DEDICATION

This dissertation is equally dedicated to those who will find this and read this, and those who know it exists and will not.

ACKNOWLEDGMENTS

I wish to acknowledge the individuals who have played important roles in not only this written dissertation, but the journey of this study and my doctoral experience. I am thankful for the patience and support of my dissertation chair, Dr. Puckett as she has been instrumental in every aspect of this study; encouraging me to pave my own unique path in a way that worked for me, and joined me on that path whenever needed. I am grateful to my committee members, Dr. Danah Henriksen, Dr. Steven Crawford, and Dr. Steven Zuiker. Their interest in this study, acknowledgement of its relevance as well as their experienced insights and honest and thought-provoking feedback has been incredibly appreciated and essential to the completion of this dissertation.

This dissertation would not have been possible without Dr. Penelope Moon, whose commitment to this area of study and voluntary participation has allowed me to explore a topic that few in my position get to with such curiosity and flexibility.

My doctoral experience would not have been the same without my cohort. Thank you all for the late nights, shared experiences, the laughs and the fried chicken. To my LSC, who listened, and in the midst of their own studies, stopped to provide insight and encouragement to mine. And to my ‘critical friends’ for their commitment to holding up both words in that title.

Finally, thank you to my partner in life, labor and love. And to my family and friends; those here, those gone, those who have not yet come along.

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Chapter 1

CONTEXT AND PROBLEM OF PRACTICE

As an instructional designer, my job is to design and develop effective learning experiences, primarily for online learning. The design of those learning experiences mostly involves the instructional aspects of a course, such as deciding learning objectives, instructional content and activities, and assessment measurements. However, there are other considerations for online course design beyond the instructional aspects, such as the overall experience. This would include anything that helps a student to navigate an online course, explore, and settle in comfortably, before, during, and after the actual learning takes place. Features such as an intuitive interface, assistive icons, or a friendly welcome video are all parts of an online education experience. As more students are opting out of the brick and mortar tradition and turning to an online education, it has become more important than ever to find a way to produce quality learning experiences that are tested, effective, and replicable.

Online Education

Online education has become a major part of the higher education experience. In 2011, 65% of United States higher education institutions reported that online learning was critical to their long-term strategic plans (Allen & Seaman, 2011). By 2013, that number grew to 69% and only 11.2% of institutions were without a critical strategy planned for online education (Allen & Seaman, 2013). By 2014, over 7 million students were enrolled in at least one online course, accounting for over 33% of higher education students (Allen & Seaman, 2014). Those numbers are projected to rise each year. With online education continuing to grow, the need for the design of online learning

experiences that accompany online instruction is also increasing. Quality assurance is crucial to making sure online students receive an education that is comparable to a traditional face-to-face experience.

Quality Matters

One way that many higher education institutions, including Arizona State University, attempt to ensure quality in online courses is through the use of quality measurement and assurance from Quality Matters. Quality Matters is an organization that is internationally recognized as a leader in measuring and assuring quality in online education. In 2003, a group of colleagues in the Maryland Online, Inc. (MOL) consortium identified concerns they encountered among institutions that were developing online courses. The group sought to develop a solution that could measure and guarantee the overall quality of an online course. The Quality Matters (QM) program was created to provide a scalable process for quality assurance in course development. QM developed standards and created rubrics that are used in the creation and evaluation of course design in an attempt to establish a replicable peer-review process. This helps to assure quality standards no matter who produces a course or at what institution it is developed or presented. QM Standards have been examined for consistency using educational research and literature to support methods for student learning, retention, and engagement (Quality Matters, 2018).

Quality Matters in Higher Education

Among the various standards that QM has designed for quality assurance, QM has a rubric that is specific to the needs of higher education. The QM Higher Ed (HE) Rubric focuses on the intersection of instructional design and technology and provides standards

for courses delivered fully or partially online. Institutions that use the QM program must receive a score of 85% on the HE Rubric in order to receive a QM Certification for quality course design. Achieving this certification requires faculty and instructional designers of online courses to abide by the QM rubric's eight general standards (Quality Matters, 2018).

Quality Matters at Arizona State University

The promotion and implementation of QM across Arizona State University has increased over the years since QM's inception and instructional designers, including myself, have adopted QM into their course design and development process. ASU Online, a division within ASU, provides online courses for ASU's exclusively online course offerings. ASU Online uses QM to certify that their online and blended courses are systematically built and evaluated using research-based standards. (ASU EdPlus, 2017). Although ASU Online develops online courses for the university, they primarily focus on courses that are specific to online programs. Individual departments, however, that develop their own online course curriculum have been slower in the implementation process due to accessibility to instructional resources and faculty support. During my time as an instructional designer at ASU, my department was just beginning to incorporate Quality Matters into our process for quality course design. Herberger Online for instance, a department within the Herberger Institute for Design and the Arts, had spent a number of years reviewing their existing online courses and assigning instructional designers to update older, legacy courses in order to be in alignment with QM rubric standards. Because this process can be time consuming and require the assistance of faculty, it is not uncommon for departments to implement the most

accessible standards first. One standard that is easier to check off this list is QM Standard 1.8: a self-introduction by the instructor (Quality Matters, 2018).

Quality Matters Standard 1.8

When designing courses at ASU using the QM Rubric, I found that one of the easiest and fastest standards to implement was QM Standard 1.8, the instructor introduction. By simply adding an instructor introduction, I could confirm that a QM Standard was met and help to improve the quality of an online course. The instructor introduction creates a sense of connection between the instructor and the students. It presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, contact information, and times when the instructor is typically online or may be reached in other ways.

Including information about the role of the instructor and how to address the instructor is helpful to students from all backgrounds. Elements in QM Standard 1.8 can be accomplished by using various tools that range in technological difficulty; however, among the options provided, video is seen as the most engaging and desirable modality for delivering online experiences. The self-introduction helps students get to know the instructor and, in addition to the essentials mentioned above, could include:

1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, etc.
4. A photograph, audio message, or video (including alternative formats to ensure accessibility; Quality Matters, 2018).

Instructor Introductions

When instructional designers work with a faculty member to develop an online course, they will often produce video content for the course. The faculty member will be recorded, often in a studio environment, and deliver a presentation of the instructional content of the course. During this time, and as a means to ensure Standard 1.8 is met, an instructor introduction video is also conveniently recorded.

Instructor introductions videos are short videos, generally two to four minutes in length, that feature the instructor of a course sharing personal and professional tidbits about themselves. The purpose of the instructor introduction video is to create and establish a connection between the student and the instructor beyond the instructional content.

Personal Context

When I first began incorporating instructor introduction videos in the courses I designed, the instructors told me that they had noticed some changes in their students. Some instructors said that they noticed more emails from students than usual. Other instructors commented on a general increase in overall communication from students and more of an eagerness to ask for help or even schedule in-person meetings. It was not clear though, if this feedback was because of the addition of the instructor introduction video. It also was not clear if it was because the instructor introduction was produced using video and in the studio.

Problem of Practice

As an instructional designer who has worked with higher education faculty to produce instructional videos and instructor introduction videos, I have encountered

situations when the ideal scenario for adding an instructor introduction video does not go according to plan.

When a new course begins production for online delivery, an instructional designer generally works with a single faculty member. This faculty member will serve as the course owner. When the course is in production and video lectures are recorded, the course owner is the individual who presents the course content on camera. Once the video is recorded and edited, this course content may remain the primary source of course material for years after it is produced. With an emphasis on the production of new courses, the updating of older courses can be difficult to maintain both financially and procedurally. Unless a department or academic unit has a rigorous course updating procedure, often the same course materials are delivered to the students semester after semester, or in some cases, year after year. This includes the instructional videos that were created by the original course owner.

Instructor Turnover and New Ownership

After some time, it is not uncommon for a course to change ownership. Course owners may stop teaching a particular course and that course is then taught by a new instructor. A course that was originally developed for a single section may also be reproduced and used for multiple course sections, requiring additional instructors to teach the new course sections while using the same original course content. When a new instructor takes over a course, or a single course gains multiple sections that are taught by multiple instructors, a student may end up viewing instructional videos that feature an instructor who is no longer teaching that course or the course section the student is currently enrolled in. When this occurs, the instructor with whom a student regularly

interacts, emails with questions, or are assessed by is not the same instructor who they will see delivering content on camera. An instructor's role encourages communication with students as well as serving as a point person to connect students to the learning experience; however, in instances such as these, students may never communicate with, nor connect with, the instructor who is featured in the instructional videos of the course. Therefore, the initial connection between student and instructor that the video serves to support no longer applies in the same manner. More importantly, the instructor introduction video that was produced becomes close to irrelevant, if not a hindrance to the online learning experience. The only way to rectify this is to have the new instructor present a new video introduction to replace the previous course owners' content.

Instructors at a Distance

In addition to changes in course ownership, many online instructors are located at a distance. Just as online education is a benefit to students and their ability to engage in courses at a distance, the same applies to instructors. Instructors teaching a course at a distance are often unavailable to work in a campus studio to re-record new instructional videos or personalized introduction videos, and the recording of a full course worth of lecture presentation videos may take weeks or even months of recording sessions.

Timing

The transition of, or exchange between, course ownership and the addition of course sections can occur abruptly and suddenly. This may occur just days before a course begins, with little time for an instructor or instructional designer to ensure that the video within the course features is reflective of the instructor that will be teaching the course or course section.

Instructor Reluctance

Even if there is ample time to reproduce instructional video content, many instructors are reluctant to do so. They may feel insecure, stumble, or just refuse to deliver their lectures on camera. Often, instructors are uncomfortable presenting on camera, in a studio with bright lights while taking production directions from studio directors, videographers, or instructional designers. Others simply prefer to produce video content themselves.

It can be time consuming and costly to reproduce an entire course in order to maintain instructor presence through video while showcasing the new instructor. Therefore, recreating the instructional videos is not a feasible option. Rather than reproduce an entire course's video content to fit the new instructor, a more feasible, less time-consuming and more likely alternative does exist—producing an instructor introduction video for the current instructor. This alleviates the need to reproduce the existing instructional video content and provides an opportunity for increasing relevant instructor presence.

An instructor introduction video satisfies the QM Standard 1.8 for an instructor introduction, while also ensuring that the current instructor who is teaching a course is visually and audibly present in the online video content to some degree. This can help define a separation between the course instructor who was originally featured in the instructional video content, while continuing to leverage the presence of the new instructor. By leaving course content intact, but producing an individual video introduction for each instructor, the benefits of instructor presence are still present.

Production Value

QM Standard 1.8 requires an instructor introduction, however it does not specify the preferred modality. Therefore, it is unclear as to how satisfactory the approach is when adding an instructor introduction. Production value is a term employed by media professionals that aids in defining and differentiating the overall quality of content based on varying levels of creation efforts (Cummins & Chambers, 2011; Ozer, 2014). For instance, production value often refers to standard video production practices such as lighting, editing, and camera work and can range from high production value to low production value. A higher production value would be a video that is produced in a professionally controlled or studio environment using higher-end professional equipment. A lower production value might be a video that is produced without professional equipment, using average consumer technology or by a non-professional or non-technically trained producer. There is a range of existing research regarding the role of production value when it comes to instructional lecture videos. More specifically, however, there is little research regarding the relationship to non-instructional video within academia, such as instructor introduction videos that are not instruction focused.

Therefore, it is important to examine whether a high production value, that is, a studio video with professional lighting, higher quality equipment, and camera work, is necessary for an instructor introduction video or whether an introduction video can be produced with effective results in a lower production value model, such as an instructor-produced, digital video recording.

Research Questions

In response to the outstanding questions surrounding instructor presence and production value, this study poses the following research questions regarding instructor introduction videos that meet QM Standard 1.8.

- RQ 1 To what extent does video production value influence students' perceptions of student-instructor connection?
- RQ 2 To what extent does video production value influence students' perceptions of student-instructor communication?
- RQ 3 Which video production style is preferred by students?
- RQ 4 Which video production style most accurately aligns student perceptions with instructor intent?

By answering these research questions, a greater understanding of video production and student perceptions related to video production value, specifically with instructor introduction videos, can be achieved. With this understanding, stakeholders in this process, such as instructional designers, instructional technologists, and instructors, can better gauge the efforts associated with producing video for online learning environments and how to best assure QM Standard 1.8 is met while maintaining and even increasing relevant instructor presence through video.

Not every department or academic unit has the same budget or faculty availability, nor does every department have equally experienced media staff or staff allocation. They do however, all have the same goal in developing quality online education as well as the universal expectation of utilizing quality media as a continued online modality. This study hopes to identify whether or not it is necessary to enforce

studio production for instructor introduction videos. These results would either validate the steady increase in studio production, or it could pose an alternative option, especially ideal for departments with fewer resources, to have an equally if not superior alternative to the instructor introduction video.

Chapter 2

LITERATURE REVIEW

Chapter 2 provides an overview of the community of inquiry framework as well as the theory of transactional distance and transactional presence as a conceptual framework. Chapter 2 also highlights key components of these theories, highlighting instructor presence and research that further points to the importance of communication and connection within online learning. Additionally, this chapter outlines instructor presence as it pertains to video and provides a review of procedures that higher education institutions are using to support instructor presence through the use of instructor introduction videos and technical best practices.

In order to understand how to *create* a successful online learning experience, it is important to examine what a successful online learning experience consists of. Two resources are especially helpful in considering the general effectiveness of online courses: the community of inquiry (CoI) framework and the theory of transactional distance. As widely quoted resources in online learning research, resources are used individually and together for identifying indicators of a positive online learning experience (Wicks & Saltee, 2011; Karaoglan Yilmaz, 2017).

Community of Inquiry Framework

Developed in the late 1990s by Garrison, Anderson, and Archer (2001), the CoI framework identifies the core elements of a collaborative constructivist learning environment required to create and sustain a purposeful learning community (Garrison, Cleveland-Innes, & Fung, 2010). This framework helps to understand what is necessary for creating a positive online learning experience. The CoI framework represents three

interdependent elements of a positive online learning experience: cognitive presence, teaching presence, and social presence.

Figure 1 illustrates the relationship among the three essential elements in a community of inquiry.

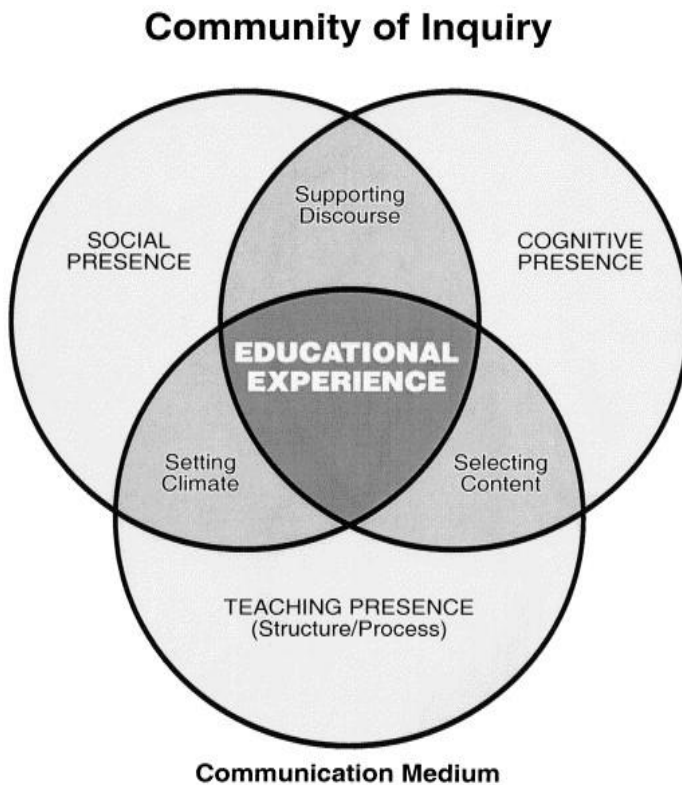


Figure 1. Community of Inquiry (Garrison, Anderson and Archer, 2001).

Cognitive presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

Teaching presence in the CoI framework is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Social presence represents the ability of learning community participants to identify with the community, communicate purposefully in a trusting environment, and develop interpersonal relationships (Garrison, Anderson, & Archer, 2010) and feel affectively connected to one another (Garrison et al., 2001)

Applying the CoI Framework to Instructor Introductions

When examining an online learning experience in its entirety, all three elements of this framework are used for evaluation. However, if only part of an online course is being examined, such as the quality or efficacy of the initial instructor introduction, it may be beneficial to re-examine this framework and apply it only as it pertains to the portion of the learning environment in question. For instance, online learners interact with an instructor introduction prior to accessing or experiencing the *cognitive* areas of online learning, as in facilitation, instruction, or transfer of knowledge. In this case, there is little to no cognitive presence. Rather, the focus is rooted in teacher (or instructor) presence as it is experienced through viewing online instructor introductions. Continuing to consider the specific instructor introduction portion of an online learning experience, teaching presence and social presence both continue to apply, but in limited form. As outlined in this framework, the definition of teaching presence (Anderson et al., 2001) also refers to the social process found within the online learning environment. The social

process is limited to teacher and student in a one-way line of communication: teacher *to* student.

The element of social presence then highlights two important factors: strong communication and a connection to community (Garrison et al., 2010). Social presence represents the ability of learning community participants to identify “with the community, communicating purposefully in a trusting environment, and developing interpersonal relationships” (Garrison et al., 2010, p. 7). It represents the social dynamics and the quality of the relationships among the participants. When applying this to the initial student experience of engaging with an instructor introduction, the idea of community is also limited to that of the student and their instructor. The connection to community at this stage would consist of the connection to the instructor. This would be done through the element of teacher presence, assuming other connections have yet to be formed. The use of this framework must, then, in such a case, be adapted to reflect the existing connectivity which is the relationship between the learner and the instructor and the communication between that of the instructor to the student.

In summary, the CoI framework can be applied to the instructor introduction portion of an online course, in limited form, by focusing on teacher, or instructor presence, and the instructor’s social presence as it relates to the instructor’s outward communication and the social connection that the student then feels.

Theory of Transactional Distance

The communication and connection between student and instructor are also a common theme within the theory of transactional distance. Michael G. Moore, in his theory of transactional distance (TD) defined online learning, or known more commonly

at the time, distance education, as "the universe of teacher-learner relationships that exist when learners and instructors are separated by space and/or by time" (Moore, 1993, p. 22). According to Moore (1997), the nature of the transaction developed between teachers and students in distance learning needs to take into account three factors: dialogue, structure, and learner autonomy.

Moore's (1993) formal definitions follow:

Learner autonomy is the extent to which in the teaching/learning relationship, it is the learner rather than the teacher who determines the goals, the learning experiences, and the evaluation decisions of the learning program. (p. 31)

Structure expresses the rigidity or flexibility of the program's educational objectives, teaching strategies, and evaluation methods. It describes the extent to which an educational program can accommodate or be responsive to each learner's individual needs. (p. 26)

A dialogue is purposeful, constructive and valued by each party. Each party in a dialogue is a respectful and active listener; each is a contributor and builds on the contributions of the other party or parties.... The direction of a dialogue in an educational relationship is towards the improved understanding of the student. (p. 24)

Further, dialogue is defined as "communication between teacher and student" (p. 11).

Moore (1997) refined this definition to mean the quality of the communication between student and instructor, rather than the frequency of communication. Karaoglan Yilmaz (2017), citing several researchers, summarizes TD as a series of interactions between student–student (S–S), student–content (S–C), student–interface (S–I), student–environment (S–E), and student–teacher (S–T).

In distance learning, separation between students and teachers can “lead to communication gaps, a psychological space of potential misunderstandings between the behaviors of instructors and those of the learners” (Moore & Kearsley, 1996, p. 200).

Essentially, the more a student feels there is a gap in communication, the less connected they feel to their learning and their instructor.

Applying the Theory of Transactional Distance to Instructor Introductions

TD can only be partially applied as it pertains to an online learning experience in which students have yet to interact with other students or content, and their interactions with the interface and environment have been fairly limited to an instructor introduction. At this point in time, the highest point of interaction is that of the student-teacher (ST) in a one-way communication, being teacher to student. This is similar to that of the limited application of the CoI framework.

Transactional Presence in Online Learning

Shin (2002) expounds on Moore's TD, with a conceptual framework, transactional presence (TP). Shin's research includes various studies in communication to outline how presence, specifically "social presence," can be adapted for distance education, to examine how social presence applies to the relationship between students and their instructor. Shin further emphasizes social presence as the perceived sense of "immediacy" that students feel they receive from their instructor, including the way in which the instructor communicates, both verbally and nonverbally, and a sense of connectedness students feel to the instructor (Shin, 2002). This sense of connectedness is described as a "perception of presence," a belief "...or feeling that a reciprocal relationship exists" within the online learning experience (Shin, 2003, p. 71)

Instructor Presence in Online Learning

Instructor presence, also sometimes referred to in the literature as teacher presence, acknowledges that the instructor is the focal point, leader, and driver of

communication in online learning environments (Lear, Isernhagen, LaCost, & King, 2009). The number of students in online courses can sometimes be significantly higher than traditional classroom environments, and it is not uncommon for students to feel disconnected from the learning experience. Students may feel as though they are not dealing with a “real” person, which can lead to the depersonalization of the instructor and negative relationships as well as decreased engagement and accountability (Kennette & Redd, 2015). Shea, Pickett, and Pelz (2003) and Kennette and Redd (2015) found that teaching presence contributed to student satisfaction and that student perceptions were positively linked to satisfaction with the instructor. When relationships between students and instructors are positive, they have been known to increase student engagement, motivation, confidence, satisfaction, communication, and enhance overall learning outcomes (Dennen, 2007; Micari & Pazo, 2012; Starcher, 2011).

Instructor presence can be defined by a number of characteristics occurring in combination or alone. Richardson et al. (2015) for example, defines instructor presence as “the specific actions and behaviors taken by the instructor that project him/herself as a real person” (p.259). Martin, Wang, and Sadaf (2018) discuss instructor presence, including connectedness and communication, as important characteristics of successful online learning. These can be accomplished through responses to student questions in a timely manner, involvement in online discussions, and reduction of the perceived distance between a student and an instructor.

For the purpose of simplification in this study, these characteristics of instructor presence, and common themes found within the CoI, TD, and TP research, can be grouped by the following, more specific constructs: the *connection* students experience

with their instructor and the *communication* students experience with their instructor. Each of these characteristics will be looked at as they pertain to instructor introductions.

Connection

This characteristic refers to the relationship that is established between a student and their instructor and the sense of care and commitment they would receive from their instructor. Additionally, this includes the variables affecting the instructor-student relationship such as the degree to which an instructor is trusted by students, the degree to which an instructor is concerned about students, and the degree to which an instructor is perceived to be knowledgeable (Myers, Brann, & Members of Comm 600, 2009).

The use of instructor introduction video offers a visual instructor presence and provides students with an immediate connection to their instructor during a crucial and impressionable time in the course. Audio and visual media mimics face-to-face interaction and allows the instructor to visibly and vocally reveal their excitement about the course, their relationship to the course subject, and their support for students' success (Wilmington University, 2017). Additionally, connection supports the reported desire students have to be treated by their instructor as not just students in relation to the course, but as individuals beyond the confines of the course (Starcher, 2011). Instructor presence must be established early in an online course, preferably during the first week (Dennen, 2007; Jones, Naugle, & Kolloff, 2008). The significance of establishing a connection between student and instructor at the beginning of a class establishes a positive first impression and sets the overall tone (Lear et al., 2009; Thiele, 2003). Kim and Thayne (2015) conducted a study on the effects of learner-instructor relationships in online video instruction, comparing video instruction to in-person instruction. Findings not only

showed there was no significant difference in student perceptions between online and in-person instructors, but also showed that learners in both settings indicated a weaker learner-instructor relationship over time. This echoes the importance of first impressions and instructor presence that can be established within an introduction video in that an introduction video has the potential to immediately establish a connection between the student and instructor.

Communication

This characteristic refers to students' perceptions of the verbal and non-verbal exchanges they receive from their instructor, including communication style, tone, or frequency, such as how and how often email messages or course updates might be exchanged (Hendrix, 1997; Myers & Bryant, 2004). The first association that a student makes in an online course is usually through instructor communication, whether by text, email, or video. This initial communication can set the tone for an entire course and impact students' perceptions about the instructor, upcoming course work, and the students' role through the duration of the course. Some producers of introduction videos have claimed that these videos help to reveal the personality and approach of an instructor and provide insight to students in what to expect in future communication with an instructor over the remainder of the course (e.g., Wilmington University, 2017). Dickinson (2017) cites examples from several studies in which students expressed greater satisfaction when contact between students and instructors was encouraged in their online courses.

Multimedia Examples of Instructor Presence in Introductions

Efforts by the researcher to find a “norm” or a clear best practice in how to present an instructor introduction proves inconclusive. Contemporary approaches and industry practices range from text and image to professional studio video productions and are often dependent on the resources and budget available. The research surrounding these approaches is often contradictory and furthers the desire to find a practical approach that is replicable as well as effective. What can be assumed is that instructor presence is a major priority in online education. The following examples highlight common practices used for infusing instructor presence through instructor introductions in higher education institutions.

Text with Images

Despite the push for high tech advancement, there are still faculty support resources for low tech options such as the use of online text and images. Johns Hopkins University, for example, provides an online resource guide for establishing instructor presence in order to make sure common text introductions are, at the least, complimented with a visual (Johns Hopkins Engineering for Professionals, n.d.). In addition to suggestions for emailing and use of language in their student-facing communication, guides produced by the university recommend utilizing images of the instructor to accompany an instructor biography. The images are used as a way to personalize and humanize the online course experience with a visual (DuCharme-Hanson & Dupin-Bryant, 2005).

Instructor-Produced Video

Many universities support instructors who develop their own introduction videos and even provide instructors with technical support and content resources in order to encourage instructor-produced video. Florida State University, for instance, has created video resources for instructors. These resources provide technical tips for lighting and staging the recording environment as well as content suggestions (Florida State University, n.d.).

Studio-Produced Video

Higher education institutions like the University of Utah provide an on-campus studio to students and faculty for the use of video production. These studio facilities provide consultations and services in areas of cinematography, content delivery, and editing for instructional lecture video as well as introduction or “welcome” videos (University of Utah, n.d.).

With the financial benefits of a for-profit school, Strayer University developed Strayer Studios, where instructional design and studio production are taken to the next level with the use of documentary-style filmmaking and award-winning production crews. By increasing the production value of their online course videos, Strayer reports an increase in student engagement and satisfaction (Strayer University, 2017).

Studio and Instructor Production

In order to assure that online courses include instructor introduction videos and as an effort to establish good rapport and open communication between students and instructors, Wilmington University provides instructors with two options: studio-produced and instructor-produced. Wilmington’s “Do-It-Yourself” option is available to

help instructors who are located at a distance from the university, or for those who are more comfortable recording a video in the comfort of their own home or office using the University's portable equipment (Wilmington University, 2017).

Instructors Producing in a Studio

Rather than renting out equipment, some universities have begun shifting their investment of time and money into the development of a hybrid system that allows instructors to come into a studio and produce their own videos. Pennsylvania State University campuses once boasted more than 20 traditional studios across their campuses. However, interest in the traditional studio has decreased over time due to the time-consuming and complex workflow involved (Enis, 2014). Starting with two one-button studios, Pennsylvania State University has since partnered with over 100 other institutions such as Portland State University, Stephen F. Austin State University, and Arizona State University. There are nearly two dozen one-button studio installations within Pennsylvania State University alone. The University of Denver has a similar set-up with their Video Creation Studio in which instructors record their own videos within a studio environment on campus (University of Denver, 2018).

Throughout these examples, the interest in infusing presence is evident. It is still unclear however, if there is a 'best' approach. Although many higher education institutions clearly support instructor presence as well as the use of video in order to establish presence, there is not a clear delineation of what exactly makes for the ideal introduction video. In fact, throughout Arizona State University, each of these examples can be found.

Production Value

When examining these examples, it is also unclear a best approach in terms of production value. In film, video, and television industries, it is often assumed that the higher the production value, the better the reception although there has been some challenging of this idea (Cummins & Chambers, 2011; Riisman, 2013; Stewart-Halevy, 2013).

Through the examination of contemporary audiences, findings show that the bells and whistles of high production value may not be necessary to the design of informative video. Beatty (2016) explains a paradigmatic shift in the production, distribution, and consumption of video content in recent years. The use of tighter broadcast standards and large screen viewing has been adapted for a mobile audience and online viewing. Beatty (2016) describes results of a study in which participants reported greater satisfaction and preference toward YouTube and MTV style video presentations than a presentation that was more traditional. Tolson (2010) notes that audiences are drawn to the personal approach as well as the “freshness” and “authenticity” of such videos, specifically examining informational and how-to videos commonly found online.

Numerous institutions have invested in expensive equipment and studio space and yet still provide options or suggestions for instructors to self-produce their introduction videos, either in studio or with their own lower quality equipment at a distance. This leads one to ask if it is necessary for these videos to be produced using such high production value techniques.

Best and Common Practices for Introduction Videos

Whether video is produced in a high value environment with expensive, professional equipment, or in a convenient location with average consumer products by novice users, the same basic principles for producing effective video for an instructor introduction still apply. These principles can be categorized into the following three areas: technical, content, and delivery.

Technical

One of the major elements that can make or break a video is lighting. Natural light is a great source of light but can produce higher contrast or change in appearance as time passes, depending on how long it takes to produce a video. Using two artificial sources such as lamps can be helpful to adjust as needed; three sources of light is ideal (Blackboard, 2018; Penn State Online, 2018). The sound should also be clear without background noise or distractions. This also applies to the general background used. Clothing and jewelry can also lead to distraction if patterns are busy or noticeably bright or blend with the background (Blackboard, 2018; Penn State Online, 2018). Jewelry and eyewear can also create glare.

Camera framing and positioning is also crucial to producing good video. Maintaining a close distance helps preserve eye contact, nonverbal cues, and facial gestures, all helping to establish instructor presence and connection (Blackboard, 2018; Penn State Online, 2018).

Editing can be used to remove pauses, stutters, or mistakes, but should be used minimally for these purposes, without adding effects or other unnecessary distractions

unrelated to the video content. Lower third graphics should be included to display text such as an instructor's name and official title.

Content

An instructor introduction video should include information about the instructor. It is important for students to understand the educational and professional background of their instructor as well as what drew the instructor to their field of study, their experience in their field, and what excites them about the subject or about teaching in general (Penn State Online, 2018; West, 2016). Because of the nature of online courses, it is even more important to take opportunities to show one's self and help establish a sense of personality and tone of voice. This can be done by explaining teaching style and approach to online instruction, sharing some personal information such as hobbies, family, a relatable story, or any other humanizing tidbit.

Course content information may also be included in the instructor introduction or can be created as a separate video. Course content would include items such as instructor contact information, office hours, both virtual and physical if applicable, requirements or expectations of the student, or any other information critical to student success or overall navigation (Blackboard, 2018; West, 2016).

Delivery

It is best to begin by writing a script or an outline and include main talking points and determine what information is necessary to include and what information can be flushed out prior to production (Blackboard, 2018; Penn State Online, 2018). A script or outline can also be used to practice ahead of time and that practice time can improve the overall delivery. The script could also be posted as a transcript of the welcome video, a

useful feature for those who have more limited internet connections or who experience barriers with strictly oral presentations. Instructors should maintain a natural appearance. This includes maintaining the same tone of voice, speaking with enthusiasm, and even wearing the same style of clothing the instructor would usually wear in a classroom setting (Blackboard, 2018; Penn State Online, 2018). The caveat is to avoid any extreme motion gestures or dangly or sparkling jewelry as these can be especially distracting to viewers watching on a screen (Penn State Online, 2018).

The length of the video should be kept short and engaging without overloading the viewer with more information than necessary (Blackboard, 2018). This also increases the likelihood of students viewing the video in its entirety (West, 2016). It is recommended that introduction videos be between one and five minutes depending on the content covered (Blackboard, 2018; Penn State Online, 2018, West, 2016).

These best and common practices can help to ensure the quality of an instructor introduction video. Using such techniques will allow for effective production despite whether the video is recorded in a higher production value studio environment or in the comfort of one's own office. This study utilized the techniques within each of the three areas as a foundation for identifying and determining quality standards and serve as a measurement of consistency.

Conclusion

It is clear from the research that higher education institutions recognize the positive effect of utilizing media in online instruction. It is also evident that such institutions are working to adopt video production into their course development process and see the benefits of using video to establish instructor presence. What is not clear from

the research is how exactly such videos should be produced and whether it is necessary to encourage the idea that a higher production value really does raise the bar for students.

Chapter 3

METHODS AND INNOVATION

Chapter 3 provides an overview of the methods, setting, and participants. It will also outline the design of the innovation, instrumentation, and data collection. Table 1 indicates an overview of the following processes and timeline they occurred.

Table 1

Innovation Process Timeline

Activity	Date
Distribution of Video Production Guidelines to Instructor	May 2018
Production of In-Studio Video (Higher Production video)	May – August 2018
Production of In-Office Video (Lower Production video)	May – August 2018
Instructor Interview	August 2018
Student Survey (with videos) Administration	August - September 2018
Data Analysis	September 2018 – Early 2019

Setting and Participants

Setting

This study took place at Arizona State University at a school within the College of Liberal Arts and Sciences. This school has experienced the increased impact that online learning has on higher education students. It was selected as a target population because of the school's vested interest in using and improving the use of video in online learning.

The school has invested in their own production studio to meet the needs of their students, staff, and faculty in video production, and has shown interest in determining the needs around instructor introduction videos for online students. Furthermore, the college's 2016-2017 Academic Year Annual Report showed that they had more online students than on-ground students within their undergraduate programs; 698 online versus 543 on-ground. The graduate student population also accounted for more online students, 187, compared to 106 on-ground. Study activities occurred on campus at the school's studio, in the office of an instructor, and virtually (Research Site, n.d.).

Participants

A convenience sample from among an estimated 300 individuals was identified as volunteer participants in this study. The school has a private Facebook group, limited to persons affiliated with the school that includes current students as well as recent graduates. The Facebook group privacy settings and group administrators assure that group members have an affiliation to both the university as well as the college and have been enrolled in, majored in, or graduated from one of the school's degree programs. For the purpose of this study, these participants are referred to as "students" including those who have already graduated. Students were asked to view two instructor introduction videos and complete a survey (see Appendix A for Student Survey) with questions corresponding to each video. Although these instructor introduction videos were produced as if for use in a specific course, the video content is not instructional in nature and not grounded in disciplinary perspectives or content. Therefore, the results focus on instructor presence, independent of a particular discipline, school, or college.

Other participants include one of the school's current faculty members instructing courses in the 2018 fall semester. For the purpose of this study, this faculty member, despite having a more specific title, will be referred to as "instructor." Additionally, this faculty member had been chosen because of personal experience teaching online courses within the same college as students surveyed in order to account for the most realistic conditions.

Role of the Researcher

My primary role served to collect and analyze the survey and interview data. This particular group was intentionally selected as I have had no personal affiliation with the school as a student nor as an instructional designer employed by the same university. I have no experience with the student population or course work outside of this study. These parameters will remove the potential for bias and assumptions associated with the participants or setting.

Innovation Design

During the summer of 2018, the participating instructor recorded two introduction videos using the same set of guidelines for each video. One video was recorded in the school's production studio and included the use of professional studio equipment, backdrop, lighting, camera, and teleprompter. The instructor used a computer camera and consumer applications to record the second video within an office setting.

Prior to producing, the instructor was provided with set of guidelines for recording both videos (see Appendix B for Instructor Video Production Guidelines). The guidelines included best practices for technical video such as camera framing and lighting to assure the videos are visually and audibly similar and aesthetically pleasing. The

guidelines also included content considerations for information the instructor to share in the video. Lastly, delivery considerations such as pacing and tone of voice were included. These guidelines were constructed to ensure as much overall consistency between the videos as possible. For the purpose of this study, the videos will be identified as High-Production (HP), Low-Production (LP).

Instructor Video and Analysis

The instructor recorded one video in her office setting (LP) and another in a studio setting (HP) using the Instructor Video Production Guidelines as a measure for recording both versions. The videos were scored using three categories: (1) best practices were followed, (2) best practices were partially followed, and (3) best practices were not followed.

Table 2

Video Production Guidelines

Guidelines	Best Practices are Followed		Best Practices are Partially Followed		Best Practices are Not Followed	
Technical	LP	HP	LP	HP	LP	HP
Lighting	X	X				
Aesthetic (clothing, jewelry, background)	X	X				
Audio		X	X			
Framing		X	X			
Content	LP	HP	LP	HP	LP	HP
Course information	X	X				
Instructor information – educational background	X	X				
Instructor information – professional background	X	X				
Instructor information – personal background	X	X				
Delivery	LP	HP	LP	HP	LP	HP
Preparedness	X	X				
Appearance	X	X				
Tone	X	X				
Pacing	X	X				
Length	X	X				

Content

The instructor used the same script to record both videos. This ensured that the content areas of course information and the instructor's educational, professional, and personal background were all included in the content of both videos. Best practices were followed in all areas of content for both videos.

Delivery

The instructor appeared prepared and maintained similar appearance, tone, pacing, and length (2:42 for the HP and 2:50 for the LP). Best practices were followed in all areas of the delivery for both videos.

Technical

The technical aspects the instructor was rated on include lighting, aesthetic, audio, and framing. The studio version of the video followed best practices for all technical areas. For the office version, Best practices were followed in the areas of lighting and aesthetic. Audio and framing best practices were only partially followed.

As defined by the Instructor Video Production Guidelines, audio should sound "clean, crisp, consistent throughout the video, and without distraction." Although the audio was consistent throughout, there was an echo due to the concrete environment of the office setting. The LP video partially met best practices in the area of framing. The LP video was shot with a higher angle in which the instructor appears slightly lower in the frame. This could have been due to difficulty placing the camera in the office setting. A high angle occurs when the camera is positioned above the subject and shoots down at it. A high angle has a tendency to make a subject appear tiny or vulnerable, can contribute to

a reduced sense of authority, and may have a social-psychological influence as if “looking down” at the subject (Fabe, 2014; Larsen, Luna, & Peracchio, 2004).

Additionally, the instructor shifted positioning slightly throughout the duration of the video both increasing and decreasing this effect slightly throughout. It was not noticeable, however, if she did this during the studio HP video version because of the white background which provided no way to gauge the same movement. In the LP version, which features a more detailed background, it is noticeable.

Methods and Instrumentation

This study was conducted using a mixed-methods approach in order to gain better understanding of the research problem by examining alternative perspectives that involve connecting qualitative and quantitative data (Creswell, 2015). An explanatory-sequential design was used to further analyze the data. This mixed-methods approach began with the analysis of quantitative data: the student survey. The open-ended student survey responses were coded and analyzed to further understand, inform, or support the initial quantitative analysis and results. The raw and coded instructor interview data were used to examine the relationship between student perceptions and instructor intent in order to determine similarities or differences between responses.

Quantitative methods allowed the researcher to gather specific data regarding students’ demographic information and personal perceptions and preferences in the form of the student survey developed and administered through Qualtrics. Qualitative methods allowed the researcher to gather additional information about the students’ opinions and preferences through the use of open-ended questions within the student survey. Additionally, qualitative methods were used to interview the instructor.

Student Survey

The student survey opened with demographic questions and questions about the student's experience with online higher education courses. The survey continued with links to two videos, HP and LP, presented in an order randomly selected through Qualtrics. The student was instructed to view the first video and answer the survey questions pertaining to perceptions of two target areas of instructor presence, communication and connection. The student then watched the second video and answered the same set of survey questions, this time pertaining to the second video. At the end of each section, there was an opportunity for participants to add additional qualitative data. The survey consisted primarily of Likert-scale questions and participants needed to complete each question before moving forward, thus eliminating the potential for item non-response (Evans & Mathur 2005).

Student Survey Pilot

An informal pilot test of the survey was administered spring 2018 using a convenience sample population to gauge the potential internal consistency reliability of the survey prior to the roll out of the study (Creswell, 2015). All pilot participants watched the same instructor introduction video. The video did not feature the instructor that has been selected for this study, and the participants in the sample population for the pilot test was not the same population used in the study.

The internal consistency reliability was calculated for two separate constructs. The first construct focused on connection, the participants' perceived hypothetical connectedness between the instructor in the video and themselves. The results indicated

that the items within construct 1 were reliable with a Cronbach's Alpha of .876 as represented in Table 3.

Table 3

Cronbach's Alpha Scores for Pilot Survey After Revision

Construct	Coefficient Alpha Estimate of Reliability
Connection	.876
Communication	.757

The second construct focused on communication, the participants' perceived hypothetical communication between the instructor in the video and themselves. The results of this originally indicated that the items within construct 2 were not very reliable at .322. The survey was examined, and two questionable items related to specific course assessments were removed. The statistics were rerun and the result of removing the two items increased the Cronbach's Alpha to .757 as represented in Table 3. The survey for the study participants did not include the two items that were removed from this construct.

Instructor Interview

The researcher interviewed the instructor using questions that aligned with the topic areas of the student survey, background information pertaining to experience with higher education online courses, and the two major constructs; communication and connection (see Appendix C for Instructor Interview Questions). The interview was audio recorded for reference throughout the study as needed. The analysis process included data

reduction, data reorganization, and categorization to best align the interview data into the research topic areas as needed (Flick, 2014). The same process was conducted for any qualitative survey data that students choose to include.

The interview was examined and compared to the five-point Likert-scale questions from the student survey focusing on the two constructs. Interview responses were labeled *low*, *middle*, and *high* according to where each response lands on the survey question(s) scale. This datum was then compared to the existing descriptive statistics for student responses within each construct using the same numeric coding, e.g. 1-2 equaled low, 3 equaled middle, and 4-5 equaled high. The comparison showed if instructor responses are similar to student responses for each question. This determined the extent to which student perceptions and instructor intent are aligned.

In order to determine a rating of low, middle, high for instructor responses, a coding scale was developed that defines these parameters. Once the data were coded, another individual familiar with this study then coded the responses using this scale to ensure reliability. Results were compared and adjusted until a 95% agreement was reached.

Data Collection

A combination of survey data and interview data were used to gather both qualitative and quantitative information. These data were collected to answer the four research questions in this study.

Student Survey

The student survey (with videos) were administered via the school's private Facebook group. This request included a link to the survey and the HP and LP videos.

The school has used the Facebook group for numerous surveys and reports to have received high response rates as well as positive feedback from volunteer participants. Despite the high response rate for departmentally-driven surveys in the past and although the Facebook Group has maintained roughly 300 members in recent years, a limited number of members actually participated in this study. Two requests for participation were sent out to the group via Facebook post; one in October and one in November. Although 22 students participated in the survey, only 13 completed they survey. This study will only report on the results from the 13 student participants.

Survey Data

Survey data was used to answer RQs 1-3. Research questions 1 and 2 focus on the two major constructs relating to student perceptions of student-instructor communication and connection. Statistical testing for RQ 1 and RQ 2 focus on analyzing the two constructs (communication and connection) to determine if there are statistical differences between HP and LP videos for each construct.

A nonparametric Wilcoxon Signed-Ranks Test was used to analyze the survey data. The Wilcoxon Signed-Ranks Test is of use in place of a *t*-test when a parametric test is inappropriate. In the case of this study, this is due to the low number of respondents ($n < 30$), the nature of the Likert-scale data being ordinal, and the comparisons made between two related samples (Corder & Foreman, 2014). Additionally, due to the limited research in this area, there are few assumptions regarding statistical significance; therefore, a two-tailed, nonparametric test such as the Wilcoxon Signed-Ranks Test is ideal (Corder & Foreman, 2014; LaMorte, 2017). SPSS was used to run these values

RQ 3 was answered through a single categorical response using a survey question asking video preference. In addition, calculating the sum of median responses to survey questions for each video style for both constructs helped to further answer RQ 3 with alternative data.

Instructor Interview

The interview with the instructor took place during summer 2018. The interview coding processes began by transcribing the instructor interview and editing for spelling and grammar. Next, I attempted to remove extraneous content and unrelated, off-topic banter in order to improve clarity for analysis. This was done by removing irrelevant content such as pauses or repetition in phrasing which seemed to have no bearing on the interview content.

The intention of the instructor interview was to conduct a direct comparison between student perceptions to instructor intent by comparing the instructor interview to the student survey as directly as possible. The survey had been designed with this in mind, and interview questions were asked in the order of which they would be presented in the student survey, by category and subcategory. The interview was also conducted as a casual conversation, therefore the instructor had, at times, answered an interview question before it was actually asked, or returned later to a previous question to provide additional information. For these reasons, I chose to devise a coding framework using a structural coding process in order to rearrange the interview transcript content into categories and sub-categories.

Structural coding. The three major categories were those examined in the student survey: general instructor information, perceived communication, and perceived

connection. This was done by dissecting the text into segments, organizing the interview transcript text, and placing it in most appropriate category, then copying the transcript text into the original interview template. Once the transcript had been organized structurally by each major category, the transcript was further sub-categorized by re-organizing content according to individual survey question. This allowed for a more direct comparison of instructor data to the student survey questions.

In vivo coding. Because sub-categories contained large passages of text, in vivo coding was used in order to highlight and extract various terms or phrases. In vivo coding was used for applicable portions of the interview-those that required further analysis as opposed to short, definitive answers. Just as structural coding helped to structure passages in the most appropriate order, in vivo coding brought into focus the specifics within each passage in order to help quantify the next phase of coding.

Magnitude coding. Finally, once the interview content was arranged and coded accordingly by category and sub-category, I used a Likert scale for further analysis. For each sub-category I used the corresponding student survey question in order to further code the interview using magnitude coding. The student survey contains Likert-scale questions with most questions consisting of a 1 to 5 scale and others a 1 to 3 scale.

The instructor interview responses were coded using a 3-point scale:

High = Instructor response aligns with the two higher student survey responses: 4 and 5.

Middle = Instructor responses fall in the middle of the student survey response and align closest to 3.

Low = Instructor responses align with the two lower student survey responses:
1 and 2.

This coding approach aligns directly with student survey questions that use a 3-point scale. For student survey questions that use a 5-point scale, this coding approach reduces these questions to an equivocal 3-point scale.

Additionally, this method of coding allowed for a numeric approach to coding qualitative data for quantitative purposes. In this case, the structurally coded, qualitative interview data was then used to fill in the corresponding quantitative Likert-scale questions on the student survey using the interview responses.

Member check. After the researcher coded the interview, a member check was conducted. A colleague familiar with the study reviewed the interview transcript and the methods of coding and provided discussion and confirmation on the initial round of magnitude codes completed by the researcher. Final codes are the result of the member check.

Instructor Interview Data

Interview data were used to answer RQ 4. RQ 4 focuses on measuring student responses to video styles to determine accuracy in portraying instructor intent. Just as the student survey was intended to assess student perceptions of the instructor, the instructor interview was intended to assess the instructor's intent in the same areas. RQ 4 utilized the qualitative interview data to measure student perceptions as determined from the survey, in conjunction with the instructor intent.

Chapter 4

RESULTS

The process of data analysis took place in early 2019. Qualitative and quantitative data were analyzed individually as well as in combination and through comparison in order to further answer the research questions. The survey was collected using Qualtrics software. These data were interpreted and analyzed using Microsoft Excel and SPSS.

Demographics

Of the 22 individuals who agreed to participate in the survey, 13 ($n = 13$) completed the survey in its entirety. One participant left the survey after question 1. Five participants stopped after completing question 5, the demographic portion of the survey, prior to the video analysis portion of the survey. Three participants completed the first half of the survey pertaining to the first video but did not complete the second half pertaining to the second video. See Table 4.

Of the 13 participants who completed the survey, 1 (7.7%) was between the ages of 25 - 29, 8 (61.5%) were between the ages of 30 - 39, 1 (7.7%) was between the ages of 40 - 49, and 3 (23.1%) were 50 years of age or older. There were 5 (38.5%) male and 8 (61.5%) female participants. There were 4 (30.8%) alumni and 9 (69.2%) graduate student participants. The majority ($n = 9$, 69%) had taken a course with the instructor in question.

Of the 13 participants who completed the survey, 11 (84.6%) had taken five or more online courses, and 2 (15.4%) had taken one to two online courses at the time of the survey. Participants also expressed a preference for taking courses online rather than in person: 62% for required courses and 54% for elective courses.

Table 4

Participant Demographics (N = 13)

	Frequency	Percent
Age (years)		
18-24	0	0%
25-29	1	7.7%
30-39	8	61.5%
40-49	1	7.7%
50+	3	23.1%
Gender		
Female	8	61.5%
Male	5	38.5%
Academic Status		
Graduate Student	9	69.2%
Alumni	4	38.5%
Online Courses Taken		
1-2	2	15.4%
3-4	0	0%
3-4	11	84.6%
Preference for Taking Required Courses		
Online	8	61.5%
In Person	5	38.5%
Preference for Taking Elective Courses		
Online	7	53.8%
In Person	6	46.2%

Research Questions 1-3

RQ 1. To what extent does video production value influence students' perceptions of student-instructor connection?

H₀ There is no difference between high production value and low production value for the construct of connection.

H₁ There is a difference between high production value and low production value for the construct of connection.

This hypothesis was analyzed by comparing the difference between high production and low production scores using a nonparametric Wilcoxon Signed-Ranks Test.

The Wilcoxon Signed-Ranks Test indicated that in the area of *connection*, the LP Video (mean rank = 5.67) was rated more favorably than the HP Video (mean rank = 4.67), $Z = -.653$, $p = .514$. The preference for the LP Video was not statistically significant, and therefore fails to reject the null hypothesis. There is no difference between high production value (HP) and low production value (LP) for the construct of connection.

RQ 2. To what extent does video production value influence students' perceptions of student-instructor communication?

H₀ There is no difference between high production value and low production value for the construct of connection.

H₁ There is a difference between high production value and low production value for the construct of connection.

This hypothesis was analyzed using descriptive statistics to identify the mean and standard deviation for the high production value scores for communication. The same was done for low production value scores. These scores were then compared using a nonparametric Wilcoxon Signed-Ranks Test.

The Wilcoxon Signed-Ranks Test indicated that in the area of communication, the LP Video (mean rank = 7.92) was rated more favorably than the HP Video (mean rank =

5.08), $Z = -.668$, $p = .504$. The preference for the LP Video was not statistically significant, and therefore fails to reject the null hypothesis. There is no difference between high production value (HP) and low production value (LP) for the construct of communication.

RQ 3. Which video production style is preferred by students?

The measurement of this question relied on both qualitative and quantitative data: the student survey, which included both Likert-scale and open-ended questions. RQ 3 was determined using two approaches. The first approach was by answering the question: *Of the two introduction videos you viewed here, which style of video did you prefer?* The question included a screen shot for each video for visual reference (see Figure 2) and included an open-ended text box for participants to include their reasoning.



Figure 2. Example of each style.

When asked why participants chose either the LP style video or the HP style video, some of the comments focused on the instructor's personality regarding aspects of communication such as tone of voice and delivery. Other comments highlighted participants' sense of connectedness to the instructor, ability to approach the instructor and relatability. Further comments discussed the technical aspects of the video such as background or physical movement of the instructor.

The majority ($n = 10$, 77%) of participants preferred the LP video as opposed to the HP video ($n = 3$, 33%). The LP video was seen as being "warmer" portraying the instructor as "personable," "approachable," "positive," and "likeable." One participant differentiated between the two videos. In the HP video, "she seems very professional, too professional. Almost like this whole event is scripted. Right away she establishes that she is 'smarter' than you with her background. Seems very focused on teaching versus establishing a relationship." Whereas in the LP video, "she seems genuinely invested in the education of the students that she is teaching." Student observations such as these helps to identify areas in which the instructor's on-camera presence differs between video styles and how the sense of connection established between student and instructor also varies.

"Those who preferred the HP video ($n = 3$, 33%) shared reasons all relating to distraction. "No distractions. I like the natural book background, I just don't like the movement." "Less distractions from the books in the background and the professor swaying front to back." With regard for the technical aspects of the production guidelines and best practices, the background itself is not especially distracting, however, the

movement of the instructor in front of the background does create a sense of distraction. Another comment addressed issues with both videos and video use in general. “It was less distracting, straightforward. However, the white background is sterile and impersonal. I would argue that video isn’t even necessary.” Additionally, participants saw the HP video as “rather formal and distant” but also “knowledgeable,” “experienced and interested.”

Beyond the question of preference, participants continued to focus additional feedback on two main characteristics, specifically one characteristic of each video; the background of the video (HP) and the physical movement of the instructor (LP). “Background showed an office which is more interesting to look at than a blank white background.” “[I] did not like the bland background. I could not get a sense of the professor. Even though it was the same exact speech, I missed the humanity of her office.” “The texture of the [LP] background allows you to connect with the teacher. Give the teacher more personality and easier to relate to.” “Wiggly, eyes wandering... chair moving is extremely distracting.” Alternatively, “her movement swaying in the chair seemed a bit more relaxed...the movement made her appear more approachable.”

These preferences were then further evaluated by examining the HP and LP combined constructs scores for both videos as shown in Figure 3.

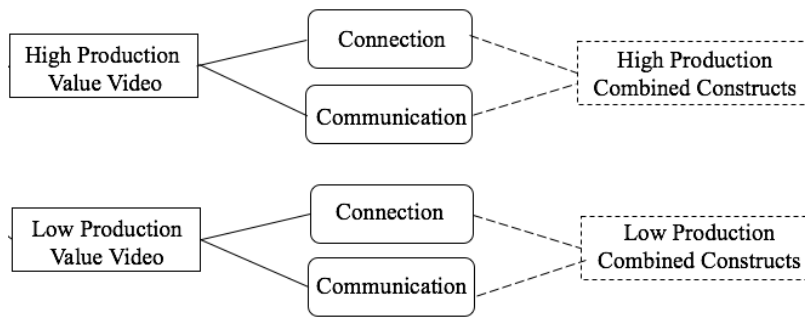


Figure 3. RQ 3 analysis for combining constructs.

First, using descriptive statistics to identify the mean and standard deviation for the high production value scores, then the same was done for low production value scores. These scores were then compared using a nonparametric Wilcoxon Signed-Ranks Test.

The Wilcoxon Signed-Ranks Test indicated that the LP Video (mean rank = 7.71) was rated more favorably than the HP Video (mean rank = 6.17), $Z = -.595$, $p = .552$. The preference for the LP Video was not statistically significant and therefore fails to reject the null hypothesis. There is no statistical difference between high production value (HP) and low production value (LP).

Research Question 4

RQ 4. Which video production style most accurately aligns student perceptions with instructor intent? The measurement of this question relied on both qualitative and quantitative data; the student survey, which included both Likert scale questions and the instructor interview. The student survey was intended to assess student perceptions of the instructor, while the instructor interview was intended to assess the instructor's intent in

the same areas. As stated, the instructor interview data were compared by assigning a relative quantitative rating to the qualitative study survey data. This was done by developing a systematic approach to coding the responses according to where the instructor responses would be best aligned on the student survey by reducing the scale to three categories; *high* being a response with a value of 4-5 on the student survey Likert scale, *middle*, 3, and *low*, 1-2. These codes were also applied to the median of student responses for each question in the constructs for the HP and LP videos. The student survey median response data and the instructor coded interview data were then compared to answer RQ 4.

Instructor Interview Results: Qualitative Analysis

As discussed, the instructor interview focused on questions that aligned with the study survey and included topic areas such as instructor background and the instructors' intentions surrounding student-instructor connection and communication.

Instructor Background. The instructor responses relating to background and teaching experience, as rated and coded by the researcher, were rated highly. She has been teaching since 1994 and has taught over a dozen online courses in that time. Although she stated having no preference for teaching online versus in person, she serves her department as Director of Online Programs, and has a vested interest in the quality and improvement of online learning and the online learning experience, which also accounts for her interest and participation in this study.

Connection. In the area of connection, the instructor received primarily highly rated responses. She spoke about findings ways to encourage participation among students through a 'getting to know you' blog and described how she comments on every

student's blog. She also proudly stated that she works on her instructor presence when teaching online, knowing of its importance to online learning experiences. "I introduce myself and I share with them a little bit about who I am not only as a professional but as a private person. So a little bit about my family and my interests," as she invites students to do the same. She also shared that she generally stays in touch with many students after they leave her course or graduate and does this by writing letters to students, and staying connected through the school's closed Facebook group. While she believes that most instructors do genuinely care about their students, she believes that she is especially "proactive in conveying" that she cares in comparison to some other instructors.

Communication. In the area of communication, the instructor did not receive as highly rated responses. This, however, was not due to a lesser interest or commitment to student-instructor communication over connection, but rather the establishment of healthy boundaries, especially as it relates to the physical distance in an online course. She explained, "I don't think it's necessary for me to really engage a student to have them in my office, but, um, I don't know, it's just another point of connection. I don't want to make too much of that though because the vast majority of students don't come here."

When asked about meeting online students in person about personal situations (not related to the course), she became noticeably less comfortable, stating those instances to be, "a little more disturbing" and "I don't think I'm comfortable with it." This is not to say she is not open to these experiences, but instead finds it to be a rare occurrence. She added, "I don't have a problem interacting with students in any modality" and often the reason for students coming to her in person has to do with unfortunate experiences and has seen students in "almost all states of being." At times

such as these, she prefers to serve students by not attempting to fix problems out of her control, but rather “make sure that she “direct[s] them to the appropriate resources and people in training.”

Overall, the instructor responses were rated lower in the area of communication, however, the reasons were primarily due to the rarity or reasoning behind in-person meetings and the sense of appropriate and good-intentioned boundary setting.

Additionally, in a few instances, it became apparent that the survey and interview questions may have not addressed all methods of communication as much as would have been helpful. For example, when asked about email communication practices, the instructor included responses related to the use of the learning management system and the Facebook group as well as keeping herself available to students via Skype or phone. One question asked the instructor: “How likely are you to encourage students to email you with course related comments or questions?” She stated, “I actually discourage students from emailing me personally about questions that might benefit the class as a whole.” But continued, “I also encourage students that if they have a personal question...they can email me personally” The corresponding student question was then presented with a Likert scale: “I would feel comfortable emailing this instructor with questions related to the course.” In this case, the instructor responded in the interview with responses that could be perceived as contradictory when relating to a single communication method, such as email, although she also expressed that she responds quickly when emailed.

Instructor Interview Results: Quantitative Analysis

Instructor interview codes, as aligned with the survey questions, indicated high ratings for instructor intent in most categories. Within the category of instructor background, the instructor's responses showed that she is highly experienced and knowledgeable in teaching and technology; 4 *high* and 1 *middle* value. In the category of Connection, the instructor's responses were coded 6 *high* and 2 *middle* values. In the category of Communication, the instructor's responses were coded 1 *high* value, 4 *middle* values, and 3 *low* values.

Table 5 displays the coded results of the instructor's responses as aligned to student survey questions.

Table 5

Instructor Intent Based on Coded Responses Ranked by Construct in Accordance with the Student Survey Questions

	High	Middle	Low
Connection (n = 8 questions)	6	2	0
Communication (n = 8 questions)	1	4	3

Questions where the instructor scored either *middle* or *low* were primarily in response to communicating with online students in person. Because, as she mentioned, it is not common for online students to interact with an instructor in person, her response was appropriate. Additionally, the instructor mentioned the private Facebook group numerous times. Responses to interview questions relating to email or learning

management system communication may have been lower due to much of the instructor - student communication occurring through the Facebook group. Another *low* score related to grades and feedback. She explained, “as a grad course, I don't do a lot of that kind of handholding and kind of mothering. Students can see their grade in the LMS and they have questions about their grade and when they email me, I try to respond to it right away. But I don't update students on their grades.” Because the instructor was using an online graduate course as the example she referenced, it is to be expected that there would be less ‘hand holding’ in a graduate course, and thus, less communication regarding grades and feedback than an undergraduate course might have.

Survey Results. The same coding approach was then applied to the student survey by reducing the student survey responses to *high, middle or low*. Table 6 displays the students’ coded responses by construct for each video.

Table 6

Coded Student Responses Ranked by Construct in Accordance with the Student Survey Questions

		High	Middle	Low
HP Video	Connection (n = 8 questions)	7	1	0
	Communication (n = 8 questions)	3	3	2
LP Video	Connection (n = 8 questions)	7	1	0
	Communication (n = 8 questions)	4	3	1

When instructor intent was compared to the student perceptions of the instructor, the results showed that the student responses to the HP video were more aligned with the instructor's coded responses. This alignment indicates that the HP video provided a more accurate representation of the instructor's intent. See Figure 4.

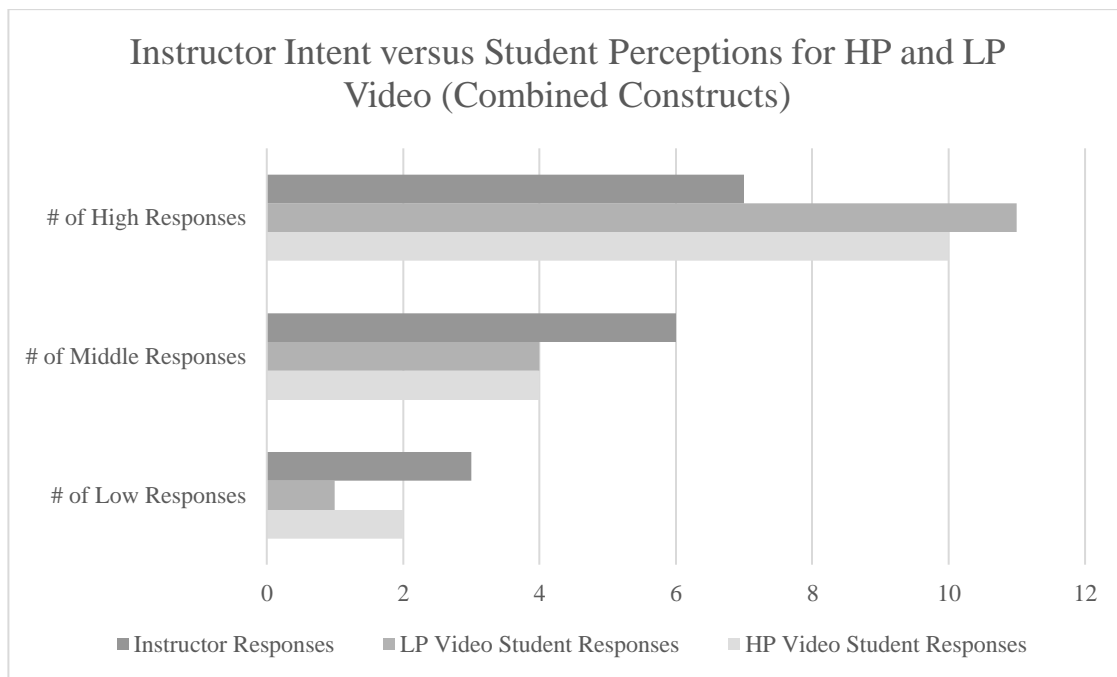


Figure 4. Overall instructor intent versus student perceptions for HP and LP video (combined constructs).

As evident from the instructor interviews, the instructor also intended to signal personal boundaries in the areas of communication and connection. For instance, emails that were relevant to a wider audience, redirecting them to either the learning

management system or the group Facebook, or taking a realistic approach regarding the physical distance of most online students and the rarity and complexity of reasons for interacting in person. To determine the extent that instructor intent was aligned with student perceptions, response codes for each question were compared for each video style.

For example, the question “How long do you generally take to reply to emails that contain questions; do you respond right away or do you take your time?” and “How would you expect to rate this instructors responsiveness to emails?” was coded high for the instructor and high by students for both video styles; students perceptions matched instructor intent. Similarly, the instructor’s question relating to assignment feedback “Would you say the comments tend to be about acknowledging what students did correctly or what they need to work on?” was coded low for instructor intent. The instructor explained “in an effort to turn this around very quickly I often fail to acknowledge what you’re doing right.” Students on the other hand, when asked, “What type of comments would you expect this instructor to include with graded assignments?” rated the instructor as medium in the HP video and high in the LP video, resulting in a mismatch between instructor intent and student perceptions for both video styles. The percentage of questions in each construct and format where intent and perception aligned is displayed in Table 7.

Table 7

Percent Alignment of Instructor Intent with Student Perception

	Connection (n = 8 questions)	Communication (n = 8 questions)
HP video	62.5% (5)	62.5% (5)
LP video	62.5% (5)	50.0% (4)

Although the HP video was most accurate in portraying the instructor's intent, the LP video actually portrayed the instructor more positively, based on the student responses about their perceptions. Further, for the mismatched responses related to the LP video (n = 7), students rated the instructor higher than the instructor's intent for every question. The instructor as viewed in the LP video received a more positive perception from students than the HP video.

Chapter 5|

CONCLUSION

Chapter 5 summarizes the study findings and provides an analysis in relationship to the literature, as discussed in chapter 2, and to the problem of practice as discussed in chapter 1. Chapter 5 also outlines future considerations and potential threats to the validity of this study.

Summary of Findings

The intent of this study was to identify an approach for ensuring instructor introductions are incorporated into online learning environments, and ensure that the approach meets Quality Matters standard 1.8 in a way that is easy and effective to produce in a manner that will encourage positive online learning. I evaluated the differences found between high production video produced in a studio environment using studio equipment (HP video) and low production video produced in an informal office setting using consumer equipment (LP video), while holding the necessary content and quality standards on effective instructor introduction videos constant. Videos were compared by focusing on two important areas for establishing a quality online learning experience; student-instructor communication and student-instructor connection.

Overall, the use of LP video was preferred by participants. The LP video also portrayed the instructor more positively in the areas of perceived connection and communication. Although the LP video does portray the instructor more positively, there is potential for misunderstandings or unrealistic student expectations as students may expect more from the instructor in relation to connection or communication with use of

the LP video over the HP video. Ultimately, there was no statistically significant difference to support the use of either video over the other, however.

The study findings show:

1. There was no statistically significant difference between High Production (HP) video and Low Production (LP) video in the area of students' perceived student-instructor connection when compared to instructor intent.
2. There was no statistically significant difference between High Production (HP) video and Low Production (LP) video in the area of students' perceived student-instructor communication when compared to instructor intent.
3. Students preferred the Low Production video
4. The High Production (HP) video was most accurate in portraying instructor intent.
5. The Low Production (LP) video (while it portrayed the instructor's intent less accurately) portrayed the instructor more positively.

Relationship to the Literature

The literature in this study referenced the importance of utilizing standard production practices for producing quality video. The literature also identified core frameworks for creating effective online learning experiences through the COI framework and Transactional Distance.

Video Production

The videos were produced using best practices in the field of video production and the specific areas of instructional introduction as outlined in Chapter 2. Application of the Production Guidelines and Rubric as well as the use of the same script for both

video recordings were used to confirm this. Best practices that are important to video production (technical, content and delivery) were identified and accounted for in the directions written for, and analysis of, the two videos. This consideration ensured that the instructor produced both videos as similarly as possible to reduce the threat to validity in this area. The rubric showed that the instructor produced both videos very similarly, though not identically. The areas in which best practices were not fully followed did not appear to influence the reception of the video by participants of the study. The most prominent differences participants examined between the HP and LP videos were those related to production value and this supported the intent of the study.

Quality Matters

As stated previously, the Quality Matters rubric consists of various general standards to assure quality online learning experiences. Standard 1.8, a self-introduction by the instructor, is one of the more accessible standards to meet in order to assure a course is acceptable for online delivery. Because QM standard 1.8 can be obtained through any form of introduction (photograph, text, audio, or video), both HP and LP video styles are viable for producing a satisfactory instructor introduction that can achieve standard 1.8.

The important considerations in producing an introduction video, however, emphasize quality and ease of video production.

COI and Transactional Distance

The incorporation of the instructor introduction video not only satisfies standard 1.8, but also helps to establish and encourage a sense of instructor presence in online learning that the COI framework and theory of transactional distance deem crucial to the

online learning experience. For the COI framework, this includes social, teaching, and cognitive presence.

The introduction videos that were produced for this study did apply all three, however, in limited form. Cognitive presence was established through the ability for students to construct meaning and reflection from the information delivered in the video. This reflection was not directly related to course material, but rather, students could still construct meaning with regard to the instructor and the introductory message spoken. Teaching presence in this case was also exhibited, though minimal, in the manner that the instructor provided direction and in her attempt to make the first interaction of the online experience a personally meaningful interaction, despite no learning outcomes present at this stage. Finally, social presence is represented in the introduction videos, though limited, through student participation in viewing the instructor's messaging and initial one-way communication, thus establishing a foundation for building social presence more throughout the course.

For transactional distance, this includes the learner autonomy, structure, and dialogue (or communication) that connects (or disconnects) a learner to the instructor. Although these three factors are intended to encompass the online learning experience in its entirety, they can still be applied in a limited manner to the instructor introduction. Learner autonomy in the case of the introduction video would relate to the manner in which the learners extract the relevance out of the video and how they interact with one of the first learning experiences within the online environment. Structure is represented in the introduction video through the instructor's high-level overview of the objectives, strategy, and evaluation methods, as introduced prior to the course work. Dialogue is

perhaps the most relevant aspect of TD with the focus of building a relationship, respect and a first step toward communication and insight into how that communication should occur. In this particular case and in its limited use, the communication is fairly one-sided but would include two of the five interactions as described in TD; student – content (S-C), content being the video, and student – teacher (S-T) via the instructor delivery within the video.

Because the intent for both COI and TD is to evaluate an entire learning experience, including the instructional, cognitive, and social interaction that goes beyond the initial instructor introduction, these were used in a limited manner. Together, these frameworks provided an initial foundation to this study and served as a lens to view the more relevant aspects of the online learning experience that pertain to this study regarding instructor presence with specific consideration for communication and connection.

The survey tool was developed with a focus on the two common themes in the research within instructor presence; connection and communication. Additionally, many responses within the qualitative portion of the survey, the open-ended questions, suggest that participants emphasized comments related to these themes with their feedback, further highlighting their importance.

Relationship to the Context

The results of this study have shown that there is no significant statistical difference or reason in which to justify the use of studio video production for instructor introduction video. Additionally, although quantitative data show a non-significant leaning toward LP video, the qualitative responses reflect a very clear, majority

preference for LP video. The ability to utilize an LP video style allows for a number of benefits as long as best practices for producing quality video are utilized, such as in the use of standardized production guidelines.

1. Instructors who are located at a distance or are unable to travel to the on-campus studio would be able to produce their own introduction videos with standard consumer equipment, as little as a computer with a camera.
2. In instances of instructor turnover or course ownership change, introduction videos could be made quickly and effectively to meet needs.
3. Limited studio availability or instructor scheduling conflicts would be of no concern, nor would instructors who find the studio environment overwhelming or intimidating, as instructors could produce their own videos at their own convenience using a set of standard guidelines.

With this understanding, stakeholders in this process, such as instructional designers, instructional technologists, and instructors, can better gauge the efforts associated with producing video for online learning environments and how to best assure QM Standard 1.8 is met while maintaining and even increasing relevant instructor presence through video.

Even though the study is not statistically significant there is still technical significance in how stakeholders can ensure instructor introductions are produced and produced effectively. In previous years, quality video was produced by skilled professionals with the technical experience, using the proper equipment in an appropriate environment, such as a production studio. The ability for instructors to use their own consumer grade equipment to produce such video was not only unlikely but fairly

impossible. In recently years this has begun to shift. Today, the average computer does not require a camera to be purchased, installed and mounted, but rather is included and is seamlessly integrated. Quality equipment is literally at one's fingertips inside of a cellphone or within a computer and nearly anyone with some basic knowledge or quality guidelines can produce effective video.

The concept of instructors recording their own videos may have been problematic in the past, however with the increasing quality of the technology that the average consumer has available to them, and the quality of the computers and equipment that most have access to, even at a distance from the university, the ability for instructors to produce their own videos is possible. In many cases, such as online teaching and learning, it is also more convenient, and as this study demonstrates, potentially more effective. There may no longer be a need for a studio or expensive professional-grade equipment. In fact, students are not only accepting of the lower production quality as exhibited in the LP video, they actually prefer it.

Future Considerations

Production Considerations

In order to produce effective instructor introduction videos that support instructor presence and utilizing the LP video style, it is recommended that instructors use a script and follow the same practices they would when producing an HP video in order to garner the same or better results. By using the production guidelines developed for this study, instructors can guarantee all controllable areas of a quality production are accounted for as well as ensure the areas of student-instructor communication and connection are supported and that production does not negate nor hinder these areas.

Based upon feedback from qualitative data, it is recommended that:

- If continuing to produce HP video, reduce the sterility of the background and use more subtle clothing color. The bright pink shirt the instructor used in this study was a distraction and created a high contrast to the background.
- If producing LP video, reduce swaying and extraneous instructor movement. Also, and although not mentioned in the comments, for utilization of video best practices, use a more centralized camera angle than that which was used in the LP video of this study.

Further, if a set of guidelines or best practices were to be used for similar purposes outside of this study, they would likely be similar and focus on core areas and aspects of proven production quality characteristics, such as basic technical considerations, content, and delivery approach. Additionally, if others were to replicate this model, it would be advised that each university or department not only include similar best practices that include concepts for quality control, but also a guideline for their individual technical specifications. Such specifications could include instructions for recording and uploading video as relevant to the university's or instructor's personal computer and placement of the video in a learning management system. Rather than spend money on expensive equipment stored in a few central locations on a campus, funds could be spent on training instructors and updating support resources for instructors to produce video at a distance. Not only would this provide opportunities for faster implementation of instructor introduction videos, it provides instructors with the flexibility and convenience of producing important video content in a location and manner that works for them.

A studio may still be relevant for other video purposes such as lecture content, but for the purpose of instructor introductions, and with consideration for the problem of practice – getting such videos into courses – this less expensive and time saving approach could be a solution to incorporating effective instructor introduction videos. In a field that is attempting to stay relevant while also being cognizant of cost and time, all the while increasing the number of distance learning and distance teaching opportunities, this approach of supporting instructors to produce their own video could even extend at some point beyond an introduction video. Instructors could utilize the resources they have available to them at a distance to shoot their own lecture or content videos. Provided they have the training and support, instructors could leverage their ability to instruct at a distance while also self-producing video for course related purposes.

If the intent of the instructor introduction video is to present the instructor in the most positive manner regarding communication and/or connection, a LP video would likely be ideal. Depending on the instructor intent in the areas, an instructor may consider using an HP video in order to reduce the potential for misunderstandings regarding either their own intended connection or communication with students.

Participant Considerations

As mentioned in Chapter 3, the college unit in this study reported having high response rates for the departmental surveys. These surveys target current and former students from the department and recruit via Facebook, and it was recommended by the participant instructor that this study follow a similar approach. For this study, the request for participation targeted the same population via the Facebook group, however, the

subject matter was not related to the college unit nor was it sent by a familiar or prominent individual in their community, but rather, sent by the researcher. These factors likely had an impact on the number of participants who not only agreed to participate, but who actually completed the survey in its entirety.

Because of the use of Facebook as a means for recruitment, the diversity of participants was likely compromised. Recruitment was limited to those who already have an extra-curricular interest by being a member of the Facebook group. Further, the manner in which members of the group actually use Facebook may have had an impact as well. Age may be a factor in that recent studies show changes in use of social media for various age groups (McCarthy, 2018; Smith & Anderson, 2019). Additionally, due to Facebook's algorithmic approach to an improved user experience through displaying or restricting certain content based on what is believed to be of interest, individuals who are members of the Facebook group but who do not actively participate or access the page may not have actually seen the postings for participation in this study (Hitlin & Raine, 2019; Mims, 2017).

When faced with a low number of respondents ($n = 13$) despite two attempts at recruitment, the researcher considered expanding the recruitment to a wider audience. This was decided against for a number of reasons. Although some respondents had a familiarity with the instructor or an existing interest in this community, this meant that individuals were more likely to take the survey seriously and have a vested interest in the research goals and improvement of a process perceived to be related to the college or university itself. By expanding recruitment to outside of the college or even outside of the university, participants would not be as representative of the community that is most

impacted by this research study. Expending would then leave the existing data useless or would be derived from a very different population in which the results if used in combination may complicate the analysis of the final data. In turn, there would also likely be a need to add a recruitment incentive to increase participation and this could potentially lead to a reduction in authenticity in the survey responses. Additionally, the existing data as it stands does show support and reason for the issues raised in chapters 1 and 2 regarding aspects of video production and characteristics of instructor presence within instructor introduction video. The existing responses identify those areas in question with varying degrees of perspectives that inform the study and help to answer the research questions.

If this study were to be performed again, the researcher would approach recruitment differently based on the outcome and findings of this study. Rather than start with a population that is aware of the instructor or the academic department or that has an interest in the college, the researcher would use an impartial and unaffiliated population as this could garner different results and reduce the potential for bias while also increase the number of participants in which to allow for a more statistically significant study.

It should be noted however, that the Facebook group, as it has been set up and used by members, does serve as an extension of not only the online courses within the college, but an extension to the college itself and those in it. The way in which the Facebook is used is actually, in many ways, related to both the COI framework and TD, two of the theories used in this study. The group connects both students and instructors, offers a purposeful dialogue in a structured yet social environment where members discuss course and college related content, as they share and transfer knowledge. Because

of these characteristics and relationship to the foundational lens, the Facebook group does provide some merit for participant recruitment used in this study.

Conclusion

With the findings of this study, stakeholders of the online learning process, such as instructional designers, instructional technologists, and instructors, can better gauge the efforts associated with producing video for online learning environments and how to best assure QM Standard 1.8 is met while maintaining and even increasing relevant instructor presence through quality video.

While there is research available that focuses on transfer of knowledge and cognitive processing related to online learning, as well as the use of media and video for instructional purposes, this study attempted to fill in a gap within the research and provide insight into the use and development of a smaller piece of the online learning experience. The instructor introduction is a minimal aspect of an online course, however, and based on the literature in this study, is still an important aspect and one with great influence.

The results of this study can help to answer not only the defined research questions, but also one that practitioners in my position have. “How can we create the best online learning experience to benefit our students, establish instructor presence, use media in the most effective manner, and do so in a way that is cost and time effective and considerate of our instructors.” This is a burning question, but one with limited formal information. The results of this study can help contribute to the minimal body of knowledge in existence and serve as a reference to support the use of video, produced in either style, to encourage instructor presence and aid instructors in ways to do so.

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APPENDIX A

STUDENT SURVEY AND CONSENT FORM

Start of Block: SURVEY CONSENT**Title of research study:**

Producing Positive Perceptions: Effects of Video Production in Instructor Introduction Videos on Student

Perceptions Investigator:

My name is Cori Lomonte and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am currently conducting a research study on student perceptions of instructor introduction videos in online courses.

Why am I being invited to take part in a research study?

We invite you to take part in a research study as a student or alumni of Arizona State University to share your experiences with online courses and instructor introduction videos.

Why is this research being done?

This research is being done to better understand the relationship between student perceptions of instructors and instructor introduction videos as well as the influence of video production styles on student perceptions.

How long will the research last?

The research period will take place through Summer and Fall of 2018. We expect that individuals participating will spend no more than 15 minutes viewing a video and providing survey responses.

How many people will be studied?

We expect up to 300 individuals may participate in this study.

What happens if I say yes, but I change my mind later?

You can leave the research at any time it will not be held against you.

Will being in this study help me in any way?

We cannot promise any benefits to you or others from your taking part in this research. However, possible benefits include helping to inform and improve the online student experience.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information for research purposes. The results of this study may be used in reports, presentations or publications but your name will not be used.

Is there any way being in this study could be bad for me?

Specific survey answers will not be shared; only generalized data. Individual student data will not be made available for anyone outside the research team.

Who can I talk to?

If you have any questions concerning this study to develop a questionnaire, please contact Cori Lomonte at Cori.Lomonte@asu.edu or Kathleen.Puckett@asu.edu. This research has been reviewed and approved by the Social Behavioral IRB. You may talk to them at (480) 965-6788 or by email at research.integrity@asu.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Thank you for your time and consideration of this survey request.

Sincerely,

Cori Lomonte, Doctoral Student
Educational Leadership & Innovation EdD Program
Arizona State University | Mary Lou Fulton Teachers College
Cori.Lomonte@asu.edu

Q0 I agree to participate in this study.

☐

Yes, I agree to participate in this study. (1)

Q2.1 Select your age group.

- ☐ 18 - 21 (2)
 - ☐ 22 - 25 (3)
 - ☐ 25 - 29 (4)
 - ☐ 30 - 39 (5)
 - ☐ 40 - 49 (6)
 - ☐ 50 + (8)
-

Q2.2 Select your gender.

- ☐ Female (1)
 - ☐ Male (2)
 - ☐ Trans Male (3)
 - ☐ Trans Female (4)
 - ☐ Gender Nonconforming (5)
-

Q2.3 Select your current academic status.

- ☐ Undergraduate Student (1)
 - ☐ Graduate Student (2)
 - ☐ Alumni (3)
-

Q2.4 How many college courses have you taken ONLINE?

- ☐ 0 (1)
- ☐ 1 - 2 (2)
- ☐ 3 - 4 (3)
- ☐ 5 + (4)
-

Q2.5 How do you prefer taking courses?

	Online (1)	In Person (2)
Required Courses (Q2.5_1)	<input type="radio"/>	<input type="radio"/>
Elective Courses (Q2.5_2)	<input type="radio"/>	<input type="radio"/>

Q3.1 Please watch the following instructor introduction video.

After you have watched the video, please answer the following questions pertaining to this instructor.

NOTE: Answer the questions based ONLY on your reaction to this video.

If you know the instructor featured in the video, please rate the instructor by what you see in this video only.

Q3.2 This instructor would care about my success:

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
As a student in this course (Q3.2_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a student at this university (Q3.2_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a future professional (Q3.2_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.3 Compared to other instructors, this instructor cares about their students:

	(1)	(2)	(3)	(4)	(5)	
Less than other instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	More than other instructors

Q3.4 I would guess this instructor stays in touch with students they have had in the past.

- ☐ Extremely unlikely (1)
- ☐ Somewhat unlikely (2)
- ☐ Neither likely nor unlikely (3)
- ☐ Somewhat likely (4)
- ☐ Extremely likely (5)

Q3.5 I would guess this instructor is comfortable interacting with students.

- ☐ Definitely false (1)
 - ☐ Probably false (2)
 - ☐ Neither true nor false (3)
 - ☐ Probably true (4)
 - ☐ Definitely true (5)
-

Q3.6 I would guess this instructor enjoys interacting with students.

- ☐ Definitely false (1)
- ☐ Probably false (2)
- ☐ Neither true nor false (3)
- ☐ Probably true (4)
- ☐ Definitely true (5)

Q3.7 I would guess this instructor is trustworthy.

- ☐ Extremely unbelievable (1)
 - ☐ Somewhat unbelievable (2)
 - ☐ Neither believable nor unbelievable (3)
 - ☐ Somewhat believable (4)
 - ☐ Extremely believable (5)
-

Q3.8 What caused or influenced your responses to these questions?

Q3.9 I would feel comfortable emailing this instructor with questions related to the course.

- ☐ Extremely uncomfortable (1)
 - ☐ Somewhat uncomfortable (2)
 - ☐ Neither comfortable nor uncomfortable (3)
 - ☐ Somewhat comfortable (4)
 - ☐ Extremely comfortable (5)
-

Q3.10 I would feel comfortable meeting with this instructor in person to discuss something related to the course.

- ☐ Extremely uncomfortable (1)
- ☐ Somewhat uncomfortable (2)
- ☐ Neither comfortable nor uncomfortable (3)
- ☐ Somewhat comfortable (4)
- ☐ Extremely comfortable (5)

Q3.11 I would feel comfortable meeting with this instructor in person to discuss something not related to the course.

- ☐ Extremely uncomfortable (1)
- ☐ Somewhat uncomfortable (2)
- ☐ Neither comfortable nor uncomfortable (3)
- ☐ Somewhat comfortable (4)
- ☐ Extremely comfortable (5)

Q3.12 How often would you expect this instructor to send course-related emails directed to the class as a whole?

For example, about upcoming assignments, reminders, or course updates.

- ☐ A little (1)
 - ☐ A moderate amount (3)
 - ☐ A lot (5)
-

Q3.13 How often would you expect this instructor to send personalized emails?

For example, about your grades, assignments, or coursework.

- ☐ A little (1)
 - ☐ A moderate amount (3)
 - ☐ A lot (5)
-

Q3.14 How often would you expect this instructor to send non-course-related emails directed to the class as a whole?

For example, about community or university events, industry or subject-related publications or events.

- ☐ A little (1)
- ☐ A moderate amount (3)
- ☐ A lot (5)
-

Q3.15 How would you expect to rate this instructor's responsiveness to emails?

- ☐ Extremely slow (1)
- ☐ Somewhat slow (2)
- ☐ Average (3)
- ☐ Somewhat fast (4)
- ☐ Extremely fast (5)

Q3.16 What type of comments would you expect this instructor to include with graded assignments?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Mostly negative comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mostly positive comments

Q3.17 What caused or influenced your responses to these questions?

Q4.1 Please watch the following instructor introduction video.

After you have watched the video, please answer the following questions pertaining to this instructor.

NOTE: Answer the questions based ONLY on your reaction to this video.

If you know the instructor featured in the video, please rate the instructor by what you see

in this video only.

Q4.2 This instructor would care about my success:

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
As a student in this course (Q4.2_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a student at this university (Q4.2_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a future professional (Q4.2_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.3 Compared to other instructors, this instructor cares about their students:

	(1)	(2)	(3)	(4)	(5)	
Less than other instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	More than other instructors

Q4.4 I would guess this instructor stays in touch with students they have had in the past.

- ☐ Extremely unlikely (1)
- ☐ Somewhat unlikely (2)
- ☐ Neither likely nor unlikely (3)
- ☐ Somewhat likely (4)
- ☐ Extremely likely (5)

Q4.5 I would guess this instructor is comfortable interacting with students.

- ☐ Definitely false (1)
- ☐ Probably false (2)
- ☐ Neither true nor false (3)
- ☐ Probably true (4)
- ☐ Definitely true (5)

Q4.6 I would guess this instructor enjoys interacting with students.

- ☐ Definitely false (1)
 - ☐ Probably false (2)
 - ☐ Neither true nor false (3)
 - ☐ Probably true (4)
 - ☐ Definitely true (5)
-

Q4.7 I would guess this instructor is trustworthy.

- ☐ Extremely unbelievable (1)
 - ☐ Somewhat unbelievable (2)
 - ☐ Neither believable nor unbelievable (3)
 - ☐ Somewhat believable (4)
 - ☐ Extremely believable (5)
-

Q4.8 What caused or influenced your responses to these questions?

Q4.9 I would feel comfortable emailing this instructor with questions related to the course.

- ☐ Extremely uncomfortable (1)
- ☐ Somewhat uncomfortable (2)
- ☐ Neither comfortable nor uncomfortable (3)
- ☐ Somewhat comfortable (4)
- ☐ Extremely comfortable (5)

Q4.10 I would feel comfortable meeting with this instructor in person to discuss something related to the course.

- ☐ Extremely uncomfortable (1)
 - ☐ Somewhat uncomfortable (2)
 - ☐ Neither comfortable nor uncomfortable (3)
 - ☐ Somewhat comfortable (4)
 - ☐ Extremely comfortable (5)
-

Q4.11 I would feel comfortable meeting with this instructor in person to discuss something not related to the course.

- ☐ Extremely uncomfortable (1)
- ☐ Somewhat uncomfortable (2)
- ☐ Neither comfortable nor uncomfortable (3)
- ☐ Somewhat comfortable (4)
- ☐ Extremely comfortable (5)

Q4.12 How often would you expect this instructor to send course-related emails directed to the class as a whole?

For example, about upcoming assignments, reminders, or course updates.

- ☐ A little (1)
- ☐ A moderate amount (3)
- ☐ A lot (5)

Q4.13 How often would you expect this instructor to send personalized emails?

For example, about your grades, assignments, or coursework.

- ☐ A little (1)
 - ☐ A moderate amount (3)
 - ☐ A lot (5)
-

Q4.14 How often would you expect this instructor to send non-course-related emails directed to the class as a whole?

For example, about community or university events, industry or subject-related publications or events.

- ☐ A little (1)
 - ☐ A moderate amount (3)
 - ☐ A lot (5)
-

Q4.15 How would you rate this instructor's responsiveness to emails?

- ☐ Extremely slow (1)
- ☐ Somewhat slow (2)
- ☐ Average (3)
- ☐ Somewhat fast (4)
- ☐ Extremely fast (5)

Q4.16 What type of comments would you expect this instructor to include with graded assignments?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Mostly negative comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mostly positive comments

Q4.17 Please add any additional information you would like to share.

Q5.1 Have you ever taken a course with this instructor?

- ☐ No (1)
- ☐ Yes (2)

Q5.2 How much experience would you think the instructor has:

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
Teaching In- Person (Q5.2_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Online (Q5.2_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3 This instructor seems as though she is KNOWLEDGEABLE about using technology.

- ☐ Strongly disagree (1)
 - ☐ Somewhat disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat agree (4)
 - ☐ Strongly agree (5)
-

Q5.4 This instructor seems as though she is COMFORTABLE using technology.

- ☐ Strongly disagree (1)
 - ☐ Somewhat disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat agree (4)
 - ☐ Strongly agree (5)
-

Q5.5 This instructor seems as though she ENJOYS using technology.

- ☐ Strongly disagree (1)
- ☐ Somewhat disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat agree (4)
- ☐ Strongly agree (5)
-

Q5.6 Please add any additional information you would like to share.

Q6.1 Of the two introduction videos you viewed here, which style of video did you prefer?

- ☐ Video 1 (1)
- ☐ Video 2 (2)
-

Q6.2 Why do you prefer this video?

Q6.3 In which order did you view the two introduction videos?

Video 1 (1)	▼ Viewed First (1) ... Viewed Second (2)
Video 2 (2)	▼ Viewed First (1) ... Viewed Second (2)

Q6.4 Please add any additional information you would like to share.

Q7.1 Thank you!

APPENDIX B

INSTRUCTOR VIDEO PRODUCTION GUIDELINES

Guidelines	Description
Technical	
Lighting	Lighting should not be extreme, not appear to have a high contrast, and maintain a natural balance throughout the video that is not distracting to the viewer.
Aesthetic (clothing, jewelry, background)	Elements such as clothing, jewelry, and background should not be distracting to the viewer. Patterns and backgrounds should be subtle, not busy or bright. Jewelry and eyewear should not create glare or cause distraction.
Audio	Audio should sound clean, crisp, consistent throughout the video, and without distraction.
Framing	Framing: Camera framing and instructor positioning should appear natural, not too high, too low or too wide, or too tight. Close enough for the viewer to make eye contact and recognize and understand any non-verbal cues.
Content	
Course information	Basic course information should be included in the video. This would consist of course title, objectives or description of the course, and office hours or where to find such information. This information should be concise and provide an overview; it should not serve as a syllabus or to communicate course expectations.
Instructor Information – Educational background	Instructor Information - Educational background: This includes information about the instructor's educational background such as the instructor's level of education, where they went to school, or any other relevant educational information.

Instructor Information – Professional background	Instructor Information – Professional background: This includes information about the instructor’s professional background such as the instructor’s years of experience or time spent working in their field, major awards or recognitions, or any other relevant professional information.
Instructor Information – Personal background	Instructor Information – Personal background: This includes information about the instructor’s personal background such as the instructor’s location (if not local), family, hobbies, or any other relevant and appropriate personal information the instructor is comfortable sharing.
Delivery	
Preparedness	The instructor should appear prepared. They would have used an outline, a script, or have spent time rehearsing.
Appearance	Appearance should be comfortable, similar to what the instructor would expect to wear to a class. Physical gestures should be natural without being distracting.
Tone	The tone of voice should be friendly yet natural to the speaker, consistent throughout the video.
Pace	The pacing should appear natural and remain consistent throughout the video without long pauses or excessive “um’s”.
Length	The length of the video should be between 1 and 5 minutes and seem natural and concise for the amount of information provided in the video.
Total:	

APPENDIX C

INSTRUCTOR VIDEO PRODUCTION GUIDELINES RUBRIC

Guidelines	Best Practices are Followed		Best Practices are Partially Followed		Best Practices are Not Followed	
Technical	LP	HP	LP	HP	LP	HP
Lighting	X	X				
Aesthetic (clothing, jewelry, background)	X	X				
Audio		X	X			
Framing		X	X			
Content	LP	HP	LP	HP	LP	HP
Course information	X	X				
Instructor information – educational background	X	X				
Instructor information – professional background	X	X				
Instructor information – personal background	X	X				
Delivery	LP	HP	LP	HP	LP	HP
Preparedness	X	X				
Appearance	X	X				
Tone	X	X				
Pacing	X	X				
Length	X	X				

APPENDIX D

INSTRUCTOR INTERVIEW QUESTIONS

Instructor Background

- How long have you been teaching?
- How long have you been teaching this course?
- How many online courses have you taught?
- Do you prefer teaching courses online or in-person?
- Would you say that you are knowledgeable about technology?
- Would you say that you are comfortable using technology?
- Would you say that you like using technology?

Connection

- In what ways do you show your students that you care about their success?
- Would you say that you care about your students more or less than other instructors?
- Do you keep in touch with students after they are no longer a student in your class?
- Do you feel comfortable interacting with students online?
 - In person?
- What do you enjoy most about these interactions?
- Would you say that your students generally feel that they can trust you?

Communication

- How likely are you to encourage students to email you with course related comments or questions?
- When you are teaching an online course, do you still meet with students in person?

- Are you generally comfortable meeting with students in person about something related to the course if they need?
- Are you generally comfortable meeting with students in person about something personal (not course related) if they need?
- How often do you send emails to your class as a whole, such as reminders or course updates?
- How often do you send personalized emails to individual students (about grades or grade percentage, status of course work)?
- How often do you send emails to the class that are not course related, but still related to the subject matter (such as upcoming community events or news articles)?
- How long do you generally take to reply to emails that contain questions; do you respond right away or do you take your time?
- On a graded assignment, how many notes or comments do you usually write?
 - Would you say the comments tend to be about acknowledging what students did correctly or what they need to work on?

APPENDIX E

INSTRUCTOR INTERVIEW RESPONSES CODED

<i>Instructor Interview Questions</i>	<i>Instructor Interview Responses – Structurally Coded according to alignment with instructor interview questions. (questions and answers have been rearranged and ordered for alignment with student survey)</i>	<i>In Vivo Coding</i>	<i>Student Survey Question for comparison</i>	<i>Magnitude Coding - Low / Middle/ High *(definitions below)</i>
Instructor Background				
How long have you been teaching this course?	So I've been teaching that course for two years now.	NA	NA	NA
How long have you been teaching?	I've been teaching since 1994.	NA	Q5.2_1 Q5.2_2	In-Person High
How many online courses have you taught?	Is it enough to say over a dozen?	NA	How much experience would you think the instructor has: Teaching In-Person Teaching Online	Online High
Do you prefer teaching courses online or in-person?	Uh, I, I don't have a preference. Um, I've been amazed at, uh, I, I've been amazed at how much I enjoy teaching online at the potential is amazing. The students are amazing. It's made me a better teacher.	"amazed at how much I enjoy teaching online" "made me a better teacher"	NA	NA
Would you say that you are knowledgeable about technology?	Yes. <i>(excerpt copy from later in interview)</i> I post feedback videos. <i>(excerpt copy from later in interview)</i> I answer emails promptly and invite students to contact me by email, Skype or phone <i>(excerpt copy from later in interview)</i> we have a closed Facebook group	"I post feedback videos" "email, Skype, phone" "Facebook group"	Q5.3 This instructor seems as though she is KNOWLEDGEABLE about using technology.	High
Would you say that you are comfortable using technology?	Yep. <i>(excerpt copy from later in interview)</i> I post feedback videos. <i>(excerpt copy from later in interview)</i> I answer emails promptly and invite students to contact me by email, Skype or phone <i>(excerpt copy from later in interview)</i> we have a closed Facebook group	"I post feedback videos" "email, Skype, phone" "Facebook group"	Q5.4 This instructor seems as though she is COMFORTABLE using technology.	High
Would you say that you like using technology?	Um, yeah. I mean I'm, I'm, I mean I don't consider myself a Techie, right? Or a geek. Um, but I love what technology affords us. Right? Yeah. <i>(excerpt copy from later in interview)</i> I post feedback videos. <i>(excerpt copy from later in interview)</i> I answer emails promptly and invite students to contact me by email, Skype or phone <i>(excerpt copy from later in interview)</i> we have a closed Facebook group	"don't consider myself a techie" "love what technology affords us" "I post feedback videos" "email, Skype, phone" "Facebook group"	Q5.5 This instructor seems as though she ENJOYS using technology.	Middle

Connection				
In what ways do you show your students that you care about their success?	<p>Um, well I make sure that they know I'm a human being, so I introduced myself and I share with them a little bit about who I am, not only as a professional but as, as a private person. So a little bit about my family and my interests. Um, I invite them to share about their background and interests and I comment on what they share.</p> <p>So in every course I teach, we have what's called the getting to know you blog post, and I make sure I comment on everybody's blog post. The other way that I show students I care is I try and be as explicit as possible and very forthcoming about the fact that they can only... the only information they have is information I give them. So I try and be as forthcoming as, as possible with information.</p> <p>Um, I work on my instructor presence in the class. Um, so I participate and observe discussions. I post feedback videos. I post announcements regularly. I'd set up spaces where students can contact me outside of class.</p> <p>So we have a closed Facebook group where we just kind of get our history nerd on.</p> <p>Uh, I answer emails promptly and invite students to contact me by email, <u>Skype</u> or phone, or actually some of them have even dropped in. Um, which is great. I'm trying to think of if there's anything else, um, any other ways that I show them I care.</p> <p>I think in, in general, um, I also try and make the course rigorous. Um, I think the easiest way to convey that you don't care about students is to put up courses that aren't challenging. And we've gotten amazing feedback.</p>	<p>"introduce myself"</p> <p>"a little bit about who I am"</p> <p>"my family and my interests"</p> <p>"not just as a professional but as a private person" - <i>personal/professional</i></p> <p>"getting to know you blog"</p> <p>"I comment on what they share"</p> <p>"comment on everybody's blog" - <i>course/university/professional</i></p> <p>"I try to be as explicit as possible"</p> <p>"the only information they have is information I give them" - <i>course</i></p> <p>"work on my instructor presence in the class" - <i>course</i></p> <p>"closed Facebook group"</p> <p>"get our history nerd on" - <i>university/professional</i></p> <p>"participate and observe discussions"</p> <p>"post feedback videos" - <i>course</i></p> <p>"answer emails promptly"</p> <p>"invite students to contact me" - <i>course</i></p> <p>"make the course rigorous"</p> <p>"we've gotten amazing feedback" - <i>course</i></p>	<p>Q3.2</p> <p>Q4.2</p> <p>This instructor would care about my success: As a student in this course As a student at this university As a future professional</p>	<p>Course: High</p> <p>University: Middle</p> <p>Professional: High</p>
Would you say that you care about your students more or less than other instructors?	<p>You know, I'm probably in the middle. Um, I, I, well, if we're, if we're talking about the size of the camp that cares and the size of the camp, that doesn't care. It's probably two thirds, one third. I mean, it is, the minority of professors who don't really care about students. <i>[So you're in the two thirds. So in the middle of the two thirds?]</i></p> <p>Well, so, so what is my level of caring? Uh, so, so yeah, so there's two different questions, right? Do I care and, and do most faculty care and I think most faculty care and then what is my level of caring and I'm probably a little more proactive in conveying to my students that I care than a lot of my colleagues. So I'm probably in the top core tile.</p>	<p>"I'm probably in the middle"</p> <p>"I'm probably a little more proactive in conveying that I care than a lot of my colleagues"</p> <p>"I'm probably in the top core tile"</p>	<p>Q3.3</p> <p>Q4.3</p> <p>Compared to other instructors, this instructor cares about their students:</p>	High
Do you keep in touch with students after they are no longer a student in your class?	I do, yeah. I get regular updates from a lot of students by email. We still have alumni in our closed Facebook group which exists outside of the course. Um, I write letters for students all the time they drop by. So yeah.	<p>"I get regular updates"</p> <p>"Facebook group"</p> <p>"I write letters"</p> <p>"they drop by"</p>	<p>Q3.4</p> <p>Q4.4</p> <p>I would guess this instructor stays in touch with students they have had in the past.</p>	High
Do you feel comfortable interacting with students online?	I do.	NA	<p>Q3.5</p> <p>Q4.5</p> <p>I would guess this instructor is comfortable interacting with students.</p>	Middle
In person?	That's a little more disturbing because they'll come and they'll, they'll come into my office, they're like Dr Moon and I'll be like, who are you? I'm not quite sure. And then they'll tell me their name and like, Oh yeah, I know you. And we fall right into it. So, um, but yeah, I don't have a problem interacting with students in any modality.	<p>"a little more disturbing"</p> <p>"I don't have a problem interacting with students in any modality"</p>		

	<p><i>(excerpt copy from later in interview)</i> <i>(meeting in person about something personal (not course related) if they need)</i> I'm, I'm fine with it. I don't think I'm, I don't think I'm comfortable with it. Yeah. No, I mean it's usually those are, that's when the student is in crisis and you want to make sure that you serve them well and you don't mis-serve them by trying to fix their problem yourself. Um, so you want to make sure that you direct them to the appropriate resources and people in training. Yeah, yeah. No, but I've had students in my office in almost all states of being.</p>	<p>"I don't think I'm comfortable with it."</p> <p>"you want to make sure that you serve them well and you don't mis-serve them"</p> <p>"students in almost all states of being"</p>		
What do you enjoy most about these interactions?	<p>I just enjoy talking with them and seeing another dimension of they're being, um, I don't think it's necessary for me to really engage a student to have them in my office, but, um, I don't know, it's just another point of connection. I don't want to make too much of that though because the vast majority of students don't come here, they can't afford it. Um, but I, there are some students that have never come here that, uh, I'm still in contact with. Um, I don't know, if you want the story? But, uh, this pen that I'm using is a gift that was sent by an online student. Um, and uh, it just showed up in the mail one day and she thanked me for doing a good job and, and talked about how the program has impacted her life and we still communicate by email every once in awhile.</p>	<p>"enjoy talking with them"</p> <p>"seeing another dimension of their being"</p> <p>"don't think it's necessary for me to really engage a student to have them in my office"</p> <p>"it's another point of connection"</p> <p>"vast majority of students don't come here, can't afford it"</p> <p>"gift that was sent by online student... she thanked me for doing a good job"</p> <p>"we still communicate by email"</p>	<p>Q3.6 Q4.6</p> <p>I would guess this instructor enjoys interacting with students.</p>	High
Would you say that your students generally feel that they can trust you?	<p>Uh, yeah, generally. Mmhm.</p> <p><i>(excerpt copy from earlier in interview)</i> I've had students in my office in almost all states of being.</p>	<p>"yeah, generally"</p> <p>"students in almost all states of being"</p>	<p>Q3.7 Q4.7</p> <p>I would guess this instructor is trustworthy.</p>	High
Communication				
How likely are you to encourage students to email you with course related comments or questions?	<p>I'm very likely. I mean, we always encourage students to certainly fill out the student evaluations because that's anonymous and when we are very clear that this happens after a, you know, we don't see the results until after grades have been posted and make it very clear that, um, I take those comments very seriously. Also, there's always a number of students who forget to do the evaluations. I encourage them to send me feedback whenever they feel they're ready to send me feedback by email or we can chat on the phone.</p> <p>Yeah, I mean that's, um, why we try to encourage students to do is to post course related questions of a non-personal nature in what they call the hallway conversations so that our conversation around that question can benefit other students who likely have the same question.</p> <p>Um, so I actually discourage students from emailing me personally about questions that might benefit the class as a whole, um, but I also encourage students that if they have a personal question or really super idiosyncratic question about their, their assignment and they can email me personally.</p>	<p>"I encourage them to send me feedback whenever they feel they're ready to send me feedback by email"</p> <p>"I actually discourage students from emailing me personally about questions that might benefit the class as a whole"</p> <p>"I also encourage students that if they have a personal question...the can email me personally"</p>	<p>Q3.9 Q4.9</p> <p>I would feel comfortable emailing this instructor with questions related to the course.</p>	Middle

When you are teaching an online course, do you still meet with students in person?	<p><i>(excerpt copy from earlier in interview)</i></p> <p>I've had students in my office in almost all states of being.</p> <p>That's a little more disturbing because they'll come and they'll, they'll come into my office, they're like Dr Moon and I'll be like, who are you? I'm not quite sure. And then they'll tell me their name and like, Oh yeah, I know you. And we fall right into it. So, um, but yeah, I don't have a problem interacting with students in any modality.</p> <p><i>[meeting in person about something personal (not course related) if they need]</i></p> <p>I'm, I'm fine with it. I don't think I'm, I don't think I'm comfortable with it. Yeah. No, I mean it's usually those are, that's when the student is in crisis and you want to make sure that you serve them well and you don't mis-serve them by trying to fix their problem yourself. Um, so you want to make sure that you direct them to the appropriate resources and people in training. Yeah, yeah. No, but I've had students in my office in almost all states of being.</p>	<p>"a little more disturbing"</p> <p>"I don't have a problem interacting with students in any modality"</p> <p>"I don't think I'm comfortable with it."</p> <p>"you want to make sure that you serve them well and you don't' mis-serve them"</p> <p>"students in almost all states of being"</p>	<p>Q3.10 Q4.10</p> <p>I would feel comfortable meeting with this instructor in person to discuss something related to the course.</p>	Middle
Are you generally comfortable meeting with students in person about something related to the course if they need?	<p>Uh, yeah, I'm comfortable with the idea of it. Often times if we're meeting in person, um, uh, well, you know, it depends on the nature of the meeting. Right?</p>	<p>"comfortable with the idea of it"</p> <p>"depends on the nature of the meeting"</p>		
Are you generally comfortable meeting with students in person about something personal (not course related) if they need?	<p>I'm, I'm fine with it. I don't think I'm, I don't think I'm comfortable with it. Yeah. No, I mean it's usually those are, that's when the student is in crisis and you want to make sure that you serve them well and you don't mis-serve them by trying to fix their problem yourself. Um, so you want to make sure that you direct them to the appropriate resources and people in training. Yeah, yeah. No, but I've had students in my office in almost all states of being. Yeah. Yeah. They're humans, you know, when I taught undergrads right there, they're growing, um, figure out who they are and sovereign time. Yeah.</p>	<p>"I don't think I'm comfortable with it."</p> <p>"you want to make sure that you serve them well and you don't' mis-serve them"</p> <p>"students in almost all states of being"</p>	<p>Q3.11 Q4.11</p> <p>I would feel comfortable meeting with this instructor in person to discuss something not related to the course.</p>	Middle
How often do you send emails to your class as a whole, such as reminders or course updates?	<p>I don't send a lot of emails. I send announcements through the learning management system. Does that qualify as what you're talking about? Usually more than once a week, but not probably more than three times a week. Yeah.</p>	<p>"I don't send a lot of emails. I send announcements through the lms"</p> <p>"more than once a week"</p> <p>"not probably more than three times a week"</p>	<p>Q3.12 Q4.12</p> <p>How often would you expect this instructor to send course-related emails directed to the class as a whole? For example, about upcoming assignments, reminders, or course updates.</p>	Middle
How often do you send personalized emails to individual students (about grades or grade percentage, status of course work)?	<p>Yeah, as a Grad course, uh, I don't do a lot of that kind of handholding and kind of mothering. Um, so students can see their grade in the lms and they have questions about their grade and when they email me, I respond, try to respond to it right away. But I don't update students on their grades.</p>	<p>"I don't do a lot of that kind of handholding"</p> <p>"when they email me, I try to respond to it right away"</p>	<p>Q3.13 Q4.13</p> <p>How often would you expect this instructor to send personalized emails? For example, about your grades, assignments, or coursework.</p>	Low

<p>How often do you send emails to the class that are not course related, but still related to the subject matter (such as upcoming community events or news articles)?</p> <p>Would you say that you use Facebook more because it's convenient? Um, as far as just sharing and getting information out there or because it's kind of a separate conversation happening outside of the university and the class?</p>	<p>Not very often. Usually I reserve those for the Facebook posts and there I post probably twice a week, maybe, sometimes more. Um, and yeah, and those can get really funky and not course related. So just cool historical stuff that I've run across in the news or just showing my own historical, um, predilections. There's been lots of news about 1960's history and so.</p> <p>Yeah, both. So we created the Facebook page because we wanted students to have an informal space where they could kind of let their hair down. Um, and I think that the only prescriptions against and the only prescriptions in the Facebook page are that, um, we don't want partisan speech, right, it isn't a forum for proselytizing or recruiting for political ideology and we can't have cat videos and just to be fair, we cannot have Ryan Gosling memes, which I would be fine with frankly.</p> <p>But uh, yeah, it's just a space where we can talk about really professional things like what do I do in this interview, um, or how do I, how should I be thinking about applying for a phd program? Um, but we can also be a really informal. So students post pictures of their newborns and yeah, it's awesome. Yeah. Or riff on something in the news that has a historical dimension like confederate monuments being toppled over and things like that. Yeah, it's neat.</p>	<p>"not very often"</p> <p>"I reserve those for the Facebook"</p>	<p>Q3.14 Q4.14</p> <p>How often would you expect this instructor to send non-course-related emails directed to the class as a whole? For example, about community or university events, industry or subject-related publications or events.</p>	Low
<p>How long do you generally take to reply to emails that contain questions; do you respond right away or do you take your time?</p>	<p>I'm, I'm terrible in that. My email notifications are always on and I need to learn to shut off my email. So if I see an email come in, I usually just try to answer it right away, which is terrible. It's because then I lose track of what I'm doing. But um, yeah, I usually try and answer it right away and as quickly as I can.</p> <p><i>(excerpt copy from earlier in interview)</i> I answer emails promptly</p>	<p>"I usually just try to answer right away"</p> <p>"right away and as quickly as I can"</p>	<p>Q3.15 Q4.15</p> <p>How would you expect to rate this instructor's responsiveness to emails?</p>	High
<p>On a graded assignment, how many notes or comments do you usually write?</p>	<p>It depends on the assignment. If it's a significant assignment that took a significant amount of work, like a paper, I probably over comment, um, maybe on a four page paper I might have 10 comments. Not including grammatical stuff. Yeah.</p>		<p>Q3.16 Q4.16</p> <p>What type of comments would you expect this instructor to include with graded assignments? [mostly negative comments – mostly positive comments]</p>	Low
<p>Would you say the comments tend to be about acknowledging what students did correctly or what they need to work on?</p>	<p>No, and I am very forthcoming about this with students. I chalk it up to my German heritage, but no, I also say in an effort to turn this around very quickly, I often fail to acknowledge what you're doing right. So my comments tend to point out things to work on, um, and I say it every semester and I always say I'm going to be a different type of teacher, uh, and I'm not. So that's why I have that disclaimer. So I tend, I tend to comment on things that need fixing.</p>	<p>"in an effort to turn this around very quickly I often fail to acknowledge what you're doing right"</p> <p>"my comments tend to point out things to work on"</p> <p>"I tend to comment on things that need fixing"</p>		

APPENDIX F

STUDENT SURVEY OPEN-ENDED RESPONSES

Participant numbers who completed survey	Video Seen First	Response to Video 1 (HP)	Response to Video 2 (LP)	Preferred Video	Additional Comments
1	HP	General Video 1 Comment: I didn't come away from this version any less or more convinced of the professor than after the first video.	General Video 2 Comment: Cheerful and upbeat presentation. Not a detailed explanation of the course, but a big picture of the course and why it's important and interesting to the professor.	HP Preference to Video 1 Comment: Less distractions from the books in the background and the professor swaying front to back.	
2	HP	General Video 1 Comment: rather formal and distant presentation	General Video 2 Comment: Warm and approachable manner, clear expectations	LP Preference to Video 2 Comment: warmer, more informal chat style vs formal presentation	
3	LP	General Video 1 Comment: The professor seems pleasant	General Video 2 Comment: I don't like her moving back and forth - it's distracting	HP Preference to Video 1 Comment: no distractions	Additional Comment: I like the natural book background, I just don't like the movement
7	LP	General Video 1 Comments: The instructor seemed sincere, straight forward, and organized. The instructor seemed experienced, interested, and sincere	General Video 2 Comment: The instructor has experience and is clear about class goals.	LP Preference to Video 2 Comment: It places the instructor in her comfortable office setting. Seeing all the books puts me at ease that she is well prepared and also would be a kind of person I would enjoy talking to.	
8	HP	General Video 1 Comment: She seems very professional, too professional. Almost like this whole event is scripted. Right a way she establishes that she is "smarter" than you with her background. Seems very focused on teaching versus establishing a relationship.	General Video 2 Comment: The tone she uses. She seems genuinely invested in the education of the students that she is teaching.	LP Preference to Video 2 Comment: The instructor seemed more personable in this video versus the other. There seemed a care factor in this one.	
9	HP	General Video 1 Comments: Message and tone were the same as the first. This is odd, but the bright pink on a plain white background is annoying	General Video 2 Comment: Creates a way for asking questions and points those out.	LP Preference to Video 2 Comment: The texture of the background allows you to connect with the teacher. Gives the teacher more personality and easier to relate to.	

10	LP	<p>General Video 1 Comments: Calm voice and few stumbles through her speech.</p> <p>She seems likeable and more likely to be above average. Someone in her position and with her expertise would not likely phone <u>it</u> in.</p>	<p>General Video 2 Comments: Her movement swaying in the chair seemed a bit more relaxed and approachable.</p> <p>The movement made her appear more approachable but I'm not one to go out of my way typically to seek a meeting with an online instructor.</p>	<p>LP Preference to Video 2 Comment: It seems less formal and more approachable.</p>	
11	LP	<p>General Video 1 Comment: This instructor has a pleasant demeanor and does a good job of explaining her expectations. However it is not possible to tell the answers to the questions that you were asking from this video.</p>	<p>General Video 2 Comment:</p>	<p>LP Preference to Video 2 Comment: The setting is more inviting. The delivery was warmer.</p>	
12	LP	<p>General Video 1 Comments: Her personality on the video. Her knowledge of the topic.</p>	<p>General Video 2 Comments: This video she seems more personable. She seemed more positive</p>	<p>LP Preference to Video 2 Comment: More casual</p>	
13	LP	<p>General Video 1 Comment: She seemed friendly and approachable</p>	<p>General Video 2 Comments: She seems friendly and approachable, less formal than last video.</p> <p>It was less formal, which I prefer</p>	LP	
14	LP	<p>General Video 1 Comments: She seems pleasant, cheery color shirt, pleasant tone of voice. However, all of these questions are asking for me to completely guess.</p> <p>Again, she's cheery and pleasant. Seems engaged and tries to engage on a personal level</p>	<p>General Video 2 Comment: Wiggly, eyes wandering, sounds scripted, chair moving is extremely distracting</p>	<p>HP Preference to Video 1 Comment: It was less distracting, straightforward. However, the white background is sterile and impersonal. I would also argue that video isn't even necessary. It could be written text and tighter without as much personal focus instead.</p>	<p>Additional Comment: Personal information from the professor takes our time away from focusing on content. While I like knowing an instructor as a person, when so much time is dedicated to watching videos and reading class content, videos should be NECESSARY. I would be irritated I watched a video that was all about her and had nothing a few sentences of introduction could have done instead. I cannot determine if a video is necessary to watch. I can scan a paragraph and move on in a short span of time.</p>

17	HP	<p>General Video 1 Comments: did not like the bland background. I could not get a sense of the professor</p> <p>Even though it was the same exact speech, I missed the humanity of her office</p>	<p>General Video 2 Comment: Lots of energy and enthusiasm.</p>	<p>LP Preference to Video 2 Comment: more of a sense of the person</p>	
19	HP	<p>General Video 1 Comment: Same as before Same</p>	<p>General Video 2 Comments: How can I measure her responsiveness to emails based on an introduction video?</p> <p>Having previously had Dr. Moon as an instructor it was difficult not to include my bias. However, using only the video I was left with a neutral position on most questions.</p>	<p>LP Preference to Video 2 Comment: Background showed an office which is more interesting to look at than a blank white background</p>	

APPENDIX G

INSTRUCTOR MEDIA RELEASE



Photo/Filming Subject Release

I grant permission to the Arizona Board of Regents, a body corporate, for and on behalf of Arizona State University, and its agents and employees (ASU), the absolute right to use, not use, reuse, publish, republish and make derivative works of, all or any part of photographs and/or motion pictures and/or voice recordings and/or written/spoken statements taken of me on the date(s) and at the location(s) listed below (the **Photos/Filming**), in any media now or hereafter known, including the internet, for the purpose set forth below, and for any related ASU purposes, including illustration, promotion, art, editorial, and advertising, without restriction.

I waive any right to inspect or approve the Photos/Filming, or any uses thereof, now or in the future, and I waive any right to royalties or other compensation arising from or related to the use of the Photos/Filming.

I release and discharge ASU of and from any claims, demands, and damages that may arise from or related to the use of the Photos/Filming, including any claims for libel or violation of any right of publicity or privacy, and including any re-use, distortion, blurring, alteration, or use in composite form. It is in the discretion of ASU to decide whether and how to use the Photos/Recordings.

This Release will be binding upon me and my heirs, legal representatives, and assigns.

Unless my parent or guardian signs where indicated on the signature lines below, I certify that I am 18 years of age or older, and I am competent to contract in my own name. I have read this Release and I fully understand the contents, meaning, and impact of this Release.

For subjects of the Photos/Filming who are under 18, this Release must be signed by both the minor subject and his/her parent or guardian. By signing, the parent or guardian attests that he/she is competent to contract in her/his own name, has read this Release, and fully understand the contents, meaning, and impact of this Release.

Date(s) of Photos/Filming: Aug. - Sept 2018

Location(s) of Photos/Filming: _____

Purpose of Photos/Filming: _____

Signature of Subject of Photos/Filming: Penelope A. Moon

Print Name of Subject of Photos/Filming: Penelope A. Moon

Parent/Guardian Signature and Print Name: N/A

(Parent or Guardian must sign only if Subject of Photos/Recordings is under 18)

Date Signed: 8.21.18

Mailing Addresses of all signatories: 975 S. Myrtle Ave PO Box 4302 Tempe, AZ

Emails of all signatories: penelope.moon@asu.edu

Name of ASU Photographer/Filmer: _____

85287-
4302

APPENDIX H

INSTRUCTOR PARTICIPATION CONSENT

Instructor Consent Form

Title of research study:

Producing Positive Perceptions: Effects of Video Production in Instructor Introduction Videos on Student Perceptions

Investigator:

My name is Cori Lomonte and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am currently conducting a research study on student perceptions of instructor introduction videos in online courses.

Why am I being invited to take part in a research study?

We invite you to take part in a research study as an instructor at Arizona State University to share your experiences with online courses and instructor introduction videos.

Why is this research being done?

This research is being done to better understand the relationship between student perceptions of instructors and instructor introduction videos as well as the influence of video production styles on student perceptions.

What are the procedures and how long will the research last?

The research period will take place through Summer and Fall of 2018. You will be asked to participate in an audio recorded interview with the researchers, lasting approximately 1 hour.

You will also be provided with a set of guidelines and a rubric in order to produce two brief (5 minutes or less for each) introduction videos using two different production formats. One video will be produced in the School's studio. The other video will be produced in your office. These videos will be analyzed by the research team using a rubric that will be provided to you along with the guidelines prior to production. These results will be made available to you.

Final production of the videos will also be available to other participants as a part of the study. The other participants will include current students and alumni. They will be asked to view and rate the videos on several dimensions.

How many people will be studied?

We expect up to 300 individuals may participate in this study.

What happens if I say yes, but I change my mind later?

You can leave the research at any time it will not be held against you.

Will being in this study help me in any way?

We cannot promise any benefits to you or others from your taking part in this research. However, possible benefits include helping to inform and improve the online student experience.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information for research purposes. The results of this study may be used in reports, presentations or publications.

The recording and the transcript of the interview will not be made available for anyone outside the research team, however a summary of findings in relation to the interview and the rest of the study may be included in the study.

Video data, in the final format submitted to the research team, will be available to other participants of the study. Study participants will be asked to view the videos and complete a survey about their experiences and feedback watching the videos.

Your name, professional title and any other information you choose to share in the videos may be seen by the other participants in this study.

The videos you produce will be evaluated by the research team based on a set of guidelines and a rubric that will be provided to you prior to the production of the videos.

Who can I talk to?

If you have any questions concerning this study to develop a questionnaire, please contact Cori Lomonte at Cori.Lomonte@asu.edu or Kathleen.Puckett@asu.edu. This research has been reviewed and approved by the Social Behavioral IRB. You may talk to them at (480) 965-6788 or by email at research.integrity@asu.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

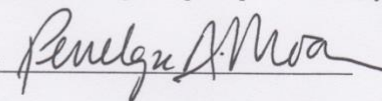
Thank you for your time and consideration of this survey request.

Sincerely,

Cori Lomonte, Doctoral Student
Educational Leadership & Innovation EdD Program
Arizona State University | Mary Lou Fulton Teachers College
Cori.Lomonte@asu.edu

By signing this form, I agree to participate in this study.

Signature: _____



Date: _____

8.21.18

APPENDIX I
IRB APPROVAL



EXEMPTION GRANTED

Kathleen Puckett
 Division of Teacher Preparation - Polytechnic Campus
 480/727-5206
 Kathleen.Puckett@asu.edu

Dear Kathleen Puckett:

On 7/25/2018 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Producing Positive Perceptions: Effects of Video Production in Instructor Introduction Videos on Student Perceptions
Investigator:	Kathleen Puckett
IRB ID:	STUDY00008451
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Lomonte_RecruitmentLanguage.pdf, Category: Recruitment Materials; • Lomonte_StudentConsentForm(edits highlighted).pdf, Category: Other (to reflect anything not captured above); • Lomonte_InstructorConsentForm.pdf, Category: Consent Form; • Lomonte_InstructorVideoProductionGuidelines.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Lomonte_InstructorVideoProductionGuidelines_Rubric.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Lomonte_IRBv2.docx, Category: IRB Protocol; • Lomonte_InstructorInterview.pdf, Category: