Feedback from Students on Video Introductions

Video Introductions are a dynamic and effective alternative to written introductory posts. But don't take my word for it! Here's what students have said about recording video introductions instead of using the typical written post:

"Recording the introductions was more effective than writing them because it allowed us the opportunity to show personality, hear each other's voices and put a name with a face. Most other classes ask students to write something about themselves, but this method allowed for creativity and it broke up the monotonous task of having to read through several introductions. **I also liked the fact that recording a video gave students an opportunity to use technology that they may not have used before. It was good practice, especially since we are in a virtual setting."**

"I feel like the video introductions were more effective because you were able to see the person being introduced**. In past classes when we did introductions reading about someone did not give a full picture of who they were.** By doing the video introductions, you are able to actually see their face, their expressions and body language. **You also learn a lot about them based on the things in their background**. By videoing you are able to see personalities and facial expressions."

"Yes, watching the recordings helped me feel more connected to my classmates. **My entire program has been online and I feel like I have not met any of my classmates. By using the video recording, I was able to connect with them in some capacity."**

"Watching the videos made me feel more connected to my classmates. I watched each video to learn a little something about each person and when we were assigned to groups, I watched my group member's videos again in order to familiarize myself with each person prior to our practice meetings. Watching each person in their natural environment and hearing their voices took away some of the

nervousness that comes from meeting new people and working on a team project and I enjoyed having the videos as a starting point for our sessions."

"While we scheduled the introduction session to iron out any technical issues and "officially" meet one another, the videos served as a baseline for our sessions. It made me feel more connected to my fellow classmates and I believe it helped to build a supportive safe place within our practice sessions. I didn't experience difficulties when recording my video. I've had to use Kaltura in other courses for presentations so I found it simple to use."

"**Watching recordings was much more fun than reading a written biography.**"

"I feel closer after watching the recording. I learned more information about classmates' habits and working experience. I can observe members' characteristics from the recordings. For example, are they confident while recording?"

"It was easy for me to record my video. I didn't meet any issue after I watched the guideline how to use the Kaltura."

"It was effective because it provided me with a sense of who the person actually was. It allowed everyone to hear your classmate's voice on which you are communicating with weekly thru discussion boards**. I think that every online class should adopt this to make it more of a connected class.**"

"Yes, I actually enjoyed the videos and I went back to them when I would get a reply on discussion board, it helped me put a face and voice to the messages. When I was assigned my helix group I went back and listened to them as well, which made it more comfortable to head into the meeting with my group having never spoken before."

"At first I did not like the idea of videotaping but then I found it to be easier to record then to try and write an introduction and actually was able to get to know my classmates."

"I think that being able to listen to classmates in they own words made a big difference, providing that human connection to the description of each person's background and experience. **It also made for an exciting endeavor because you can pick up subtle body language behavior from the other person, which otherwise you would not be able to receive on a piece of paper."**

"I felt the video introduction helped greatly with enabling to connect the writings and interactions with their human side; I believe that there is still room for helping online students to develop the kind of connection and rapport developed by campus attending students. I believe that an added benefit to the virtual class interactions would be a real-time personal introduction to classmates, taking advantage of integration techniques such as a round-robin of sessions. It would make a difference to the virtual classroom interactions when continuing the course."

"The introduction videos from the beginning of this course were helpful in allowing me to learn more about my classmates. While I could have also learned about them through a written post, a video shows more personality**. It is possible to get a bigger glimpse of who people are when they are talking about themselves, versus when they write their introductions.** Also, with this being a class where we have to facilitate meetings virtually, it was nice to put a face to a name so that we can meet before we come together for our meeting. **I knew who to expect when going into my first group meeting."**

"The video introductions helped me learn more about my classmates by adding the personal touch to the introductions. People were able to give their 'elevator pitches' and we were able to pull from that. The videos were the perfect length, which made it easy to record and watch. I've been in classes when the video introductions are longer, and I would always limit the amount of videos I watched. I didn't have that issue this time."

"**Watching the videos of my fellow classmates was great and more expressive in terms of catching a glimpse of who they are, and it is effective in preparing for a meeting, as it prepares the facilitator on who / whom they will be meeting with ahead** "

"L**et me just start by saying that as soon as I saw the words " video intro", I instantly got butterflies**. There something about an online class that gives you comfort. No one sees you, and you don't see them, haha! However**, I ended up loving the video intro! It was great to watch all of them**. I learned about everyone's program if study, where they lived, where they were originally from and their meeting management experience. **Watching these videos also helped alleviate some of my nerves.** It was nice to see that not everyone was an expert at facilitating meetings. It was also incredibly helpful to learn about my Group 1 team members (who were all wonderful!). It was fun to go back and re-watch their videos, once the group assignments were announced. **I had never used Kaltura before.** I had a slight technical difficulty with my camera, but the system itself were very user friendly. Also, the professor's detailed instructions were incredibly helpful."

"**I think watching the recordings helped me feel more connected to the classmates because these videos can help us understand each other.**"

"The videos were far more effective than a written biography. It was nice to put a face to the name and it really helped to understand who each individual was. Often times, when reading biographies on blackboard, it's very easy to skim and not even associate **the name with the written text. I almost felt like I was in class when viewing the video intros!**"

"**It definitely helped me to feel more connected!** I felt more engaged with the discussion posts overall. When I was reading posts, I sometimes remembered the video that that particular person posted, so it made me feel more willing to read all of the posts. It also helped before connecting with the Helix team members. It was nice to get to know our team members before we presented."

"It definitely helped to get the process started. Our first meeting was not as uncomfortable since I felt like we had already met before. I would say it made the meeting go more smoothly and felt more natural."

"I did enjoy watching videos of my classmates introduce themselves. If this was a regular thing (recording an introduction instead of writing it), there may be some more familiarity, making it more comfortable. I enjoyed seeing how people spoke and their mannerisms. **Tone and body language is such a huge part of communication and it is often taken out when a task is moved to a virtual platform**."

"**I have to say it was a change, and a welcomed one. In every single class, they have asked for an introduction discussion. The videos were a nice way to see there was actually human life on the other side.** It helped to break down the nervousness of participating with classmates on future discussions and projects. It certainly made connecting with my group on the Helix presentations much more easy and fluid. **Thank you for doing something different.**"

"I'll admit I was a little skeptical of doing these video introductions, because at first pass the technology seemed a bit clunky. However, once I had posted my video and was watching those of my classmates, I came to appreciate the assignment. **All of my other classes have had written introductions, which are more comfortable to students to participate in, but don't feel as human as these videos**. I liked re-viewing them when our Helix groups were assigned, it was great to have a built-in introduction into my group before we even got on the phone and allowed me to recognize everyone's voice right off the bat. I found it took a little maneuvering to understand how the technology worked, but once I worked through it, the posting process was pretty straightforward."

"I think the introduction videos were more effective than reading a written biography because I got a chance to see how people presented themselves in the videos. Did they speak with confidence or were they quiet and laid back? **I also think they were more effective because I didn't have to read anything, you get into these classes and there's so much reading on the computer screen that it's nice to have even just a video of the introduction.**"

"The videos helped me feel more connected to my classmates because I got to see them. I also got a chance to hear their voice. I thought it was interesting to see where people recorded their videos. **I do**

most of my class work in my "comfy pants" in my office at home and it reminded me that there are other people out there doing the same thing. So, the videos helped me feel more connected to the group in that way."

"Watching the videos helped me prepare for my Helix meeting process because I had already seen what my teammates looked like so when I saw them in the meeting I already knew who everyone was."

"By watching video introductions or listening to audio recordings of classmate introductions it felt more personal. We got to get a feel for each team mates personality and gained valuable information such as their location and major."

"I watched the video recordings before reaching out to the team schedule meetings and it helped me to determine the location of each team member. It was from this that I learned my team is in the Eastern time zone whereas I'm in the Pacific time zone. I used this information to determine where I'd need to be more flexible (i.e. meeting earlier on week nights so the rest of the team didn't need to stay up late after a long day)."

"Introductions videos are a more effective way to know somebody than reading about him or discussing with people about it. **It helps you to understand the person and connect better for the future communications."**

"One distinguishing factor of the practice meetings was how connected our group became. I think that we achieved this level of communication because of the introductory videos in the discussion board thread and because we were all forced to be in the vulnerable position of facilitating."

"One opportunity that I had during the project was to **utilize video to introduce myself to my classmates** and also to participate in the team scenario meetings. I found the process to be very easy, and I felt that the individuals on my team were put at ease by my virtual presence through video. This could be due to the ability to connect with others. The use of video in virtual meetings is also powerful

way to show that we are listening to one another, and allows for a decently effective medium to portray body language and engagement."

"I thought the video introductions at the beginning of class were extremely cool. It's easy to feel disconnected in what can sometimes be a text-only learning forum, so starting out using video was fun. I enjoyed reviewing them, as well as looking back once I knew my assigned teammates. I enjoyed it especially because Todd and Ally were the ones I knew I would actually get to "meet" in this class."

"Because it was a new technology, I had to learn how to do it a little bit, but learning how to do it at the beginning was especially helpful because we used it in our meeting facilitation efforts, and I really enjoy it. I certainly support video introductions as a way to set up a pattern for success. Thanks for a wonderful class, Professor Colameta!"