Using Educational Video Technology to Influence Students' Academic Choices

Jay Sandhouse

Instructional Technologist

November 1, 2011

Florida International University

Abstract

The Office of Undergraduate Education at Florida International University (FIU) has requested a video be created that will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments. The video was shot in and around the South Florida campuses of FIU and on FIU's green screen (Chroma key) stage with animated backgrounds and logos. The cast consisted of FIU students, staff and administrators. The video was given to the Office of Undergraduate Education and placed on the FIU Academic Advising Center Facebook page. During freshmen orientation, students were encouraged to watch the video later that day and come back with questions regarding the FIG program the following day at orientation.

The focus of this research is to show that the use of educational video technology on social media, specifically Facebook, can be a valuable tool in assisting college and university students in the area of academic advising. The research is based on Astin's Theory of Student Involvement, which states that the greater a student's involvement in college, the greater will be the amount of student learning and personal development (Astin, 1985). As college and university students are relying on the Internet to make connections with other people every day, they are placing an increasing demand on their academic institutions to keep up the pace.

Enrollment numbers were compared from prior summer and fall freshmen registration (with no exposure to the FIG video) versus the most current summer and fall freshmen registration (where the FIG video was first introduced). An increase in the percentage of students enrolled in FIGs for the current year versus the prior year was used as an indicator of

successful dissemination of the FIG concept via the video placed on the FIU Undergraduate Education Academic Advising Center Facebook page. The enrollment data obtained from the Office of Admissions and from the First-Year Experience Coordinator demonstrated an increase in the percentage of FTIC (First Time in College) students enrolling in FIGs for the 2011-2012 summer and fall semesters versus the same periods in the 2010-2011 academic years.

A focus group with students currently enrolled in a FIG was conducted to explore the impact the FIG video has had on the decision for the incoming freshmen to enroll in the FIG program. Student responses to the questions asked in the focus group demonstrated a belief that the video was well produced and accurately reflected the content of the FIG program. The students also demonstrated a desire to use social media in more aspects of their educational experience. The results from the focus group discussion will be used to modify the current methodology as well as evaluate the need for more video production. This study does have limitations and will require further research and evaluation.

Table of Contents

Literature Review

The Net Generation

College students are relying on the Internet to make connections with other people every day. As the Internet has developed and grown, so have the capabilities for interaction. They use the Internet and instant messaging (IM), consult Wikipedia (although technically not a reference), play online games, maintain and regularly update blogs, and download music more than individuals from any other generation (Fox & Madden, 2009; Horrigan & Rainie, 2005; Jones & Fox, 2009; Junco & Cotton, 2011; Junco & Mastrodicasa, 2007; Rainie & Tancer, 2007). Social networking sites, a group of Web sites that provide people with the opportunity to create an online profile and to share their profile with others, are a part of college students' regular daily lives (Timm, D. M., & Duven, C. J., 2008). Today's college students, the Net Generation, have incorporated technology into their everyday lives in terms of communication with others. They use the Internet, e-mail, instant messaging, blogs, and social networking websites like Facebook at rates older generations would have trouble comprehending (Junco, R., & Cole-Avent, G. A., 2008). The Net Generation is considered to be traditional-aged college students who started their academic collegiate career no earlier than 2000. Because technology plays such a prominent part in their lives, universities and colleges must focus on how to better meet and satisfy students with the "non-traditional" services they must provide (Junco, R., & Mastrodicasa, J., 2007).

Social Media

Social media are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. These technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their

students to be more active learners (Hughes 2009). A major category of social media activity is social networking. Social networking websites, such as Facebook, Twitter, and Myspace have become an integral part of U.S. college students' lives (Junco & Mastrodicasa 2007; New Media Consortium 2007; Cotton 2008).

Facebook is a social networking site that gives people an opportunity to create an online profile and then to share their profile with whomever they choose (Timm, D. M., & Duven, C. J., 2008). In addition, Facebook allows their members to create *"like"* pages, which do not require permission to join or follow. Some of the more typical users to create a like page would include colleges, universities, businesses, athletes, musicians, actors, politicians, as well as other public figures. Some of the main advantages of a like page include networking to drive customers to their business, creating a resource, creating videos to promote an individual or a business, creating contests that include participation, and targeting the proper demographic.   For individuals or groups who are often in the public spotlight, a like page is an excellent vehicle for their fans to follow them, without the individual or group having the responsibility of responding back (if they choose).

Facebook currently has more than 400 million active users, with fifty percent of those active users logging onto the site in any given day (Facebook, 2010). Over eighty-five percent of four-year college and university students currently use Facebook (Facebook, 2008). Among its many features, Facebook integrates personal pages (static pages within a template), instant messaging, wall posts (asynchronous chats), picture and video uploading, news feeds and blogs (Heiberger, G., & Harper, R., 2008). A blog is simply a web log, or a journal-style website. These blogs are organized in reverse chronological order. Blogs can be created very quickly and with very little technical savvy. They are very easy to personalize and to update. Blogs are a

convenient way for instructors to post announcements, facilitate discussions and link to class resources. For the academic advisor, it can be used as an administrative tool (Nackerud, S., & Scaletta, K., 2008).

One of the advantages of using Facebook over other social media sites is the ease of posting videos. Facebook does not require an additional third-party application such as You Tube or Vimeo to upload videos to your page (Facebook, 2011). Facebook uses Adobe Flash Player 10, which delivers high-impact, rich Web content. Designs, animation, and application user interfaces are deployed immediately across all browsers and platforms, attracting and engaging users with a rich Web experience (Adobe, 2011).

Although Facebook has been the most popular social networking site for American college students to this point, educators have been more willing to try to integrate Twitter as part of the learning process (Grosseck & Holotescu 2009; Rankin 2009; Ebner et al. 2010; Schroeder et al. 2010). Twitter is a real-time information network that connects people to information they find interesting or compelling. With currently over 200 million users (Twitter, 2011), Twitter incorporates *Microblogging,* which is a new form of blogging that lets the users publish online brief text updates, up to 140 characters (Grosseck & Holotescu 2009). These posts, referred to as *Tweets*, can be accessed and edited on line, or sent as SMS (Short Message Service) using a cell phone application, email or instant messaging. Students use Twitter to communicate, to ask questions, and to validate open-ended interpretations or ideas by discussing with others (Grosseck & Holotescu 2009).

When Twitter use has been encouraged as part of a course, students become motivated to engage with both professor and peers (Junco et al., 2011). Twitter can be used to generate interaction in an online course or used to supplement a face-to-face course. In both

environments, Twitter allows the instructor to develop a social presence among students and the faculty member (Rinaldo, S. B., Tapp, S., & Laverie, D. A., 2011).

Sportscasters can be frequently found on Twitter, especially during a live sporting event. In addition, other famous celebrities such as athletes, musicians, actors and politicians often will be found Tweeting during specific times of the day. They will actually encourage their followers to participate in real time discussions or answering questions.

A major difference between Twitter and Facebook is that Twitter is more of an in the now social media. Pictures and videos can be posted to Twitter in the form of a link, and thus must incorporate third-party applications. With Facebook having a static wall for its posts, it is easier for the student to go back and retrieve posts, photos and videos that may be put up by their professors or academic advisors.

Myspace is another social networking site for college students, which currently ranks 91st in total web traffic (Myspace, 2011). Myspace was launched in 2003 as an alternative to existing social networking sites, attracting an audience of users in their twenties and thirties. Soon after, it became popular with younger users. Myspace is very similar to Facebook in the way that it works. Their users post profiles and can invite others to be part of their networks. In addition, users on Myspace can also join groups and connect to their favorite national, local or unsigned musical artists and groups (Junco, R., and Mastrodicasa, J., 2007). The success of the site has come from word of mouth rather than traditional advertising. This is a phenomenon last seen when MTV arrived on the scene (Norris, 2006).

As college students moved their attention to Facebook, Myspace has been predominately taken over by the music industry. Myspace has enabled a number of little known bands to reach larger audiences that otherwise would have not been possible. Some of these bands (Fall Out

Boy, Click Five, Dashboard Confessional and the All-American Rejects) have obtained major record deals by having friends connect to them and spread the word on Myspace (Junco, R., and Mastrodicasa, J., 2007). This has certainly become a welcome addition in a declining music industry.

There are three major differences between Facebook and Myspace. Facebook places restrictions on who can view certain profiles, whereas Myspace allows users to see everyone else's profile unless a user has turned on the privacy settings. Second, Myspace allows users to post blogs. With Facebook, you must post your blog with a hyperlink from a third-party site such as Tumblr or Blogspot. Third, Myspace allows users to customize their web pages, including colors, font styles and backgrounds. Facebook uses a standard template (Junco, R., and Mastrodicasa, J., 2007).

Technology and Education

College students rarely differentiate between real world and online communication. They often discuss how they were "talking to a friend" when they were actually referring to an online conversation. A nationwide study found that over 97% of college students owned a computer; over 94% owned a cell phone and over 90% had high-speed Internet access in their residence (Junco, R., & Cole-Avent, G. A., 2008). College students expect their respective academic institutions to use the latest technology to reach out to them, but these institutions aren't always up for the challenge (Junco, R., & Cole-Avent, G. A., 2008). Of one thousand college-bound high school juniors, Noel-Levitz (2006) found that over 70% had an interest in exchanging instant messages with an admissions counselor. Instead of embracing technology to enhance educational and social outcomes, colleges have typically focused on and reacted to the

inappropriate use of this technology, such as "chatting" with friends during class time (Junco, R., & Cole-Avent, G. A., 2008).

Growing up with unprecedented access to technology has changed the way young people, "digital natives," communicate, interact, process information, and learn (Oblinger & Oblinger, 2005; Prensky, 2001a, 2001b). Thus, many new teachers entering 21st century classrooms are digital natives teaching digital natives (Prensky, 2001a). Lei's (2009) study of a group of digital native pre-service teachers suggests that, although future teachers may hold strong positive beliefs about technology and may be proficient with a variety of software applications, they may be unable to translate this knowledge to their teaching.

Digital storytelling is the art of combining narrative with digital media such as images, sound, and video to create a short story (Robin, 2008). More than just a simple slideshow of photos set to music; digital stories interweave different media to support the art of telling a tale. The medium of digital storytelling offers tremendous opportunities for teachers to engage and assess students. By integrating visual images with written text, digital stories can be used to enhance and accelerate student comprehension (Burmark, 2004; Robin, 2008).

While digital storytelling can be an engaging way to instruct and assess students, some challenges are associated with its implementation. Although our society has become increasingly connected digitally, educators using any web-based form of instruction must be concerned about equal access for all learners, taking into consideration an individual's socioeconomic background and learning needs. While there are many different platforms for creating and sharing digital stories (e.g., iPod Touch, iPad, Blackboard, Moodle and Angel), teachers using digital storytelling for instruction must weigh the educational benefit for all students and ask themselves if all of their students will be able to access content online or benefit

equally from their presentation. While it may be valuable to offer digital stories that are culturally relevant to today's students, teachers need to ensure that all learners have equal access to the content. (Dreon, O., Kerper, R. M., & Landis, J., 2011).

Video Production

Video is a language that is set apart from the words that help guide its content. Video production uses words, but its primary content lies in the visual images that unfold on the television or computer screen. Words are essential guides, but they are not the medium's true essence. Those who excel in all aspects of video production know that words serve mostly as guidelines for the pictures and sound that make up the video's content. Video scripts can be considered blueprints for what will be on the screen and come through the actors (Shok, F., 2005). There are three major phases that take place in the production of a video: Preproduction, Production and Postproduction.

      Preproduction.

Preproduction is the preparation of all production details, which takes the idea to a script (Zettl, H., 2008). During this phase, the following tasks will take place: generating and organizing ideas, writing and presenting a proposal, preparing a budget, writing a script, selecting equipment, crew members, scouting locations (studio and field), obtaining permits and setting a final schedule (Musburger, R., 2010).

During the process of writing a video script, a visual image has to be created with thousands of people watching in mind. The nature of that audience must constantly be in the forefront of your mind and be the key to what is created (Hillard, R., 2011). Although thousands may see or hear your script, most of the audience will view the video individually or in a small

group. The purpose of any informational video, commercial or announcement is to persuade. There are five steps of persuasion that should be included in every script written for an informational video, commercial or announcement:

1. *Getting attention.* This can be accomplished by many means, including humor, a startling statement or visual, a rhetorical question, vivid description, a novel situation or a suspenseful conflict (Hillard, R., 2011). Keep in mind that most internet viewers look at the total running time of the video before they hit the play button. If you don't get your viewer's attention in the first few moments of the video, he or she will hit the stop button and leave the page.

2. *Holding attention.* Once you have gotten their attention of the viewer, you job is not finished. One effective technique is to construct a mini-drama, establishing a conflict that keeps the audience watching for the climax or resolution (Hillard, R., 2011).

3. *Creating the need.* Sometimes, your viewer may not even know a problem exists related to the function of the product or service being presented (Hillard, R., 2011). This can be accomplished subtly by implication or more directly.

4. *Satisfying the need.* Plant the idea that the problem can be solved by using the particular product or service. (Hillard, R., 2011). In some cases, the product or service has not been introduced yet, and is saved for the final step.

5. *Call to action.* It is important to finish with a strong emotional, logical and ethical appeal to motivate the audience to take action on the product or service (Hillard, R., 2011). In the case of an educational video, this will be an address, phone number and email for contact purposes.

The selection of actors (talent) is also determined in the preproduction phase. A physical requirement for talent is to have an attractive appearance. A good working definition of this is to be well groomed in a conservative fashion, have straight nicely spaced teeth and favor contact lens over glasses. The broadcast voice should be free from any regional accents, otherwise known as Standard American English (Stephenson, A., Reese, D., & Beadle, M., 2009). The most sought after delivery style is conversational. This is the ability to speak to many viewers and make it appear as if is a one-to-one discussion.

One emotional requirement that is needed for video talent is to be able to handle stress, especially if they are working under time deadlines. Since the visual element is so dominant, the biggest causes of camera panic are a dislike of one's appearance and a fear of failure (Stephenson, A., Reese, D., & Beadle, M., 2009). A primary reason for many mistakes that the talent will make is caused by split attention. They worry about thinks such as how they look, how they are standing (or sitting) and anything else imaginable. Therefore, they are no longer working at 100 percent of their potential.

The look on the face of the talent conveys a message to the audience. The goal is to appear pleasant, interested and involved. It is easy to fall into a blank expression when concentrating on what to say (Stephenson, A., Reese, D., & Beadle, M., 2009). Learning to smile is a skill unto itself.

Production.

The production phase is the actual recording of the video itself. During this phase, the producer (person who has the overall responsibility of the video production) will play host to the talent, oversee the production flow and evaluate the production (Zettl, H., 2008). Production typically takes place in a television studio or on location (or a combination of both. Electronic

Field Production (EFP) is the term used for portable video shot for non-news applications to be edited at a later date in postproduction (Medoff, N. & Tanquary, 2007).

In terms of high quality video, a high-definition television (HDTV) is preferred to a standard definition (SDTV) camera. HDTV gets its name from the fact that it can offer about three to four times as much visual information per frame as SDTV (Medoff, N. & Tanquary, 2007). This large amount of visual information puts HDTV on the same picture quality level as 35mm motion picture film. HDTV also offers a 16 X 9 horizontal format, whereas SDTV is broadcast in a 4 x 3 horizontal format (Shok, F., 2005). Video-sharing websites such as You Tube and Vimeo allow their subscribers to upload videos in HDTV, and most television networks are currently broadcasting in that format as well.

Chroma keying is a special effect that uses a specific color (chroma), as a background for the person or object that is to appear in front of the background scene (Zettl, H., 2008). In somewhat simpler terms, to key is to replace. A lime green or power blue color is often selected as the chroma key background, as it is assumed your talent will not be wearing either of these shades. During the key process, the green or blue background will be replaced with another video source without affecting the foreground object (usually the talent). The most common use of chroma key is used when the weathercaster appears to be standing in front of the weather map. Chroma keying is extremely useful during EFP productions, especially if the talent is not able to stand directly in front of the desired background scene (Zettl, H., 2008). Using chroma keying also allows you to better control your environment, such as ambient sound, extreme weather and lighting. A disadvantage to chroma keying is that if your lighting is not perfect, you will not get a clean key (the green or blue background will not be totally removed) and the scene will look phony.

Postproduction.

The postproduction phase includes any activity that occurs after the production (Zettl, H., 2008). This typically includes editing (both video and audio), the creation of graphics and outputting the project to various file formats for later use. Nonlinear editing is done exclusively on a computer. The video that is shot (either on tape or on memory cards in the camera) is input into the editing software. You can then call up particular video or audio clips to create a desired sequence. The editing software also provides an array of electronic effects and transitions, including chroma keying (Wohl, M., 2007).

Although there are many choices for editing software, there are three programs in particular that are used by most professionals and students: Final Cut Pro, Adobe Premiere Pro and Avid. Final Cut Pro is a program developed by Apple and is exclusive to Mac personal computers (Apple, 2011). At the present time, Final Cut Pro is the most popular editing software program, as most professionals prefer to edit on a Mac. Adobe Premiere Pro can be purchased as part of the Adobe Master Collection (video and graphics package), or as a standalone (Adobe, 2011). Adobe Premiere Pro is available for both Mac and PC. Avid has been around longer than either Final Cut Pro or Adobe Premiere Pro, and at one point could be found in almost every edit facility; the company has won hundreds of awards (Avid, 2011). However, Avid products are extremely expensive compared to Final Cut Pro and Adobe Premiere Pro, which has caused the company to lose popularity among newer editors.

Graphics are visuals specifically created to give information or to enhance the visual aspect of the video (Zettl, H., 2008). The most common type of graphic is text (names, addresses, phone numbers, websites, email, etc.). A graphic can also be a university of business logo, a graph, a chart, or a background image. Adobe Photoshop is the most popular and

recognizable name in graphics. Photoshop allows you to create graphics with multiple layers, remove unwanted items from pictures, create text and incorporate color correction (Adobe, 2011). In an effort to save time and money, many editors will purchase both still and animated background graphic packages like Digital Juice, rather than creating them in Photoshop (Digital Juice, 2011).

Audio editing and mixing is also done in postproduction. Many editors will purchase a royalty-free music library to use as a music bed in their video projects. A music bed is an audio track of music integrated into a production to enhance both the enjoyment and the success (Musburger, R., 2010). Audio editing software programs range from free downloads to over 10,000 dollars. Adobe Addition is bundled into the Adobe Master Collection to interface with Adobe Premiere Pro, and can also be purchased separately (Adobe, 2011). Pro Tools is a top of the line audio software package used by many recording artists in the music and entertainment industry (Avid, 2011).

Need/Purpose/Rationale

Need

The Office of Undergraduate Education of Florida International University (FIU) has requested a video be created that will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments. Students who start in the summer semester stay together for all three classes they take. Students who start in the fall semester can take up to five classes, in which they will share three of those classes if they enroll in a FIG. FIGs meet the *into-major* requirements that students will need to fulfill

their University Core Curriculum (the first 36 general education credits) for their intended majors.

The video will be shot in and around the South Florida campuses of FIU and on FIU's green screen (Chroma key) stage with animated backgrounds and logos. The cast will consist of FIU students and administrators. The video will be given to the Office of Undergraduate Education to be placed on the FIU Undergraduate Education Academic Advising Center Facebook page.

Purpose

The objective of this project is to show that the use of social media (specifically Facebook) and educational video technology can be valuable tools in assisting college and university students in the area of academic advising. This project comes at a perfect time, as Facebook has recently launched a joint venture with Skype (a software application that allows users to make video calls over the internet) called Facebook Video Calling. The use of Facebook for academic advising purposes will be a valuable tool for creating student awareness. This hypothesis is based on Astin's Theory of Student Involvement (Astin, A. W., 1985). Astin's student involvement theory has five basic postulates:

1. Involvement refers to the investment of physical and psychological energy in various *"objects."* The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).

2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifest different degrees of involvement in different objects at different times.

3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in, say, academic work can be measured quantitatively (how many hours the student spends studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream)?

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of an educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (p. 136).

According to this theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development (Astin, 1985).

As college and university students are relying on the Internet to make connections with other people every day, they are placing an increasing demand on their academic institutions to keep up the pace.

The video will fill the following academic advisement needs at FIU:

▪ The video will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments.

▪ Research done by FIU has shown that incoming freshmen students that participate in FIGs are more successful socially and academically as students at FIU. Increasing the

number of students participating in FIGs at FIU is intended to enhance the students' experiences at FIU and improve student learning.

- Increased enrollment in FIGs should help to reduce the occurrence of typical problems freshmen students experience and should help to decrease the demand and workload necessary for the Academic Advising Center.

- By making the video available to be shown on the FIU Undergraduate Education Academic Advising Center Facebook page, student awareness of the FIGs will be increased along with the chances incoming freshmen will choose to join a FIG.

- Failure to reach out to incoming freshmen as a group on Facebook will result in the Academic Advising Center having to address the FIG opportunity with students one-by-one as they come in for advisement. This may result in lower enrollment in FIGs than could be achieved by more organized messaging targeting freshmen as a group.

Rationale

Today's traditional-aged college students have never known a time when personal computers did not exist. This growing technology has helped shape their lives in the areas of friendship, shopping, music, video, research and writing skills. Technology has also played a prominent role in the selection of which college or university to attend (Noel-Levitz, 2006). These students expect the level of customer service from their respective colleges to be on par with that provided on the Web. Unfortunately, most higher education institutions are lagging behind in regard to their use of technology. Also, as the student population grows, the number of academic advisors typically does not grow proportionately as resources continue to shrink at colleges and universities. Factor in additional obstacles such as student work schedules, limited advisor appointment availability, and the value students place on the need for individual

advising, today's academic advisors are challenged to reach out to students through the virtual world in which they spend so much time (Junco, R., & Mastrodicasa, J., 2007).

The expected impact of the completion and use of this video on Facebook would be that more students would sign up for First-Year Interest Groups. It will be necessary to ensure that faculty and facilities are available for the increase in student numbers signed up for these programs.

Academic advising is one of the most important and influential ways that can connect a college student (especially a first year student) to the institution (Junco, R., & Mastrodicasa, J., 2007). Academic advisors help to guide students in terms of their educational careers as well as their individual decision making. This is accomplished by exploring the values, interests and abilities of the students. This can be extremely challenging because of the high involvement parents have on their Net Generation children (considered to be traditional-aged college students who started their academic collegiate career no earlier than 2000). The influence that parents have in terms of goal setting can often intimidate students, and thus hamper the progress of students in the areas of decision making and critical thinking skills. One of the more important components of academic advising is repetition. Institutional policies and deadlines are two examples of the kind of information that must be reinforced, since many students may be hoping for exemptions on these policies (taking an *easier to get forgiveness than permission* approach). Because the Net Generation is using technology at a vastly increasing rate, academic advisors must be prepared to communicate in some non-traditional ways, which embrace technology (Junco, R., & Mastrodicasa, J., 2007). College students are less interested in using email and more interested in real-time communication vehicles such as texting, video and instant messaging (IM) (Cotten, S. R., 2008). In addition, academic advising has been perceived as one

of the weakest areas in terms of student services; according to Astin (1985), undergraduates are more likely to be dissatisfied with one-on-one services like advisement, career counseling, and financial aid than with many other aspects of their college life.

Florida International University (FIU) is a leader in the use of web-based resources in its process of enrollment of potential students. They also have the ability to assess the effectiveness of the website content. FIU has implemented Panther Chat, a new IM service that allows students to communicate with registration, admissions and financial aid. Students have the option to receive a transcript of their conversation and complete a satisfaction survey (Salas, G., & Alexander, J. S., 2008). In 2009, FIU created and filled the position of Instructional Technologist in their Office of Undergraduate Education. This position is responsible for the planning and effective implementation of technology tools to enhance the learning experience of undergraduate students as it directly relates to academic advising, student progress and development by:

1. Encouraging academic advising activities that take advantage of computer networking capabilities, specifically using internet resources.

2. Evaluating and implementing use of new instructional technology resources including software, web sites, etc.

3. Developing training materials and delivering training sessions on use of instructional technology tools in academic advising.

4. Demonstrating and training advisors/student communities on the use of developed technological tools.

5. Making continuous improvements in processes, techniques, and procedures related to advising and instructional technologies.

6. Making recommendations to the Dean of Undergraduate Education on matters of

instructional technology directly related to academic advising and student retention.

For instance, webcams have been installed in the computers of all academic advisors. This enables the advisors to connect to their students when it may not be physically possible for the students to see the advisor in person (e.g. if a student is out of the state and is on academic probation, it is mandatory that he or she speaks with an advisor prior to registration), or simply for student convenience. Additionally, videos have been created and placed on the FIU website and various social media sites to inform and educate students in such areas as surviving their first year, frequently asked questions, math help for first generation students and the Center for Academic Success.

The Instructional Technologist at FIU has created a Facebook page for the Academic Advising Center, which currently has over 1,560 followers (Facebook, 2011). College students are on the road to becoming adults. Facebook gives them the opportunity to learn and select programs and services that may be beneficial to them. Pages such as the one for the FIU Academic Advising Center also help them prioritize and manage their time wisely, as well as exploring the many options available to them on their campus. As colleges prepare to segue from the traditional to the modern, technology must be embraced, or it will pass them by. Facebook can be a tool for students to be more engaged with their academic advisors on the road of achieving educational excellence.

Methodology

Project Initiation

Development.

This phase considers the possibilities for approaching the project opportunity, starting with evaluation and recommendations. Once a course of action is decided upon (a video production), the project team (consisting at this point of the project sponsors from FIU Office of Undergraduate Education, the project manager, and the project manager's assistant) conduct the following standard PMBOK (Project Management Body of Knowledge) procedures to define and prep the project. The goal of this phase is the delivery and approval of the POS (Project Overview Statement). The preliminary budget is determined to be $2,000. The budget is defined as funds that will be spent over and above any labor cost generated by the initial project team defined above. These are FIU employees and labor costs incurred by these employees while executing school projects are considered sunk costs and not itemized on a per-project basis. The budget funds are targeted for expenditure to the outside video production company vendor.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, and the project manager's assistant.

Initiation.

1. Evaluation & Recommendations

2. Develop COS (Conditions of Satisfaction)

3. Develop Scope Statement

- Requirements Breakdown Structure

- Video Contains Sponsors' Content/Copy Points

- Broadcast Quality HD Video, Audio, Editing, Music & Graphics

- Talent cast includes select FIU students, faculty, staff, & administrators

  - Talent performances are professional

- Locations are shot on FIU campus

- Graphics contain FIU school colors

- Video is four to five minutes long

4. Develop POS (Project Overview Statement)

5. Develop Preliminary Budget

6. Deliverable: Submit POS

7. Project Sponsor Reviews POS

8. Milestone: POS Approval

Planning

Development.

This phase adds an outside vendor video production company to the project team and plans the tasks and objectives for executing the project, including script, cast, locations, equipment, shooting schedule, post-production schedule, risk assessment & management, and project control. The purpose of this phase is to organize and prepare the project for moving forward. The decisions made here will enable and facilitate subsequent actions taken to complete the project. This organizational phase is critical to ensure an efficient and successful video production resulting in fully meeting the clients' needs on time and within budget.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor).

Budget.

Two-Thousand dollars. Blue Cat Media Group has agreed to take on the FIG video production job on a flat-fee basis. This includes any labor, materials, fees, talent costs, or other expenses required to complete the production.

Pre-Production.

1. Request Script Copy/Content Points from Project Sponsor

2. Determine Project Team

   - Select outside production company

3. Project Team Kickoff Meeting

4. Develop Pre-Production Plan

   - Include Risk Assessment & Management Plan

   - Develop Shooting Script Draft (incorporate Script Copy/Content   Points from Project Sponsor)

   - Deliverable: Submit Shooting Script Draft

   - Project Sponsor Reviews Shooting Script Draft

   - Shooting Script Signed/Approved

   - Location Scouting with Photos (include studio location)

   - Deliverable: Submit Location Choices List with Photos

- Project Sponsor Reviews Location Choices List with Photos

- Location Choices List Signed/Approved

- Develop Production Schedule

- Deliverable: Submit Production Schedule Draft

- Project Sponsor Reviews Production Schedule Draft

- Production Schedule Signed/Approved

- Develop Casting List with Video/Photos

- Deliverable: Submit Casting List with Video/Photos

- Project Sponsor Reviews Casting List with Video/Photos

- Casting Choices List Signed/Approved

- Revise Preliminary Budget

- Deliverable: Submit Pre-Production Plan

- Milestone: Pre-Production Plan Approval

Execution Pt. 1

Development.

Following the kick-off meeting (which is used as a final, pre-production step to ensure the production team is on the same page), the production phase of creating a video is where the video is directed and shot. This involves directing and recording the talent cast in pre-production while at the approved locations, using the agreed upon script. The result is the lion's share of the raw video material needed to edit the final deliverable together. To assist with speedy approval of the material shot, a sponsor or sponsors' representative is often present during production.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, microphones, and accessories).

Production.

1. Production Kickoff Meeting

2. Shoot Video (Project Sponsor present at shoot)

3. Deliverable: Submit Video Raw Footage

4. Project Sponsor Reviews Video Raw Footage

5. Video Raw Footage Signed/Approved

6. Milestone: Production Approval

Execution Pt. 2

Development.

In this phase of the project, the deliverable produced on the production phase is put together into the final video deliverable. Post-production has several stages which result in deliverables that must be approved by the sponsor. Each of the deliverables (music, graphics, rough draft edit) is a portion of the final video and the pieces are assembled to complete the final edit of the video product. This piecemeal approach is actually the most efficient, as it allows feedback and input from the sponsor at key stages of the work so changes can be made on-the-fly during the work process and not after the fact, resulting in an approved final product that meets sponsor specs because sponsor input was used throughout its creation.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, mics, music library, graphics library and accessories).

Post-Production.

1. Catalog and Ingest Raw Footage for Editing

2. Develop Rough Cut Edit

3. Deliverable: Submit Rough Cut Edit

4. Project Sponsor Reviews Rough Cut Edit

5. Rough Cut Edit Signed/Approved

6. Develop Graphics Prototypes

7. Deliverable: Submit Graphics Prototypes

8. Project Sponsor Reviews Graphics Prototypes

9. Graphics Prototypes Signed/Approved

10. Develop Music List with Samples

11. Deliverable: Submit Music List with Samples

12. Project Sponsor Reviews Music List with Samples

13. Music List Signed/Approved

14. Develop Final Cut Edit

    - Add Graphics

    - Add Music

15. Deliverable: Submit Final Cut Edit

16. Project Sponsor Reviews Final Cut Edit

17. Final Cut Edit Signed/Approved

18. Develop Final Cut Edit Output in Presentation Formats

19. Deliverable: Submit Final Cut Edit Output in Presentation Formats

20. Milestone: Post-Production Approval

Project Control

Development.

Video productions are usually tracked by using a daily production report filled out and completed by the producer or production manager; in this case, that individual is also the project manager. Production reports can be forms that contain spaces for tracking daily labor (who worked, how long on what), and notes on what was produced (what part of the script or shooting schedule was completed, what location and talent where booked, how much video footage was shot, what graphics or rough edit was completed, etc.). It also has a section for tracking the work completed vs. the schedule, and for noting milestones reached and problems encountered and solved. You could think of each daily production report as a systematic daily diary of each day of the production. This process is standard in video and film productions and starts on day one of the project and carries through until the last day of the project. Initially, Blue Cat Media Group is not an available resource for the control phase, but their input is later essential for generation of production reports used to monitor and control the pre-pro, production, and post-production phases.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, microphones, and accessories).

Control

1. Production Plan Management

2. Production Status Meetings

    - Deliverable: Daily Production Reports

3. Risk Management

4. Update Production Plan

Project Closeout

Development.

This is the final wrap up of the video production and the project. Receipts and invoices paid are compared against the allocated budget and the proposed schedule is compared against the actual schedule using the daily production report records. Lessons learned is a summary narrative provided by the project manager along with any input from the project team, including the sponsors. Files, records, and the media containing the final produced video are prepared for archiving both physically and electronically.

Resources.

FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, microphones, and accessories).

Closeout.

1. Audit Budget vs. Expenses

2. Document Lessons Learned

3. Update Files/Records

4. Archive Media Files/Documents

Data Analysis

Enrollment numbers will be obtained from the Office of Admissions and from the First-Year Experience Coordinator. The enrollment numbers from prior summer and fall freshmen registration (with no exposure to the FIG video) will be compared to the most current summer and fall freshmen registration (where the FIG video was first introduced). An increase in the percentage of students enrolled in FIGs for the current year versus the prior year will be used as an indicator of successful dissemination of the FIG concept via the video placed on the FIU Undergraduate Education Academic Advising Center Facebook page.

An invitation will be extended to conduct a focus group in a regularly scheduled class (First-Year Experience Seminar) with students to explore the impact the FIG video has had on the decision for the incoming freshmen to participate in a FIG. First-Year Experience Seminar is a required course for all incoming freshmen; for these students, it is also a part of their FIG. The focus group will be videotaped to ensure all of the information is captured. None of the students' identities will be disclosed. Additionally, the First-Year Experience Coordinator will be taking notes. To answer the research questions, the following questions will be used:

1. Were the students aware of the FIG program prior to seeing the video? If yes, how and when.

- This question will be used to see what other vehicles of communication may be used to get information across.

2. Could the student easily understand the explanation of the FIG concept in the video?

- This question addresses the production value of the video itself.

3. Did the video influence the decision of the student to join a FIG? If so, how.

- This question will be used to evaluate the effectiveness of the video and the message it promotes.

4. Was the video's explanation reflective of the actual content of the FIG? If no, why not.

- This question addresses the actual content of both the video and the FIG itself. In other words, did the video deliver the goods?

5. After seeing this video, are the students receptive to receiving college information through Facebook and other social media?

- This question will help to better identify if reaching out through other social media sites is warranted.

The results will be analyzed for common themes developed post hoc. The results from this focus group session may be used to modify the current methodology as well as evaluate the need for more video production.

Data and Results

FIG Enrollment Numbers

Enrollment numbers for incoming freshmen who were signed up and placed in a FIG were obtained from the Office of Admissions and from the First-Year Experience Coordinator. The enrollment numbers from summer and fall freshmen registration in the year 2010 (with no exposure to the FIG video) are compared to the most current summer and fall freshmen registration (where the FIG video was first introduced). The results are depicted in Table 1.

Table 1

First time in college students who have enrolled in FIGs

Term	Total FTIC (First Time in College)	# of Students in FIGs	% of Total FTIC enrolled in FIGS	Difference 2011 - 2010
Fall 2011	2,293	874	38.1%	12.3%
Fall 2010	2,160	557	25.8%	
Summer 2011	1,789	1,288	72.0%	11.7%
Summer 2010	1,513	912	60.3%	
Total 2011	4,082	2,162	53.0%	13.0%
Total 2010	3,673	1,469	40.0%	

Focus Group

The focus group was conducted in a regularly scheduled class entitled First-Year Experience Seminar. The course is required for all incoming freshmen; for these students, it was also part of their selected FIG. The purpose of the focus group was explained to the students prior to the start. They were told that videotaping of the focus group would be taking place to ensure that all of the information was captured, but none of their identities would be disclosed.

The instructor of the course and the First-Year Experience Coordinator were also present to take notes (to compare with the transcript of the video). The students were observed to be enthusiastic to participate in the focus group, as they were told that the regularly scheduled assignment for that day would be postponed to a later date. In addition, candy was disbursed to the students prior to the start of the focus group in an effort to help increase their already positive dispositions. All 17 students enrolled in the course were present for the focus group. One student was not currently enrolled in a FIG. She was not able to join a FIG due to a scheduling conflict, and was added into this section just prior to the start of the semester.

The students were asked if they remembered seeing the video. During the first day of freshmen orientation, the academic advisors ask the incoming freshmen to like the FIU Undergraduate Education Academic Advising Center Facebook page (they actually pause and wait for the students to do this on their cell phones or laptop computers). They are then instructed to watch the videos on the Facebook page and encourage them to ask questions on their second day of orientation; this is when the students are registered by their academic advisors. Twelve of the students (70.6%) remembered seeing the video, with the other 5 students (29.4%) could not remember with any certainty. The video was then played to refresh their memories, after which, the remaining five students remembered seeing the video on Facebook.

Question One.

The first question posed to the students was whether they were aware of the FIG program prior to seeing the video. If they answered yes, the follow up question was when and where they heard of the program. This question was asked to see what other vehicles of communication may be used to get information across. Fifteen students (88.2%) responded that they were not

familiar with the FIG program prior to orientation. The two students who responded yes (11.8%) answered as follows:

- "One of my friends took a FIG during the summer and told me about it. They really liked it, so I decided to do it."

- "I had friends that came in summer, so they told me about it."

Question Two.

The second question asked was if the students could easily understand the explanation of the FIG concept in the video. This question was designed to evaluate the actual production value of the video itself. Positive responses by the students would likely be attributable to the author's expertise as a television producer for the past 27 years. All 17 students (100%) said that they could easily understand the FIG concept, and words like clear, concise, and entertaining were used to best describe the video. Some of the selected responses were as follows:

- "I loved the fact that the video was so upbeat; it made it really easy to understand the FIG concept."

- "It seemed obvious that it took a long time to complete the video."

- "I've seen videos from other schools, and they were nowhere as good as this."

- "I watched the video with my mom and dad, and they wanted to join a FIG."

Question Three.

The third question asked the students if the video influenced their decision to join a FIG. If they answered yes, the follow up question was how the video influenced their decision. This question was designed to evaluate both the effectiveness of the video and the message it promotes. The majority of the class felt they may have enrolled in a FIG either way, but they could not say with absolute certainty. They stated that the video did give them the confidence

they were making the right decision in joining a FIG. Some of the selected responses were as follows:

- "Before choosing my classes, I was aware of the FIG situation, and I really liked the concept of having three classes with the same group of people. I really wanted to keep the idea of high school and see the same group of people in my classes. The video really reinforced that decision."

- "When I saw the video, I actually liked the fact that you had different perspectives on a FIG, how you had somebody saying they really loved the FIG. It really caught me because it was so persuasive; it told me I was going to get better grades, they're going to be there for me and help me create bonds. That's what made me go into the FIG."

- "The fact that you had students in the video that came across sincere, as opposed to people who just worked in the school, made a big difference to me."

- "I don't think the video would have had the same impact if the students weren't in there."

- "The students seemed genuine, and that they were not told what to say."

- "It was one thing to hear the people at orientation talk about FIGs, but after seeing the video, wow; that's what really sold me."

Question Four.

The fourth question asked was if the video's explanation of the FIG was reflective of the actual content of the FIG itself. In essence, did the video deliver the goods? If they answered no, the follow up question was why not. This question was designed to address the actual

content of both the video and the FIG program itself. Initially, 15 of the 16 students currently

enrolled in a FIG answered yes (94%). Some of the selected responses included:

- "I don't think I got to know all of these people in my FIG as well as the video said

  that I would get to know them. I don't know everyone's name, maybe just five to

  six of them. I don't make contact with everybody here. When we are in our other

  classes, there are not just these 25, but there are more people. I've made friends

  with some of them also."

  o Another student rebuffed this comment by stating: "But doesn't the fact

    that you see the same faces in three of your classes give you the comfort

    level that if you were to study with us in this class, that it would be easier

    to join our study group in the other classes?" She replied by saying that

    "Yes, I guess I have that comfort that if I miss a homework assignment

    that he is in my class and he's in my next class and I can ask him what I

    missed or what did the teacher lecture that day." Another student added:

    "I think it's kind of unrealistic that you could be friends with everyone in

    our FIG."

Since this discussion seemed be getting a bit spirited, a follow up question was asked: Do

you think you bonded more with the students in your FIG than you would with a student in just

one class? The entire class acknowledged the question with a response of yes. Selected

responses included:

- "Yes, I can't deny that. It's true."

  o The one female student not currently enrolled in a FIG stated that "If I

    were to have joined a FIG, I would be able to get to know more people

because of the fact that you see them more constantly, and also you would always have that someone there to tell you what you missed in case you were out. That video makes me wish I would have joined a FIG."

- "I like the FIG. I made a couple of friends. It's true you don't get to know everyone here. I guess people are still a little shy. We try to help each other as much as we can. At least with the people I know here, I can count on them. If I ask them for help, they'll be there for me."

- "I find it comforting to know that I get out of one class and say maybe we can walk together to our next class. It's easier to hang out afterwards and talk about the class. If someone doesn't have the same schedule as you, they might have to run to another class instead of staying with the group."

- "I'm a little embarrassed to say this, but I had very few friends in high school. When I watched the video, one guy at the end said something like you make friends just like that. That's all I needed to hear. I joined a FIG, and now I get to stalk the same people in all of my classes." (Lots of laughing from the class).

Question Five.

The fifth and final question presented to the focus group was whether after seeing the video, are the students receptive to receiving college information through Facebook and other social media. This question was designed to better identify if the continuation of reaching out through Facebook as well as other social media sites is warranted. Sixteen of the students (94%) responded that they would be very receptive to continuing efforts to inform and get academic advice through social media. All 17 students indicated that they check their Facebook account

more often than their FIU email account. Fourteen students (82.35%) said they check their Facebook account at least two times daily. Some of the selected responses included:

- "I have Panther Reach on my Facebook account, which is really helpful with all the activities they have around school. I know what's going on because I have Facebook for my phone. If I forget they're going to be having this activity at the Pit, and if they post it on Facebook and I check out my Facebook on my phone because I'm here at school, I'll say that I forgot about that and now I can go."

- "I think on Facebook you're just reading crap about people talking about their lives. I'm bored; I really don't care about that. I want some good information that can be beneficial towards me instead of you talking about how your life sucks. It would save me the trouble of going to outside sources; it would be right there."

- "I think it would be nice to have everything in one place. People check their Facebook constantly. They could be on top of things if alerts went out."

- "Considering how much everyone goes on Facebook, It would be nice to have a reminder every once and a while of what's going on in the school. I guess a lot of people use Facebook as a distraction from doing their homework, but if a FIU thing popped up, you would have to look into it. I think it's really useful to have it on Facebook."

- "It would be useful to a point, but if there were a lot of stuff put on there, it would just get annoying. It's useful, but it's filling up my whole wall."

- The one student who was not receptive to receiving college information through Facebook and other social media said "If I want to know more about this school, I'll just go to the website; I don't really want it on my Facebook."

A follow up question was asked regarding whether students would be receptive to posting a question to an advisor on the Academic Advising Center Facebook page. This question was geared not only toward the promptness of answering the question (knowing that advisors were monitoring the Facebook page consistently), but also being able to share the information with other students. The majority of the class said they would be receptive to this. When asked how many students have posted a question for an advisor to answer on the Academic Advising Center Facebook page, 11 of the students (64.7%) said that they had. Some of their responses included:

- "If I had that question, probably someone else had it too. By them just reading it on Facebook, it's less work for all parties concerned."

- "I was surprised how quickly I got a response to my question. There must be someone monitoring the page 24/7."

- "It seems like it takes less time to get the answer you want by posting it on Facebook."

- "I kind of feel that the pressure may be on the advisor to answer the question accurately, since so many people will be reading their response."

Discussion and Conclusions

The enrollment data in Table 1 obtained from the Office of Admissions and from the First-Year Experience Coordinator demonstrated an increase in the percentage of FTIC (First Time in College) students enrolling in FIGs for the 2011-2012 summer and fall semesters vs. the

same periods in the 2010-2011 academic years. The only known difference in the presentation of the FIG program during orientation was the introduction of the FIG video, which is housed on the Academic Advising Center Facebook page.

A disproportionate number of students are enrolled in FIGs during the summer semester versus the number of students enrolled in FIGs during the fall semester in both academic years. According to the First-Year Experience Coordinator, some of the best known reasons for incoming freshmen to enroll in a FIG during the summer semester are as follows:

1. During the summer semester, the FIG program is positioned as if it were a requirement to the students. For this reason, many of the students are under the impression they have no choice but to enroll in a FIG.

2. With less classes being offered during the summer semester due to budget cycle restrictions, the FIG program may be the only option available to incoming freshmen.

3. Freshmen entering FIU during the summer semester are only required to take three classes. Enrolling in a FIG satisfies the University's summer enrollment requirement.

4. FIGs for the summer semester are already set. With no additional classes to take, incoming freshmen merely need to see which FIG section best fits their time schedules in regard to outside obligations (work, family, etc.).

5. The FIG Coordinator personally enrolls every student into a FIG.

The First-Year Experience Coordinator went on to explain that some of the circumstances that may discourage incoming freshmen from taking a FIG during the fall semester are as follows:

1. Since the credits received from Dual Enrollment and the scores from AP (Advanced Placement) and IB (International Baccalaureate) have been confirmed, incoming freshmen may not need to take some or all of the courses offered in a FIG.

2. More scheduling conflicts occur during the fall semester because of additional options, such as availability & timing. In addition, filled classes may force incoming freshmen to seek alternative choices not offered in a FIG.

Based on the information provided by the First-Year Experience Coordinator, it would be expected that a greater percentage of students would enroll in FIGs in the summer semester as opposed to the fall semester. If all other things were equal, the percentage of incoming freshmen enrolled in a FIG would be consistent from year to year. The percentage increase from the 2011-2012 summer and fall semesters versus the same periods in the 2010-2011 academic years would support the addition of the FIG video as a likely cause.

The focus group provided insight into both the FIG program and the video. The first question assessed student knowledge of the FIG program prior to orientation and viewing the video. One of the likely avenues this knowledge would have been obtained would have been through the Guidance Departments of their high schools. Most of the students were not aware of the program prior to the formal presentations. Since it is the plan for FIU to present the program at orientation, it would not be expected that most students would be aware of FIGs prior to this time.

The second question assessed the production value of the video itself. With the cost of producing this FIG video set at $2,000, it is important to determine if shooting promotional videos for the Office of Undergraduate Education in high definition and in broadcast quality warrants the money that may be potentially spent on future productions (with an estimated

budget ranging from $1,600 to $4,000 for each video). All of the students were impressed with the finished product, which indicated an appreciation on their part for the time, effort and expense it took to complete the project. The overriding message to the author was that the video was clean, which in production terms is interpreted as clear, concise, and visually entertaining (with good shot composition, readable graphics and good audio levels). It is expected that the Office of Undergraduate Education will continue to use the FIG video to promote the program. Since the author has over 27 years of experience in the television industry, it would be expected that other departments within Undergraduate Education would seek out his expertise and earmark funds in their budgets to create promotional videos to promote their respective programs (which justifies the reason why his job was created in the first place).

The third question assessed the effectiveness the video had on influencing the students to join a FIG. The majority of the class felt that the video validated their decision to join a FIG, but could not say to what extent it influenced their decision. The effective use of student testimonials in the video had a powerful impact in their decision making. Since the students felt the testimonials were sincere and not contrived, it would be expected that the combination of both an academic advisor and a peer would be the most effective way to promote the FIG program.

The fourth question assessed that accuracy of the information contained in the FIG video in regards to the FIG program itself. All of the students felt that it was easy for them to collaborate with other students taking classes in their FIG, both in a social and an academic sense. Dependability, convenience, friendship and confidence were the terms most often used when the students were describing the benefits of joining a FIG, with bonding and friendship being the most dominant themes. As expected, since the content of the FIG video matched the

expectation level of the students in terms of the FIG program itself, the Office of Undergraduate Education and the Academic Advising Center will continue to use the video to promote the FIG program.

The fifth and final question assessed the receptiveness of the students to receiving additional college information through Facebook and other social media sites. The majority of the students were very receptive to this, as they check their Facebook accounts with more regularity than they check their FIU email accounts. The students also felt it was advantageous to post an advising question on Facebook because of the detailed, timely and accurate response. With these responses chronicled on the Facebook page for the Academic Advising Center, is the page becomes a quick reference for the students to revisit should they need to be reminded of the initial response. It is expected the Office of Undergraduate Education and the author will continue to use Facebook and other social media sites to promote the FIG program and enhance academic advisement.

Based on Astin's Theory of Student Involvement, which states that the greater the student's involvement in college, the greater will be the amount of student learning and personal development (Astin, A. W., 1985), the author concludes that the use of educational video technology played a significant role in influencing the academic choices of incoming freshmen in regards to enrolling in the FIG program. However, this study does have limitations and will require further research and evaluation:

1. The enrollment numbers for incoming freshmen who were signed up and placed in a FIG (Table 1) are only available for the 2011-2012 and 2010-2011 academic years. It was in the 2010-2011 academic year that the First-Year Experience Coordinator hired the FIG Coordinator, who was charged with keeping these

enrollment records. Attempts to collect accurate data for previous years proved unsuccessful in terms of accuracy. Careful analysis of enrollment numbers is recommended for several years to more accurately verify the gain in popularity in the FIG program and to eliminate the possibility of a one year spike in enrollment.

2. The research was limited to only one focus group. Additionally, only one person was charged with rating the content of the focus group. The recommendation here would be to conduct several focus groups with multiple evaluators in each group. Administering a questionnaire to all incoming freshmen during orientation to determine their attitudes towards social media sites (specifically Facebook), university email and academic advising is additionally recommended.

3. During the first day of freshmen orientation, the academic advisors ask the incoming freshmen to like the FIU Undergraduate Education Academic Advising Center Facebook page. The students are then encouraged to watch the FIG video later that day after orientation has ended. Although all of the students in the focus group had seen the video on Facebook, the likelihood that all the students at orientation will see the video is reduced when they walk out the door. The recommendation here is to view the FIG video during freshmen orientation. The video can be embedded into the PowerPoint that the First-Year Experience Coordinator shows during the orientation. Although there is no guarantee that all incoming freshmen will see the video (not attending orientation, leaving the room during the presentation, etc.) the likelihood that most students will see the video will be increased.

4. Although the students in the focus group were very receptive to getting supplemental academic advising through Facebook, this study was isolated on this one specific social media site. The recommendation would be for the Academic Advising Center to communicate to the students through additional social media sites such as Twitter, and to create accounts to place their videos on You Tube and Vimeo.   The videos should also be embedded on the various web pages for the Office of Undergraduate Education, which offers a more traditional venue to see the videos.

References

Adobe (2011). Retrieved from

http://success.adobe.com/en/na/sem/products/creativesuite/mastercollection.html?kw=p&

sdid=FNUEK&skwcid=TC|22178|adobe%20master%20collection||S|b|6391278280.

Apple (2011). Retrieved from http://www.apple.com/finalcutpro/top-features/.

Astin, A. W. (1985). In *Achieving educational excellence*. The Jossey-Bass higher education

series. San Francisco, CA: Jossey-Bass (6th edition change).

Avid (2011). Retrieved from http://www.avid.com/US/products/family/.

Burmark, L. (2004). Visual presentations that prompt, flash & transform. *Media and Methods*,

40(6), 4–5.

Cotten, S. R. (2008). Students' technology use and the impacts on well-being. *New Directions

for Student Services*. (124), 55-70.

Digital Juice (2011). Retrieved from http://www.digitaljuice.com/.

Dreon, O., Kerper, R. M., & Landis, J. (2011). Digital Storytelling: A Tool for Teaching and

Learning in the YouTube Generation. *Middle School Journal*. 42(5), 4-9.

Ebner M., Lienhardt C., Rohs M. & Meyer I. (2010) Microblogs in higher education – a chance

to facilitate informal and process-oriented learning. *Computers & Education 55*, 92–100.

Facebook (2011). Retrieved from https://www.facebook.com/facebook?sk=info.

Fox, S., & Madden, M. (2005). *Generations online. Data memo*. Washington, DC: Pew Internet

      and American Life Project. Retrieved from http:// www.

      pewinternet.org/~/media//Files/Reports/2006/PIP_Generations_Memo.pdf.pdf

Grosseck G. & Holotescu C. (2009) *Can we use Twitter for educational activities?* Proceedings

      of the 4th International Scientific Conference: eLearning and Software for Education,

      Bucharest, Romania. Available at http://adlunap.ro/eLSE_publications/papers/2008/015.-

      697.1.Grosseck%20Gabriela-Can%20we%20use.pdf

Horrigan, J., & Rainie, L. (2005). *Internet: The Mainstreaming of online Life. Trends*

      2005.Washington, DC: Pew Internet and American Life Project. Retrieved

      from http://www.pewinternet.org/ ~/media//Files/Reports/2005/

      Internet_Status_2005.pdf.pdf

Heiberger, G., & Harper, R. (2008). Have you Facebooked Astin lately? Using technology to

      increase student involvement. *New Directions for Student Services*. (124), 19-35.

Hilliard, R. (2011). *Writing for Television, Radio, and New Media.* Wadsworth Publishing.

      Belmont, CA.

Hughes A. (2009). *Higher education in a Web 2.0 world.* JISC Report. Available at:

      http://www.jisc.ac.uk/media/documents/publications/heweb20rptv1.pdf

Jones, S., & Fox, S. (2009). *Generations online in 2009*. Washington, DC: Pew Internet and

American Life Project. Retrieved from

http://www.pewinternet.org/~/media//Files/Reports/2009/PIP_Generations_2009.pdf

Junco, R., & Cole-Avent, G. A. (2008). An introduction to technologies commonly used by

college students. *New Directions for Student Services*. (124), 3-17.

Junco, R., & Cotton, S.R. (2011). Perceived academic effects of instant messaging use.

Computers & Education, 56(2), 370-378. Elsevier Ltd.

Junco, R., Heibergert, G., & Loken, E. (2011). The effect of Twitter on college student

engagement and grades. *Journal of Computer Assisted Learning, 27*, 119-132.

Junco, R., & Mastrodicasa, J. (2007). *Connecting the Net.Genration: What higher education

professionals need to know about today's students.* National Association of Student

Personnel Administrators (NASPA), Inc. Washington, D.C.

Junco, R & Timm, D. (2008). *Using Emerging Technologies to Enhance Student Engagement.*

Jossy-Bass. San Francisco, CA.

Medoff, N., & Fink, E. (2007). *Portable Video, ENG &EFP.* Focal Press. Woburn, MA.

Musburger, R. (2010). *Single-Camera Video Production.* Focal Press. Woburn, MA.

Myspace (2011). Retrieved from http://www.myspace.com/pressroom/.

Nackerud, S., & Scaletta, K. (2008). Blogging in the academy. *New Directions for Student

Services*. (124), 71-87.

New Media Consortium (2007). *The Horizon Report*. Available at:

   http://www.nmc.org/pdf/2007_Horizon_Report.

Norris, M. (Host). (2006, July 12). The ascendance of Myspace. *All things considered* [radio

   broadcast]. Washington Dc: National Public Radio.

Noel-Levitz (2006). Engaging the "Social Networking" generation: How to talk to today's

   college bound juniors and seniors. E-Expectations: Class of 2007. Retrieved

   from https://www.noellevitz.com/NR/rdonlyres/425D56C3-9ACD-4A90-9782-

   F70ED7AC3CF2/0/EExpectationsClassof2007.pdf.

Oblinger, D., & Oblinger, J. (2005). Is it age or IT: First steps towards understanding the net

   generation. In D. Oblinger & J. Oblinger (Eds.), *Educating the Net generation* (pp. 2.1

   2.20). Boulder, CO: EDUCAUSE. Retrieved from

   http://www.educause.edu/Resources/EducatingtheNetGeneration/IsItAgeorITFirstStepsT

   owardUnd/6058.

Prensky, M. (2001a). Digital natives, digital immigrants. *On the Horizon,* 9(5), 1–6.

Prensky, M. (2001b). Digital natives, digital immigrants, part II: Do they really think differently?

   On the Horizon, 9(6), 1–6.

Rankin M. (2009) Some general comments on the 'Twitter experiment.' Web post by Monica

   Rankin. Available at: http://www.utdallas.edu/~mrankin/usweb/twitter conclusions.htm

Rainie, L., & Tancer, B. (2007). *Wikipedia users*. Washington, DC: Pew Internet and American

   Life Project. Retrieved from:

http://www.pewinternet.org/~/media//Files/Reports/2007/PIP_Wikipedia07.pdf.pdf
Data Memo.

Rinaldo, S. B., Tapp, S., & Laverie, D. A. (2011). Learning by Tweeting: Using Twitter as a
Pedagogical Tool. *Journal of Marketing Education. 33*(2), 193-203.

Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century
classroom. *Theory Into Practice*, 47(3), 220–228.

Salas, G., & Alexander, J. S. (2008). Technology for institutional enrollment, communication,
and student success. *New Directions for Student Services*. (124), 103-116.

Stephenson, A., Reese, D. & Beadle, M (2009). *Broadcast Announcing Worktext.* Focal Press.
Woburn, MA.

Schroeder, A., Minocha S. & Schneider C. (2010) The strengths, weaknesses, opportunities, and
threats of using social software in higher and further education teaching and learning.
Journal of Computer Assisted Learning 26, 159– 174.

Shok, F. (2005). *Television Field Production and Reporting.* Alyn & Bacon, Inc. New York.

Timm, D. M., & Duven, C. J. (2008). Privacy and social networking sites. *New Directions for
Student Services*. (124), 89-102.

Wohl, M. (2007). *The Craft of Editing with Final Cut Pro.* Peachpit Press. Berkeley, CA.

Zettl, H. (2008). *Television Production Handbook.* Wadsworth Publishing. Belmont, CA.

Appendix I

Resume

Jay Sandhouse

954-612-5685

GatorJbone@bellsouth.net
GatorJbone@gmail.com
www.gatorjbone.com

Experience

FLORIDA INTERNATIONAL UNIVERSITY   (2009-Present)
11200 SW 8th Street
Miami, Florida 33199

<u>Instructional Technologist</u>
Responsible for the planning effective implementation of technology tools to enhance the learning experience of undergraduate students as it directly relates to academic advising, student progress and development.

- Encouraging academic advising activities that take advantage of computer networking capabilities, specifically using Internet resources and social media.
- Evaluating and implementing use of new instructional technology resources including software, web sites, etc.
- Developing training materials and delivering training sessions on use of instructional technology tools in academic advising.
- Demonstrating and training advisors/student communities on the use of developed technological tools.
- Making continuous improvements in processes, techniques, and procedures related to advising and instructional technologies.
- Making recommendations to the Dean of Undergraduate Education on matters of instructional technology directly related to academic advising and student retention.

MIAMI-DADE COLLEGE   (1999-2009)
MDC-TV
11380 Northwest 27th Avenue
Miami, Florida 33167

Adjunct Faculty
Responsible for the instruction of students attending Miami Dade College School of
Entertainment and Design Technology & MDC TV.
> Specific classes include Broadcast News, Writing For Electronic Media, Producing
> Television Promos, Television Studio Production 1 & 2, Television Direction 1 & 2,
> Electronic Field Production, Television Workshop, Television Practicum and Radio &
> Television Announcing.
> Serve as Instructor for TV Internship & MDC TV classes.
> Includes both creative and technical aspects of production.

Production Supervisor
Responsible for running the production of the television network MDC TV (seen in over 500,000
households in Miami Dade County).

> Create public relations campaigns (both video and print) that promote and brand MDC TV.
> Recruit and train on-air talent for programs shown on MDC TV.
> Select, train and supervise production crew for MDC TV.
> Serve as Director and Technical Director for MDC TV.
> Serve as on-air talent for programs shown on MDC TV.

Academic Advisor
Responsible for advising students either attending or planning on attending Miami Dade
College.

> Work with students in the areas of academic planning, transcript evaluation, substitutions,
> academic probation and financial aid.
> Plan and attend job fairs at high schools for purposes of recruitment.

TV Producer
Supervise and teach students in the use of studio cameras, video switchers, character
generators, audio mixers, DVC Pro, Mini DV, DV Cam & Betacam linear editing systems, and
Final Cut Pro, Avid, Adobe Premiere Pro & Pro Tools non-linear editing systems.

> Serve as Television Studio Manager for courses taught by the School of Entertainment &
> Design Technology.
> Responsible for finding internships and employment for students.
> Create curriculum and competencies for courses taught in the School of Entertainment &
> Design Technology.
> Create budget and purchase equipment to be used in the School of Entertainment & Design
> Technology.
> Conduct tours and summer workshops for prospective students.
> Create, write and produce marketing campaigns for Miami Dade College as well as the
> School of Entertainment & Design Technology.

Radio Station General Manager

Oversee the daily operations of the radio station located on the Kendall Campus.

Recruit and train on-air talent.
Create and schedule live remotes.
Create daily playlists.
Work with record labels wishing to promote artists on the radio station.

PAXSON COMMUNICATIONS (PAX TV)   (1998-1999)

601 Clearwater Park Road
West Palm Beach, Florida 33401

Network Writer/Producer

Responsible for the network video promotion and branding of PAX TV .

Write, produce, direct, edit, shoot and hire talent for television commercials promoting "Touched By An Angel," "Diagnosis Murder," "Dr. Quinn Medicine Woman" and "Father Dowling Mysteries."
Write, produce, direct, edit, shoot and hire talent for television commercials that promote, brand and tie in clients to promotions created by the Marketing Department.
Create advertising campaigns to promote and brand PAX TV.

CONTINENTAL CABLEVISION/MediaOne   (1986-1998)

141 Northeast. 16th Street
Pompano Beach, Florida 33060

Marketing Production Manager, Southeast Region

Responsible for the video promotion and branding of all the MediaOne systems in the Southeast Region (Richmond, Jacksonville, SW Florida, Dade County, and Broward County).

Produce, direct, edit, write, shoot, and hire talent for television commercials and infomercials that promote and brand MediaOne.
Produce, direct, edit, write, shoot, and hire talent for television commercials and infomercials for various cable networks and advertising agencies, such as SportsChannel, Sunshine Network, HBO, TBS, Disney Channel, PrimeStar, Music Choice, Husk Jennings, Margeotes, and Block & Block.
Develop marketing strategies for the Southeast Region, through the use of television, radio, and print.
Prepare contracts, traffic, and track cross channel promotions through the traffic department.
Manage production and support staff.
Creative input into national MediaOne branding campaigns.
Input into the budget process.
Produce, direct, develop, and write programming for local access channel.
Produce, direct, edit, write, shoot and hire talent for "Coming Attractions," a weekly program used to promote upcoming movies and special events.

Education

Florida Gulf Coast University, Ft. Myers, Florida
Master of Arts degree in Curriculum & Instruction with a concentration in Educational Technology.

Florida Atlantic University, Boca Raton, Florida
Bachelor of Arts degree in Communication with a concentration in Broadcasting.
Graduated Suma cum Laude.

University of Florida, Gainesville, Florida
Bachelor of Science degree in Business Administration with a concentration in Marketing.

References

Dr. Valerie Morgan
Assistant Dean, Undergraduate Education, Florida International University (305-919-5754).
morganv@fiu.edu

Hugo Jimenez
Director of Academic Technology Services, Florida International University (305-348-3841).
mailto:jimenezh@fiu.edu

Sandra Martinez
Director of Academic Advisement, Miami Dade College (305-237-1041).
smartin3@mdc.edu

William Kreitner
Chairperson of School of Entertainment & Design Technology, Miami Dade College (305-237-2779).
wkreitne@mdc.edu

Alan Tomasetti
President of Blue Cat Media Group, Inc. (954-592-7270).
al@bluecatmediagroup.com

Mark Popkin
Broadcast Media Consultant (770-377-7241).
mpgatordolfan@aol.com

Appendix II

Biography

Jay's professional background revolves around both Video Production and Academics. As the Instructional Technologist for Florida International University, he is responsible for the planning effective implementation of technology tools to enhance the learning experience of undergraduate students as it directly relates to academic advising, student progress and development.

Prior to that, Jay worked at Miami Dade College for over ten years as an instructor of television production. Some of the classes he taught included "Radio & Television Announcing," "Broadcast News," "Writing for Electronic Media," "Television Studio Production," and "Electronic Field Production." Jay also served as the Production Supervisor for MDC-TV (the college's television network).

Jay was involved with the network launch of PAX-TV in 1998. As a Network Writer/Producer, he wrote and produced commercials for "Touched by An Angel," "Diagnosis Murder," and "Dr. Quinn Medicine Woman."

This amazing career began with Continental Cablevision. As a Regional Production Manager, Jay was responsible for creating videos that promoted and branded the cable company. During his eleven years in the cable industry, Jay was fortunate to work on outside projects with Disney Channel, Showtime, Fox Sports Florida, Sun Sports and the Florida Panthers.

Jay resides in Coral Springs, Florida. He has been married for 30 years, and has two daughters (ages 20 & 11). Jay holds a B.S. in Business Administration from the University of Florida, and a B.A. in Communication from Florida Atlantic University.

For more information about Jay, please visit http://gatorjbone.com/.

Appendix III

Project Overview Statement

PROJECT OVERVIEW STATEMENT	Project Name First-Year Interest Group (FIG) video .	Project No. 001	Project Manager Jay Sandhouse

Problem/Opportunity

The Office of Undergraduate Education requested a video be created that will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments. The video will be given to the Office of Undergraduate Education to be shown during freshmen orientation.

Goal

The goal of the project is to produce a video containing the content and copy points provided by the Department of Undergraduate Education (highlighting the advantages to freshmen students of enrolling in a FIG - taking three classes with the same 24 students in each class).

Objectives

The objectives of producing the video include the following: writing the shooting script, casting, location scouting, planning the shooting schedule, contracting outside vendors needed, directing and shooting the video, selecting music and creating graphics for the video, editing the video, and delivering the video in its final presentation and archival formats. Each objective results in a deliverable that must meet the project sponsor's approval.

Success Criteria

1. The video meets the five essential components of an informational video: Getting attention, holding attention, creating the need, satisfying the need and call to action.
2. The video highlights the major copy points provided by the Office of Undergraduate Education regarding FIGs.
3. The performance of the talent in the video is deemed accurate and professional, based on accepted industry standards.
4. The overall quality falls within the range of acceptable broadcast standards (shot composition, editing, lighting and audio quality).

5. The video was completed within the assigned deadline.
6. The video was completed within the agreed budget.
7. The total running time was within 30 seconds (plus/minus) of the targeted time.
8. Final Edit delivered and signed off by Office of Undergraduate Education.

Assumptions, Risks, Obstacles

Missing the deadline due to the following factors:

1. Poor performance by students, administrators and/or faculty.
2. Cost overruns due to scheduling conflicts and/or inclement weather.
3. Funding may be lost due to unforeseen budget constraints.

Appendix IV

Roles and Project Stakeholders Roles

The following role definitions are being applied to the resources assigned to this project:

Project Sponsor	Florida International University Office of Undergraduate Education
Project Owner	Charlie Andrews – Director, Academic Advising Center Monica Roca – Assistant Director, Academic Advising Center
Project Manager	Jay Sandhouse – FIU Instructional Technologist
Stakeholders	FIU Office of Undergraduate Education, FIU Academic Advising Center, FIU students, parents of FIU students, administrators, faculty and staff of FIU.
Team Members	Jay Sandhouse – FIU Educational Technologist Alfred Vizcarra – Instructional & Media Technology Assistant Al Tomasetti – Producer: Blue Cat Media Group

Appendix V

FIG Video Work Breakdown Structure
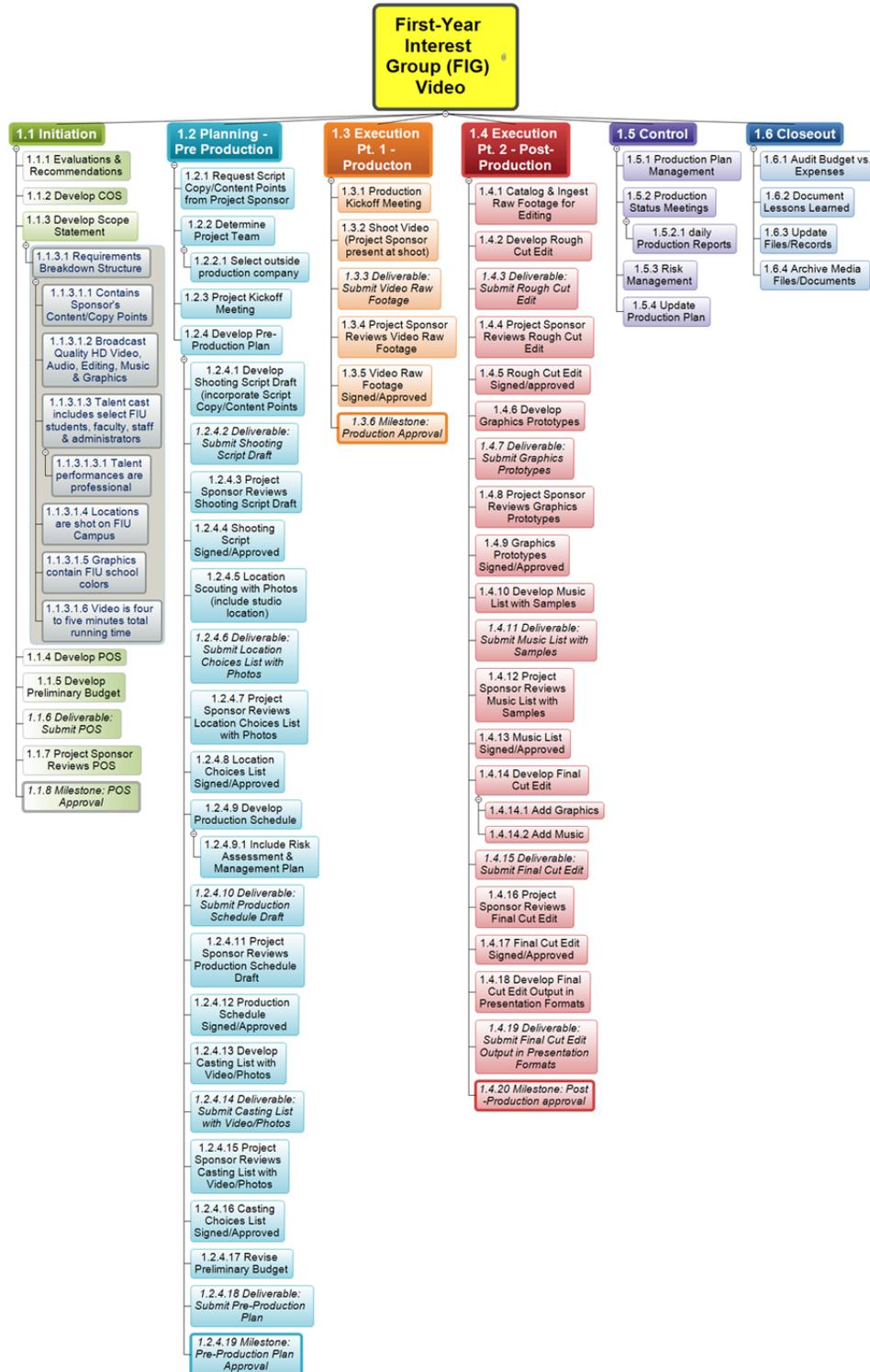
Appendix VI

Important Equipment and Software Used to Create the Project

- Sony XD Cam High Definition video camera.

- Camera tripod.

- Wireless microphone.

- Portable light kit.

- Television studio with Chroma Key wall.

- Teleprompter.

- Final Cut Pro Studio editing software.

- Motion 3 editing software.

- Soundtrack Pro 2 editing software.

- Compressor 3 format conversion software.

- Adobe Premiere Pro CS5 editing software.

- Adobe After Effects CS5 editing software.

- Adobe Audition 3.0 editing software.

- Adobe Photoshop CS5 graphics software.

- Adobe Bridge CS5 graphics software.

- Adobe Media Encoder CS5 format conversion software.

- Digital Juice "Jump Backs" animated background package.

- Digital Juice music library.

- Canon 7D digital camera.

- MindView 3.0 project software

Appendix VII

Project Management Log Week 1

1. **Project Tasks of the Week**

    a. Schedule a Joint Project Planning Session to include the Director of the Undergraduate Education Academic Advising Center, the Assistant Director of the Undergraduate Education Academic Advising Center, Instructional Technologist (Project Manager) and the Instructional Media & Technology Assistant.

        i. Task to be performed by the Instructional Media & Technology Assistant.

    b. Create a Work Breakdown Structure.

        i. Task to be performed by the Instructional Technologist.

2. **Decisions Made**

    a. Produce, write, direct and edit a five-minute high definition video that contains the copy points provided by the Department of Undergraduate Education that describes the benefits of the First-Year Interest Group program to students.

        i. JPP

    b. Budget cannot exceed $2,000.

        i. JPP

    c. Talent cast will include select FIU students, faculty, staff & administrators.

        i. JPP

    d. Locations are shot on FIU campus.

        i. JPP

    e. Project must be completed one week prior to Freshmen Orientation.

        i. JPP

    f. Script Copy/Content Points will be developed and delivered to Instructional Technologist next week.

        i. Director & Assistant Director of Undergraduate Education Academic Advising Center.

3. **Progress Check Point**

    a. POS completed and approved.

        i. Instructional Technologist.

    b. WBS Completed.

        i. Instructional Technologist.

    c. Script Copy/Content Points completed.

        i. Director & Assistant Director of Undergraduate Education Academic Advising Center.

    d. Talent cast identified.

        i. Administrators, Faculty & Staff – Instructional Technologist.

        ii. Students – Assistant Director of the Undergraduate Education Academic Advising Center.

4. **Things to Consider For the Next Week**

    a. Select outside Production Company to shoot and edit video.

    b. Develop shooting script draft.

    c. Location scouting with photos.

    d. Screen tests

5. **Other Notes**

    a. Planning on using existing Digital Juice backgrounds for graphics and existing music library for music beds.

6. **Thoughts and Reflections**

    a. A little more complex than most of the prior videos produced in terms of coordination of talent, but standard procedure in all other respects.

Project Management Log Week 2

1. **Project Tasks of the Week**

    a. Select outside Production Company to shoot and edit video.

        i. Task to be performed by the Instructional Technologist.

    b. Develop shooting script draft.

        i. Task to be performed by the Instructional Technologist.

    c. Location scouting with photos.

        i. Task to be performed by the Instructional Technologist and the Instructional & Media Technology Assistant.

    d. Develop production schedule.

        i. Task to be performed by the Instructional Technologist and the outside Production Company selected.

    e. Conduct screen tests for talent cast identified.

        i. Task to be performed by the Instructional Technologist and the Instructional & Media Technology Assistant.

    f. Submit Pre-Production Plan.

        i. Task to be performed by the Instructional Technologist.

2. **Decisions Made**

    a. Blue Cat Media Group was selected as the outside Production Company.

        i. Instructional Technologist.

    b. Video will contain interviews with the talent selected and joined together through a technique known as "Stream of Consciousness."

        i. Instructional Technologist.

    c. Talent will be shot outside the Green Library and on the Chroma Key wall in the TV studio.

        i. Instructional Technologist.

    d. Shooting will take place over a three day period, within the same week.

        i. Instructional Technologist & Blue Cat Media Group.

3. **Progress Check Point**

    a. Blue Cat Media Group was approved as outside vendor to work on production.

        i. Instructional Technologist.

    b. Shooting Script Draft delivered & approved.

        i. Instructional Technologist, Instructional & Media Technology Assistant, Director & Assistant Director of Undergraduate Education Academic Advising Center.

    c. Location Scouting Photos delivered and approved.

        i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center.

    d. Production Schedule Draft delivered and approved.

        i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,

   e. Casting List with screen tests delivered and approved.

        i. Instructional Technologist, Instructional & Media Technology Assistant, Director & Assistant Director of Undergraduate Education Academic Advising Center.

   f. Pre-Production plan delivered and approved.

        i. Instructional Technologist, Instructional, Director & Assistant Director of Undergraduate Education Academic Advising Center.

4. Things to Consider For the Next Week

   a. Shooting of the video.

   b. Delivering raw footage.

   c. Catalog and Ingest Raw Footage for editing.

5. Other Notes

   a. Major risk for the shoot is inclement weather. Blue Cat Media Group is willing to shoot for three full days for the same rate they would charge to shoot for one full day. This will give us the flexibility to shoot indoors if necessary.

6. Thoughts and Reflections

   a. Good selection of talent: The Dean of Undergraduate Education, the Director of the Undergraduate Education Academic Advising Center, the two FIG Coordinators, two Sr. Academic Advisors, and five students.

Project Management Log Week 3

    1. **Project Tasks of the Week**

        a. Shooting of the video

           i. Task to be performed by the Instructional Technologist, Instructional Media & Technology Assistant, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

        b. Deliver the Raw Footage for approval.

           i. Task to be performed by the Instructional Technologist.

        c. Catalog and Ingest Raw Footage for editing.

           i. Task to be performed by Blue Cat Media Group.

    2. **Decisions Made**

        a. All talent used will be incorporated into the video at least once.

           i. Instructional Technologist and Blue Cat Media Group.

        b. Raw footage will be output and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.

           i. Instructional Technologist.

    3. **Progress Check Point**

        a. Shooting complete.

           i. Instructional Technologist, Instructional Media & Technology Assistant, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

        b. Raw footage delivered and approved.

      i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,

    c. Raw footage cataloged and ingested for editing.

      i. Instructional Technologist & Blue Cat Media Group.

4. Things to Consider For the Next Week

    a. Develop Rough Cut Edit.

    b. Develop Graphics Prototypes.

    c. Develop Music List with samples.

5. Other Notes

    a. The female student shot in the gazebo was pretty dark. Color correction may be necessary.

6. Thoughts and Reflections

    a. One of the Sr. Academic Advisors was really bad on camera; we should be able to get him into the video at least once.

    b. One of the students was not very talkative; we should be able to get her into the video at least once.

Project Management Log Week 4

1. Project Tasks of the Week

    a. Develop Rough Cut Edit.

      i. Task to be performed by the Instructional Technologist and Blue Cat Media Group.

    b. Develop Graphics Prototypes.

        i. Task to be performed by the Instructional Technologist & Blue Cat Media Group.

   c. Develop Music List with Samples.

        i. Task to be performed by the Instructional Technologist.

2. **Decisions Made**

   a. Rough Cut edit will be output and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.

        i. Instructional Technologist.

   b. Graphic Prototypes will be developed using existing Jump Backs HD Library and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.

        i. Instructional Technologist.

   c. Music List with samples will be developed using existing Digital Juice Library and delivered to the Director of Undergraduate Education Academic Advising Center through the network server.

        i. Instructional Technologist.

3. **Progress Check Point**

   a. Rough Cut Edit completed, delivered and approved.

        i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

   b. Graphics Prototypes completed, delivered and approved.

        i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

    c. Music List with samples completed, delivered and approved.

        i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

4. Things to Consider For the Next Week

    a. Develop Final Cut Edit.

    b. Submit Final Cut Edit.

    c. Develop Final Cut Edit Output in presentation formats.

    d. Submit Final Cut Edit Output in Presentation Formats.

5. Other Notes

    a. May want to consider embedding FIU logo into animated backgrounds instead of embossing it as a bug.

    b. Try to give the perception that the FIG is required, without actually saying it in the video.

Project Management Log Week 5

1. Project Tasks of the Week

    a. Develop Final Cut Edit.

        i. Task to be performed by the Instructional Technologist, and Blue Cat Media Group.

    b. Submit Final Cut Edit for approval.

      i. Task to be performed by the Instructional Technologist.

   c. Develop Final Cut Edit Output in presentation formats.

      i. Task to be performed by the Instructional Technologist.

   d. Submit Final Cut Edit Output in Presentation Formats.

      i. Task to be performed by the Instructional Technologist.

2. Decisions Made

   a. FIU logo will be embedded into animated background.

      i. Instructional Technologist & Blue Cat Media Group.

   b. Final Cut Edit Output will be delivered as a .mp4 file and placed on the network server.

      i. Instructional Technologist.

3. Progress Check Point

   a. Final Cut Edit complete.

      i. Instructional Technologist and Blue Cat Media Group.

   b. Final Cut Edit delivered and approved.

      i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,

   c. Final Cut Edit Output developed into presentation formats.

      i. Instructional Technologist.

   d. Final Cut Edit Output submitted.

      i. Instructional Technologist.

   e. Post-Production approved.

        i. Director & Assistant Director of Undergraduate Education Academic Advising Center,

4. **Things to Consider For the Next Week**

    a. Document Lessons Learned.

    b. Update Files/Records.

    c. Archive Media Files/Documents.

5. **Other Notes**

    a. May want to create a lower resolution copy to potentially use on a standard play DVD.

Project Management Log Week 6

1. **Project Tasks of the Week**

    a. Document Lessons Learned.

        i. Task to be performed by the Instructional Technologist.

    b. Update Files/Records.

        i. Task to be performed by the Instructional Technologist.

    c. Archive Media Files/Documents.

        i. Task to be performed by the Instructional Technologist.

2. **Decisions Made**

    a. Media Files will be kept on the Production Drive.

        i. Instructional Technologist.

    b. Video will be uploaded to You Tube and the Undergraduate Education website after freshmen orientation is over.

        i. Instructional Technologist & the Director of the Undergraduate Education Academic Advising Center.

3. **Progress Check Point**

    a. Lessons Learned documented..

        i. Instructional Technologist, Instructional & Media Technology Assistant and Blue Cat Media Group.

    b. Files/Records updated.

        i. Instructional Technologist, Instructional & Media Technology Assistant.

    c. Media Files/Documents archived.

        i. Instructional Technologist, Instructional & Media Technology Assistant.

4. **Things to Consider For the Next Week**

    a. Celebration party.

5. **Other Notes**

    a. May want to consider playing the video on the plaza screens around campus.

6. **Thoughts and Reflections**

    a. Very pleased with the final product and the feedback it generated.

Appendix VIII

Video Interview Questions with Recommended Responses for Staff and Administrators

1. What is a First-Year Interest Group?

    - FIGs are groups of three classes that students take their first semester. The majority of incoming students will be taking FIGs with very few exceptions. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments.

2. How do FIGs work?

    - Starting college is overwhelming enough, so we have made the whole process very easy. Students will be enrolled in a group of three classes together with the same twenty-five students. Because the summer semester is so short, these are the only classes students will take. Students who start in the Fall semester will have a foundation of classes based on FIGs and then add more classes that are even more specific to student's interests and majors.

3. How do students get involved in the First-Year Interest Groups?

    - Students will sign-up for FIGs during their Advising session at Orientation. They will then be registered into those classes by the FIG Coordinator.

4. What are the benefits of being in a First-Year Interest Group?

    - There are many benefits for students taking a FIG their first semester. FIGs facilitate the transition process that students experience during their first semester at the university. For example, convenient schedules result in better planning and time-management. Students develop closer relationships with classmates and professors, while at the same time being able to build their own schedule and have

flexibility. This leads to study groups and other opportunities for interactions that will serve the students well in future semesters.

5. What are students taking away from FIGs, both short-term and long-term?

- On a short-term basis, students get to know their fellow classmates right away, fill more comfortable participating in classroom activities, and become more involved with campus activities. On a long-term basis, there is a bond created when students share their experiences with other students that leads to retention and successful completion of their degree.

Video Interview Questions with Recommended Responses For Students

1. Did you enjoy participating in a First-Year Interest Group?

- YES!! There was a support group that one could rely on all the time. Everyone was very friendly, etc….

2. How did being in a First-Year Interest Group prepare you for your future semesters?

- Students who have formed study groups in their FIGs often take future courses together and continue to help each other in many ways.

Appendix IX

Critical Tasks Accomplished

1. The video meets the five essential components of an informational video: Getting attention, holding attention, creating the need, satisfying the need and call to action.

2. The video highlights the major copy points provided by the Office of Undergraduate Education regarding FIGs.

3. The performance of the talent in the video is deemed accurate and professional, based on accepted industry standards.

4. The overall quality falls within the range of acceptable broadcast standards (shot composition, editing, lighting and audio quality).

5. The video was completed within the assigned deadline.

6. The video was completed within the agreed budget.

7. The total running time was within 30 seconds (plus/minus) of the targeted time.

8. Final Edit delivered and signed off by Office of Undergraduate Education.

Appendix X

Screenshot of Academic Advising Center Facebook Page

Appendix XI

Companion Flyer for FIG Program