

# Dev Ed Proposal: Instructional Videos

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**Description of project:** The above 9 instructors would like to create instructional videos for our developmental ed math students at DVC. Instruction in mathematics shouldn't be limited to just the classroom, yet finding quality instructional videos online is surprisingly difficult. Many times the sound quality is poor, or the video has an unedited mistake, or the lesson goes slightly off topic, or it just doesn't convey the lesson in a clear manner. As a team, we would create quality instruction that the math department, as a whole, could use to enhance dev ed instruction by delivering small lessons to students via Canvas or links to YouTube that students could view after class and at their leisure.

**Connection to Dev Ed Strategic Plan:** Connects to Goal 1, Objective B, #1: Objective B1: Develop and provide differentiated tutoring opportunities, including supplemental instruction, group tutoring, etc.

This proposal is "supplementary instruction" in the form of distance ed or online tutorial videos that supplement the instruction students receive in a face-to-face setting, or serve as part of the online learning for any dev ed online math class. Currently, we have nothing like it at DVC. This is an entirely new method for students to get supplementary instruction from DVC math instructors. Furthermore, with the condensed calendar that will be in effect FA18, many students will find that in long classes, students hit their maximum cognitive load where instructional videos provide reminders for what they have learned. Video instruction would help dev ed students hear the lesson as many times as they would like for their full comprehension. Instructors would be grateful for an extra resource for their students to use. Furthermore, instructors who wish to experiment with a "flipped classroom" could use the videos to do just that for several math lessons. Additionally, online courses could use the instructional videos to assist the learning of their online students.

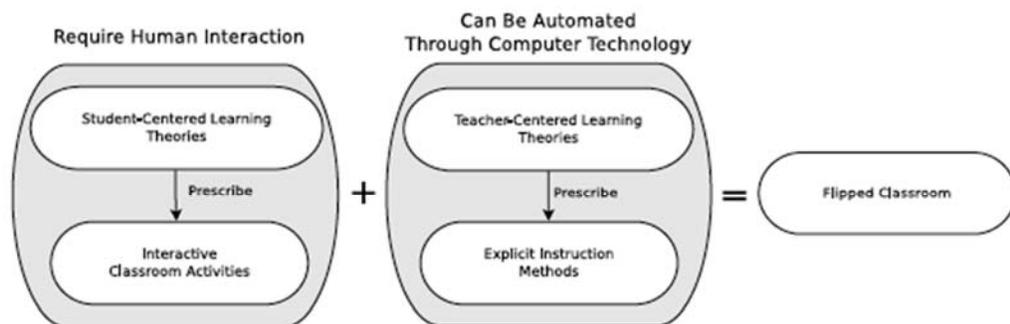


Figure 1: Flipped Classroom.

**Category most relevant to this proposal:** Category D: Supplemental instruction and tutoring.

**Ways to measure the need:** Not all students understand 100% of what is said in class. When a student comes to class, he or she may absorb some of the lesson, but much of it can be lost by distraction, a break in concentration, not understanding one part of the lecture and then tuning out, or they may have understood it but the homework seems beyond the lecture. These are all challenges a developmental ed student will face. We want to give students the tools to overcome obstacles like these. This proposal (create a bank of instructional videos) will serve our students who found the classroom lecture too fast-paced or the student would like extra instruction that they can pause, rewind, and hear again. Our developmental ed students are often not the best note-takers, so video instruction can help assist students where their notes did not capture the full extent of a lecture. Furthermore, many college-level courses expect a student to have mastered their basic skills in math. If a student recognizes that they need a refresher, they could use these instructional videos to brush up, using “just in time” remediation for their college-level course. Video instruction outside of the classroom enhances learning. It assists the student who recognizes they need a little extra time to learn a concept. Students have various cognitive load capacities. The longer the class meets in one sitting, and the less familiar the student is with what they are learning, the more likely students will hit their learning capacity and need some extra time to absorb concepts outside of class. Instructional videos will give students the extra support they need. After the instructional videos are posted, we can measure how often students use them as a resource.

The instructional videos will be blended into the class making it difficult to measure this one resource’s effectiveness in a student’s ultimate success in the course. However, we can create a survey for students, asking them on a scale of 1 to 5, how effective the instructional videos were in helping them understand concepts presented in the course.

**Project timeline:** The videos will be produced starting Spring 2018. The 9 instructors (see page 1) will collaborate, discuss, share, and produce at least one video each by June, 2018 that can be shared with the department. We’ll create tips and learn pitfalls and best practices, and create a “branded” look so that the videos clearly belong to DVC Math. After Spring 2018, the 9 instructors will continue to create online videos that are particularly “on demand” in the math department, while helping other instructors to join the effort to producing, collaborate and sharing instructional videos.

**Project Management:** This is a new project. See page 3 for timeline.

**Timeline/Benchmarks:**

Fall 2017 – Settle on necessary equipment and purchase by December 10, 2017.  
 Spring 2018 -- eight meetings (2 hour per meeting) with the 9 math faculty who are involved will be collaborative while folks get up to speed with videos, equipment, agreed upon quality control and view each other's progress.

**May, 2018: Report progress to Dev Ed Committee (End of Phase I)**

June 2018 -- each of the 9 collaborators will have completed one video which will be shared with department.

Fall 2018 -- perfecting the art, produce more videos and share more. Survey students in classes that use the instructional videos to gauge student opinion and any improvement or modifications of the videos will be assessed.

**December, 2018 – Report progress to Dev Ed Committee (End of Phase II)**

SP19 and beyond: Passing the gauntlet – train more math instructors to use instructional videos and

**Ongoing maintenance:**

Making the instructional videos available to all instructors, announcing and showcasing (flex activities) how the videos can be used effectively, while also training interested instructors how to create them, use technology in innovative ways, and improve our teaching while using technology will be the 3<sup>rd</sup> phase.

**May, 2019: Report progress to Dev Ed Committee (End of Phase III).**

**Budget:****Equipment Costs for 5 PC users, 4 Mac users + 1 extra PC “loaner” for all dept. use**

Surface Pro Tablets (PC users): \$1,300 x 6 =	\$7,800
Keyboard for Surface Pro: \$110 x 6 =	\$660
Surface Pen: \$108 x 6 =	\$648
Surface Pro/iPad case: \$50 x 10 =	\$500
iPad (Mac Users) 12.9” 256 GB : \$1,050 x 4 =	\$4,200
Keyboard for iPad: \$187 x 4 =	\$748
Apple Pencil for iPad Pro: \$108 x 4 =	\$432
Camtasia licenses for all computers: 10 x \$200 =	\$2,000
PDF Annotator licenses (PC): \$70 x 6 =	\$420
Notability (Mac) \$10 x 4 =	\$40
external microphone: \$130 x 10 =	\$1,300

**Approximate hourly compensation for time:**

Collaborative meetings (14 hours/person) 16 hours x \$70/hour x 9 = \$10,080

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**TOTAL BUDGET** **\$28,828**

# Developmental Education Committee Proposal: Umoja Think Tank

**Name/s:** Heidi Goen-Salter and Yvonne Canada-Clarke

**Position/s at the college:** Umoja Co-Coordinators (English instructor and Counselor)

**Contact information:** hgoensalter@dvc.edu

**Description of project: Umoja Think Tank:** A two-day intensive think tank where the Umoja Co-Coordinators can explore the data and pursue the questions that arise during the school year; can diagram how the program might be improved; can revisit some of our earlier plans, hopes, and assumptions; and can create a detailed proposal to bring back to the coordination team and the Steering Committee in fall. We would use the data provided by the District, data from our in-house student surveys, and the research and best practices shared by the Equity Committee.

## **Connection to DE Strategic Plan**

Which of the 3 goals does this project address?

#2: The college will improve the alignment of its governance, operational and planning processes to drive institutional effectiveness.

## **Which objective/s in that goal does the project address?**

2A. Move the college towards increased evidence-based inquiry and decision-making about developmental education.

**BSI compatibility:** BSI Expenditure Guidelines, May 1, 2015

[file:///Users/Lisa/Documents/Developmental%20Ed%20Committee/BSI%20Expend%20Guide%20v1505010923ELN%20\(1\).pdf](file:///Users/Lisa/Documents/Developmental%20Ed%20Committee/BSI%20Expend%20Guide%20v1505010923ELN%20(1).pdf)

Check the box below that reflects the BSI category most relevant to your proposal:

**Category A: Program and curriculum planning and development**

Ways to measure the need (program review, survey, research data, etc.) ?

## **Connection to program review (if possible):**

We have included this in our Umoja budget request and will include this request in Umoja Program Review, asking to have this institutionalized.

**Identified as a need by a department or college committee:** No, this is strictly an Umoja request.

## **Project Management**

New or continuing BSI proposal?	<b>Continuing.</b>
Project timeline:	<b>SU 18</b>
Ongoing maintenance:	<b>N/A</b>
Benchmark/progress report/periodic check in & assessment/ /updates—	
Data/outcomes:	<b>Report/Action Plan written at end of two days. Shared with DE Committee.</b>

**Budget**

“Certificated Other” rate for two-three people (3 people if we find an incoming coordinator) for two 8 hour days. To be done in July or early August. Approximately \$1900 (2 ppl)-\$2880 (3 ppl).

**Longevity**

Extending beyond current academic year? Ideally, it will be every summer. How might this project be institutionalized in future? Program Review request to have it institutionalized in regular Umoja budget.

# Developmental Education Committee Proposal: Umoja Summer Learning Institute

**Name/s:** Heidi Goen-Salter and Yvonne Canada-Clarke

**Position/s at the college:** Umoja Co-Coordinator (English instructor and Counselor)

**Contact information:** hgoensalter@dvc.edu

## **Description of project: Umoja Mini-Summer Learning Institute**

A 2-day in-house training on Umoja practices and principles, open to any DVC (and District) faculty, staff, and administrators interested in learning more about Umoja, and/or how to “Umojafy” the work they do in order to more effectively teach/serve African American students. Two to three facilitators would lead the workshop, for up to 20 participants. Lunch would be included both days.

## **Connection to Developmental Education Committee Strategic Plan:**

### **Which of the 3 goals does this project address?**

Goal #1: The college will foster excellence by integrating best practices in academic programs and student support services.

### **Which objective/s in that goal does the project address?**

E.2: Increase equity in underprepared student success [by providing] professional development resources and training that deliver concrete strategies to improve success and retention rates for underperforming groups.

**Check the box** below that reflects the BSI category most relevant to your proposal:

**Category G3: Professional development**

**Ways to measure the need (program review, survey, research data, etc.) (?)**

### **Connection to program review (if possible):**

We have included this request in Umoja Program Review, asking to have this institutionalized.

Identified as a need by a department or college committee:

The campus has reported that there is a need for more Professional Development around issues of equity, diversity, cultural sensitivity, etc.

### **Project Management**

**New or continuing BSI proposal?**

Continuing

### **Project timeline**

SU18

Ongoing maintenance

Benchmark/progress report/periodic check in & assessment/ /updates

N/A

*Proposed November 2, 2017*

**Data and outcomes** - Ways to assess measurable outcomes  
Evaluation given at end of 2-day institute

**Budget**

- \$1000 for each of two presenters; \$750 each if we have 3 presenters (for prep, creating/gathering materials, recruiting/registering participants, and leading the workshop). [\$2000-2250]
- \$150 stipend (or equivalent) for each participant (15-20 participants) [\$2250-3000]
- \$20 (\$10x2 days) for lunches for each participant + presenters (17-22 participants + presenters) (\$340-400)
- \$100 for supplies (binders with materials). [\$100]
- Possible dates: Early June (before 6/30/17)

TOTAL: \$4,690-\$5,750

Categories

Longevity

Extending beyond current academic year?

How might this project be institutionalized in future?

Program Review request to have it institutionalized

# BSI Advance Estimate (October Revise)

<b>Contra Costa Community College District</b>	<b>\$ 714,934</b>
<b>Contra Costa</b>	<b>\$131,382</b>
<b>Diablo Valley</b>	<b>\$414,366 (75% of total allocation)</b>
<b>Los Medanos</b>	<b>\$169,186</b>

The rest will come based on self-certification of the use of high-impact practices laid out in the Transformation Grant, which include:

- Adopt assessment and placement test policies that review multiple student readiness indicators – including grades in high school and input from counselors;
- Increase placement of students directly in gateway English and math courses and career pathways with supplemental remediation support;
- Align remedial course content to a student's program of academic or vocational student to better target students' actual needs;
- Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both in which the student seeks to advance;
- Provide proactive student support services that are integrated with the instruction provided; and
- Develop two- and three- course sequences for completion of a college-level English or mathematics course, or both, for underprepared students—utilizing technology or other proven practices to enhance the adoption of high impact basic skills practices.