



# Providing Consistency in Freshman Seminar Content through Master Teachers and Video Delivery



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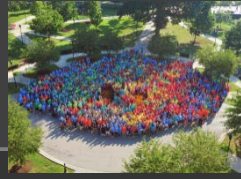
Marshall University, Huntington, WV



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# Evolution of UNI 100

- Minimum hours to graduate reduced from 128 to 120
- UNI 101 removed from new general education requirements
- UNI 100 Freshman First Class implemented Fall 2010



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# Why We Needed Change

- Students did not retain information from online modules
- Rumors that online module quiz answers were passed around the residence halls
- MAP-Works Student Surveys
  - A large percentage of students did not find the online modules helpful.



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# Changes for 2012?

- Continued two days of WOW
- No online modules
- Seven weekly seminar sessions
- Volunteer course facilitators
- Peer mentors
  
- Video content delivery for a consistent message across course sections



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# Key Components of UNI 100

- WOW components
  - Freshman Convocation
  - Freshman Class Photo
  - “Meet the Dean” College Sessions
- Class components
  - Three classes during WOW
  - One problem solving session during WOW
  - Seven weekly classroom seminars



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# UNI 100 Content

- Discussion of FYS 100
- Title IX and Personal Responsibility
- Academic Policies
- MU Traditions and Transitions
- Academic Wellness
- Financial Aid and Financial Responsibility
- IT, Libraries, and the Registrar's Office
- Career Services
- Student Involvement
- Health and Wellness



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# Problems We Encountered

- Number of facilitators
- Number of students per class sections
- Classroom availability
- Technology



# UNI 100 Content Delivery

## WOW Class Sessions

- Pre-recorded
- 21 - 27 minute videos
- Live Q&A via Livestream



## Weekly Seminar Sessions

- 21 - 27 minute videos
- Pre-arranged assignments





# Why Video Content Delivery?



- Video costs have decreased.
- “Social media has allowed anyone to become a video producer.” (Orlando, 2010)
- More than just a lecture...



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# Why Video Content Delivery?

- Strategic viewing activities include:
  - Viewing guides
  - Graphic organizers
  - Group viewing guides
- Viewing a video can be dynamic and interactive.



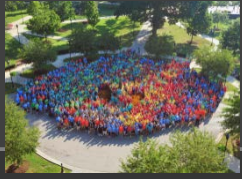


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# Why Video Content Delivery?

- 20 minute segments
- Video can be used to:
  - Break up the lecture
  - Introduce topics
  - Reinforce topics
  - Can be the assignment





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# UNI 100 Assessment

- Facilitator Focus Group Facilitator  
Anonymous Surveys
- Facilitator Interviews
- Peer Mentor Reflections and Surveys
- Student Surveys in Qualtrics



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# 3 Major Findings

- Video Length
- Order and Content of Videos
- Who Delivers the Content?





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# Video Length

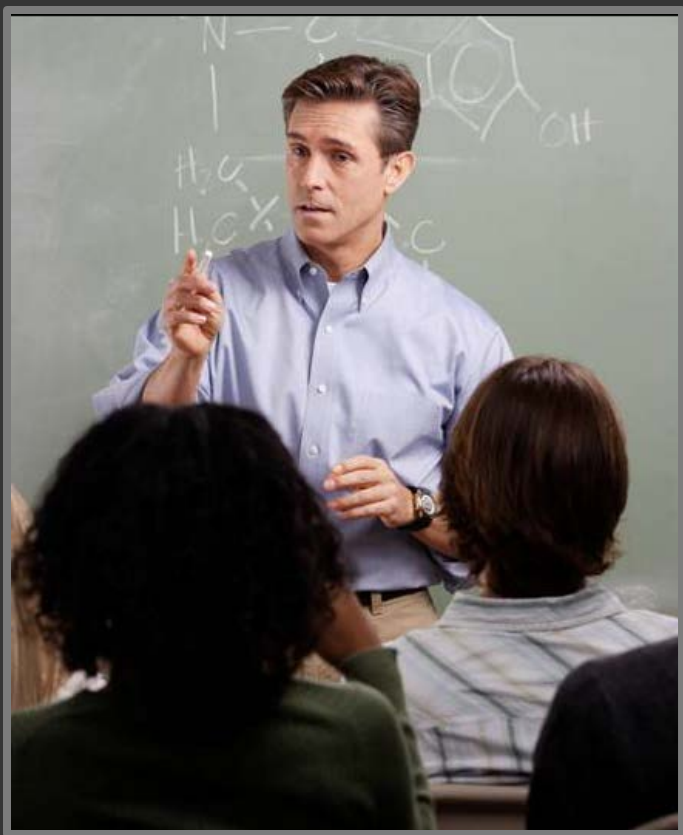
The videos were too long



- 21-27 minutes in 50-minute class
- Not enough time for interaction
- Not enough time for activities
- No time for mentoring connections



# Order and Content of Videos



Order of the video content was not logical.



# Who Delivers the Content?



Master Teachers or Students?





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# Comparing the Numbers

UNI 100	Census	Final	Complete %	Credit	CR %	No Credit	NC %	First Year Retention
Fall 2010	1654	1597	97%	1256	79%	341	21%	70%*
Fall 2011	1715	1675	98%	1354	81%	321	19%	71%*
Fall 2012	1652	1648	99%	1584	96%	64	4%	Fall to Spring % ??

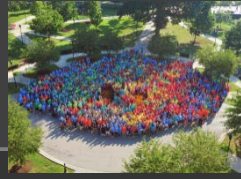
\*Retention data obtained from [http://www.marshall.edu/irp/institutional\\_research\\_data.aspx](http://www.marshall.edu/irp/institutional_research_data.aspx).



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# Conclusion

- Reduce video length.
- Rearrange the order of the topics.
- Consider new video with students delivery.
- Recruit student help in creating and editing content.



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