**Q&A Transcript**

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Anyone want to get him started to share.

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Yes please arts.

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Yes, thank you. I just want to make it clear. If we have already recorded our lecture on zoom a pre recorded lecture.

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And we want to update it changes at questions and interactive sessions to the existing pre recorded lectures on zoom.

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That can be done. I mean, I assume, based on what I heard this can be done but I just want to confirm. Yes, they can be done is just like you do also have to be aware of the size limitations.

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So it's just so for example if you have a pretty big video, I don't remember the size limitation.

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When you are actually importing those videos into the five key working environment.

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But the large file, you probably will have difficult first of all it will take you a really really long time to upload.

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And then secondly, you could like running into arrows and thirdly, if you it is, if it's over the limitation you won't be able to do at all at all. So, our suggestions for the colleagues would be if this is a large file, we suggest you may be uploaded

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to some of the like YouTube.

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And then, and just, you know, grab the file from the YouTube.

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If you have a large file.

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So what's the definition of large and small in terms of the time.

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What's large what what how do you define large, is it half an hour. One hour 15 minutes, that is a video size, so I rubber, like I don't remember I know that the the file, the file limitation you remember.

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I believe we have to remember that the veto file size is determined by length and resolution.

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So a 40 Db penalty need to be though.

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Maybe the same size as a minute 1080 bV though, np is the resolution high definition or anything else. So there is no something that we can create an inaccurate, an absolute rule.

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I believe the E Class usually gives me a notification or on 20 megabyte.

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But once you have uploaded your video, if you start working on it like, if your video is too large. E Class be rejected. And it's right in the beginning so you don't lose time, you know so but you can do is try your video upload it.

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If it works fantastic. If not, you can cut it into simple chunks, because the same zoom lecture can be presented as a single 25 minutes without or as five or five minutes $3.

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And to be perfectly honest strictly from a pedagogical perspective this is not something that we impose on anybody, but from a strictly pedagogical perspective, shorter videos are more effective in eliciting engagement, the longer ones.

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So I would rather post five videos each five to 10 minutes long, than a single 15 minutes long Vito.

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Okay, good. Thank you. You're welcome. And I'm sorry we don't see the order in which your hands are raised, so lady Nicola Maggie first I don't know if she was the first one who raised her hand.

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Yeah, I think that's Maggie. Yes.

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Yeah.

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Thank you, Robert. Thanks healing.

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In answer to one of your questions about the potential uses for interactive videos. I'm really struck by how that ability to test students even for a small amount of grades.

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It could be what I'm looking for, to make sure they even watch my recorded lectures to begin with because I don't know how other colleagues experiences but I was really struck.

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When I went through the records from one of my online courses I was really struck by how many students didn't even open a fair number of the recorded lectures, they still, you know managed to pass the course but I needed something to be able to compel

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them, and and it was, you know, to watch the recorded lectures and it, it was a little cumbersome to build a separate test around that content right so I like this idea of the quick check that you've illustrated and you've, you've demonstrated for us

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so well so Thank you, Robert.

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that I think that could be the kind of the check on making sure that they actually watched the lecture so thank you.

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You're welcome. In fact, let me add something, you are not closed into one option or another. What I love about this beyond the thing that I love it.

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Generally, is that I can insert little tests for understandings throughout the video over the student can jump over Levy, or whatever. And that can still set my summary test at the end of the veto mandatory non trans, you know, non jump aboard not anything,

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so I can create combinations of anything I want to. and I can even just say you know participation mark that I don't I'm not going to grade you or your answers, but you have to play the veto in order for it to show up and the great book as has played.

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Thank you. Let me address natural Natalia command co I see your hands raised.

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Can you hear me. Yes, ma'am. Okay, so my question really follows up on Maggie's, and what she just responded but would it be possible and enough we have enough time but are there separate tutorials on how actually set the grading process.

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So, if we wanted to use something for participation and, you know, how do we assign the grades, how are they collected.

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Yes, totally, it makes sense.

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There are certain automatic processes that that that automatically work with the game, but to be perfectly honest. The reason we can give you a lot of assistance with the gradebook, is because each course is great book is privacy protected, and we are

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not learning technology services. So, we don't have administrative access to courses, and therefore, we can step into your course and the system with the Gradebook Setup.

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So for that for setting up individual items with the gradebook because it involves vaping potentially values, etc. It's best to reach directly out to learning technology services.

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The good news is that whatever you create with HIV. once it's in your content bank.

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And and even if you change the bait book options or anything else, or if you accidentally delete it once you download it to your computer. It's always available.

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One more thing, allow me to, to raise to your attention, which is really a fantastic thing probably some of you are thinking, you know, it's awesome.

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But I don't want to spend my life in a class. So, how could I add the and do all this without the internet.

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Good news is you can do that.

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There is a text editor called Leumi free copyright free everything gas, you click on this link you download it, you install it. It's available.

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Windows, Mac OS, and Linux, Linux, all we ever you pronounce it.

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And that means that once you install this application, you can do everything you have just seen on your own desktop, and then upload it to a class or a WordPress web page or anywhere that each by be gone but the police deputy is available.

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Carrie, I see your hand, let me ask you. Sorry for the, for the delay in responding to let me ask you to unmute yourself. Thank you.

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Oh, yeah, no you don't apologize at all I wanted to know that too so that's fantastic.

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Fantastic. And I completely agree with Maggie about that kind of engagement lecture because it is surprising and disconcerting how often students do skip lectures, so I can see the value of that.

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Absolutely.

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I also have a course where it's really essential, I mean we all do it's really essential that the students do the reading and I want them to do the reading before engaging with a lecture, like in my large Jeanette course for example so I thought, this

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can be really useful for having like mini reading quizzes at the beginning of the lecture, so that they know that they'll be quizzed on on the reading right so sometimes you know I could do that in class like a little bit.

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But this would be great and then I'm just wondering about how complex one could get to another, another thing I could see, for example, if I'm teaching them over to Oracle device I like them to practice it so I can imagine using the multiple choice for

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that but, or is there also an option for the short answers or anything like that.

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There are number of ways we can approach it. so let me put it this way.

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If ever you are wondering about, I'd like to do something today try be unwilling to put in the work, but I'm not certain how to realize that pedagogical object to be technology.

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Luckily, you have a whole team of absolutely brilliant charming individuals available to tap into that experience. And if they don't have Do you get each to yelling or me.

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They are always happy to set up either small group or a one on one appointment and this is not just an empty promise we love what we do.

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Contact us, we set up an appointment.

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If you are only available in a single individual, that's fantastic. If you want two or three colleagues to can be You are a dozen, that's fantastic as well.

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And we can brainstorm you bring your need. We give you potential solutions. And then you decide which works for you. And then we assist you with developing it we can't do math development for everybody, but we can always assist you to get up and running

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with the basics. Thank you so much.

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Sorry, I just want to add a few points to encourage question.

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So I think the interactive video is really is the concern is really about the danger and I pre, pre staging the students.

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You know whether they have read stuff. I think it's fine if it's a short because it's really not a quiz tool.

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But if you are really are focusing on you know, for example, to like the test and students measure their, whether they have like gets a midpoint of the reading.

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There might be other five p tool might be more appropriate for that purpose so they don't have to record the videos and stuff like that.

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They for example interactive books, this is something manufacturing member actually using to present your materials to the students which you can also insert questions and interaction to that as well.

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And then, or something else, I mean just depends on really the your situation and really. What's the need and then if you can. If you cannot let you have you need help figuring out which will be the most appropriate activity issues and feel free to get

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get in touch with Robert and myself and we will be left to help.

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Absolutely.

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looks amazing.

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I'm just answering the question in the chat box to class.

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So, yes, we can, unfortunately can't cram everything in a minute, but there are so many fantastic things about it that you can just download or upload the class everything, every each five be developed object that you develop any class or outside, but

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obviously if you want to download it in in in class, you can download. Another thing in the Maggie I see your hand I will respond to that as again.

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Any each object you see on the internet so if you go for example to each five p.org and if you open the tutorial document that I've just walked through at the very end there's a section.

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And there is a central website. Each five p.org, where we provide the link, and we also provide the link for the web page where all the sample objects, they created are available.

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Now, these are freely shareable but to be perfectly honest.

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We didn't feel comfortable downloading someone else's work and just making it available in our own course, especially when the already make it available.

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And if you look at your.

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The the open class I believe it's in the, in the, in the board open a section, let me just quickly navigate that to verify if I'm giving you the appropriate instructions.

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Yes.

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In the Boyd open.

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In lesson six near the bottom, you will see something called free downloadable age five peer learning objects, you know what, let me stop sharing the screen and share that particular screen with you instead just for a second.

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So first I will have to find it. Okay.

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If you can see on my screen we are in less than six, that by the BFM Dorian a different way. Bear is a treasure trove of directing

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for all to the bottom of the hyp section you see free download double each fight period.

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But

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they are perhaps what's just dropped from Robert.

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Robert disappeared, I get shoved back and forth.

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Sorry for the interruption. Zoom is acting up as usual. So, but I was going to say, let me start a try and share my screen again very quickly.

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So, if you look at the bottom of any each five be learning object on the left bottom menu you will see something reuse.

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Let me try to make mine clearer, if you can see, and where you are right click on this button, you get a pop up menu which allows you to download as an HIV fire.

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So, any hyp object you come across on the internet providing of course that is copyright, a clear this available to you.

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You can download, take it apart, edit, reuse, and the whole host of other things.

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Maggie, you have been so patient with us, let me pose your question. Thank you. I'll just ask very very quickly. I'm wondering, at what point too many interactions at it in become distractions because I found myself experiencing that phenomenon.

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At one point, and one of the sample videos when I was trying to follow the

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URL popped up and then something popped up later and I, I'm concerned. So it's, it isn't isn't a tech question, is there sort of a, an optimum number of interactions that you could add in.

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You know, it really determined on whether you pause the video or not.

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And how long you force that interaction to show up, because if I pause the video, then they don't run into each other. Right. And the student can walk me and they can always pause that without the whole video at any point, go make a coffee, have a breakfast

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have a vacation, come back.

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Click on on pause and continue where they stopped pedagogically speaking, to be honest.

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You can also do something like instead of inserting, let's say you have a five minute $3 that's a 10 minute video instead of inserting something every five seconds.

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You can do something like two or three in the process.

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And because you can add several questions at one point. You can also sort of do something like a two minutes into the veto I'm going to insert five different questions

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i ne ne ne any other concerns questions problems, anything you would like to hear from us.

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Yes, how many I can see your hand.

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It's a pleasure, Maggie.

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Perry, thanks I just had a question about hosting on YouTube but I guess if you have a YouTube video you pull it out.

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Do the HIV is and the students have them watching into their class are they watching it on on YouTube with a layer put on top or is it somehow being hosted three.

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Once we do that, let me put together two questions you can already see been in the chat box has done and I forgot to mention, so let me first of all address the zoom aspect because many of you are recording lectures into zoom.

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I stream it from zoom, zoom doesn't allow streaming video, but you can download the video from zoom the cloud, save it on your computer, and they're reusing now as to your YouTube video.

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Imagine you posted videos as having the original source, and each five p is like an acetate layer, a transparent acetate layer over the middle. So, your each five p activities are only available to students who are watching this video through your course.

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You are not impacting on the origin of either the original video or YouTube someone goes straight to YouTube. We are just going to get the veto the lecture the whatever you recorded.

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It's only value stream your video from YouTube through.

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And each five be, and you put like an acetate paper these questions on top.

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That's when these appear.

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Now, don't get me wrong. YouTube has somebody some similar features that you can make any YouTube video of sometimes you want you to be those and you see a menu and beating on the left sidebar, you can click, you see urs popping up and disappearing, those

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those features are available to YouTube, they are not as rich as hyp they are not education oriented, and most importantly, they are only available in professional YouTube, which means you have to have certain, you know, course subscriptions and the whole

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nine yard, whereas vv your own videos or with any video that you are streaming from YouTube without impacting the original source, you can overlay, anything you want and it's going to be your work.

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So, the question is that the answers are not going to be given away to anybody who visits your when boys the boys the same be down. Does that have any.

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Sorry, I can't.

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Sorry one yeah the one follow up question I've got my current middle class has videos streaming in from YouTube. Yes.

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Right now students seem to have a option of getting out of Moodle and watching it straight on YouTube is, if you put the HP acid on it because that is their way of blocking them from watching it on YouTube, which would I guess make all that stuff disappear.

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That's a great question. You know what, let me get back to you on that we have never tested that feature this is a really good question.

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And although we know the answer to everything.

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This doesn't happen to fall into the everything category. So, let me ask you to send me an email, or encourage your q.ca. I'm going to test it right away after the bat sometime today.

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And I'm going to reach back to you with the answer if anybody else is interested in the same thing, be the same question, just send it to us and be up to me and I'd be happy to share my answer we do.

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Natalia I see your hand up.

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And I'd be novia running over so if you need to leave, feel, don't, don't, don't feel, you know forest.

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But we are I am certainly happy to assist you. Go and Natalia.

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So just a very quick question so if we can't use a zoom cloud for streaming the videos can we use other technologies that are available through your like panache to, to the best of our knowledge right now streaming only works from YouTube, only because

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that is the interface developed for this interactive video, but any veto you have in any cloud.

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You should be able to download to your computer and once you downloaded it, you can either upload it to YouTube to your own channel, anybody who has a Gmail account automatically is entitled to a Google and YouTube account.

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So this is a free one. So, you can go, log into your Gmail address.

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We are not advertising is not, you know, we don't have the financial or other interesting, or cooperation be YouTube but it's just that commercial fact, you have that you can activate the be free with our calls, you can upload them to be those that.

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So if you have a penalty, unless you download your video from the cloud, or from your zoom call and either you upload it to YouTube to your own account and you can even choose an upload as not to show up for anybody.

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Also, zone, don't random people won't find it on as they have the 78 million digit link and they can guess all that letters and number combinations which is nearly impossible.

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Or you can don't upload it directly into the interactive video from your computer and address it that. Also, you can do the whole thing in lieu me and you just create hyd object and then you upload that HIV object to your a class.

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Thank you. You're welcome.

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Put back the PowerPoint, I just want to show our participants some resources we have.

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Absolutely. Let me.

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Windy just for a second.

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I took off my be though because I'm afraid that zoom doesn't like me.

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Here VI. Yeah, so I just want to mention some useful resources that were listed here. So the first one is hyp.org. So this is a very useful site, which gives you instructions detailed instruction also sample objects to all the h5 free content types so

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if you're interested, you can take a look at that. I don't think the interaction will be different if you are using the HIV in a class. And then the rubber will mention Leumi, which is also very useful if you want to do the offline editing of your HIV

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objects that's a fantastic service that you can use. And the third one is he 10 percenter rich five piece to you this I was content by quite a few number of faculty member asking, so they want to take whatever they do adult from the class and take it

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and then to host it in some kind of like a free h five p posting services.

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So this is the e commerce center h five p studio. So if you, if you do want free plays which is outside the class where you can want wanted to host your HIV projects.

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This is a wonderful free services they only dropped pack, I think, is, you will have to then Creative Commons license. Your object, if you are using this service.

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But the other advantage of using their service then would be. This is actually inventory. So you can actually go there and then search for the existing HIV objects that is built by other instructions in being in Ontario, and then depends on what kind

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of license they have there you probably they can download and you will repurpose some of the stuff that you can find in the inventory so that is a wonderful space as well.

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And the LT so we have our boat open that LTS also have their own tutorial from so which way this link here.

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I think that's the resources I just want to mention. And then, and then just a final words before we end this session.

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We will also so I will email everybody, the recording and the materials for this session.

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Once it's done once everything is uploaded and then stuff, and I will also send you two links.

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So if you have a few minutes to spare please let us know how you would like us to improve this session. And also, one or the other.

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So I think that's pretty much what I want to say sorry we are running out of time.

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Or do you have anything to add. You know, two things.

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Our strength is timing. As you can see, but more importantly, this is not a one shot deal. You got an intro to HIV and now we kind of forget about you.

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You need any assistance we are planning a whole host of workshops, we are pretty much willing to prepare 43 different workshops on 43 different plugins if that's what your interest is because we are here to serve your needs.

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So always reach out to us. If you don't know the answer will find the doubt and will assist you step by step with the process to make it a lively engaging experience for us.

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Oh, thank you so much for coming to our session for having patience with us, especially with our technical difficulties.

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And don't lose our emails.

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They get everybody and have a beautiful day.