

PresentationTube: A Network for Producing & Sharing Video Tutorials

Project Information

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I. Background Information

In Oman and other countries in the region, there is currently a strong emphasis on systemic reform in education at all levels. This development is encouraging stakeholders to collaborate in supporting the achievement of high standards in Omani education. Today, many local and international educational organizations and universities have started to offer online courses for learners and the basic technology involved is online video lectures. Video is a widely used kind of resource for e-learning and MOOCs (Massive Online Open Courses).

Research on video production and sharing emphasized the importance of considering the potential possibilities that video content presents when deciding how to support learners. Proponents of videos argue that there is increasing interest in providing learners with recorded materials and video is demonstrated to be an expanding channel for presentation. Watching video is considered as a basis for mental activity. It is socially acceptable and supported by multimedia portable media players and smart phones.

PresentationTube offered a unique solution to help teachers produce and share quality video tutorials easily and efficiently. The project accommodate the technical differences among thousands of teachers in Oman and other countries, as well as the requirements of producing and sharing effective video materials for learners.



II. Goals and Timeframe

PresentationTube project aimed to help teachers and learners in Oman and all countries produce and share quality video tutorials in a new and easy way. The project offers free presentation recording software and online video sharing platform. The software synchronizes a variety of visual aids, including teacher's audio and video footage, slides, whiteboard, drawing board, and web content. With visual aids, like the drawing board, the teacher can draw lines, curves, graphs, and shapes on the screen to emphasize or clarify an idea or concept, so the demonstration can be clearer.

The project has established an online community for producing and sharing quality video content in all languages, including Arabic, English, Spanish, German, etc., and provided training for more than 1500 school and university teachers on using PresentationTube to produce video tutorials effectively, resulting in more than 3,500 quality video tutorials. Preliminary usability evaluation results of PresentationTube platform showed that teachers found PresentationTube useful and easy to use in producing and sharing video content. Online video tutorials are perceived by learners as useful in terms of improving learning, increasing overall level of satisfaction and confidence, providing a valuable resource, saving time giving face-to-face lessons, and re-organizing teaching time.

PresentationTube project aimed to:

1. Establish a free-access and global online network to help teachers produce and share quality video tutorials.
2. Provide training and support for more than 2500 teachers in Oman, Egypt, and Malaysia on producing and sharing effective video tutorials.
3. Offer meta-tagged, high quality, classified, and relevant online video content repository, estimated by 2,500 video tutorials by the end of Spring 2015, that would be immediately and easily used by teachers and learners in Oman and all over the world.
4. Promote effective use of information technology for the production and dissemination of quality e-content in universities and schools.

5. Develop positive attitudes toward producing and exchanging of online resources and learning objects among teachers and learners.
6. Evaluate the effectiveness and efficiency of online video tutorials on improving learner learning and satisfaction.

To achieve the above objectives, a three-stage methodology was adopted in this project. The first stage was one of orientation and discussion to identify issues and teachers' needs. The second stage was implementing the project in reality. The third stage consolidated participants' perceptions and examined their online activities throughout PresentationTube Network. At the beginning of the project, more than 20 workshops were offered for teachers in schools and at Sultan Qaboos University, as a part of professional development programs hosted by the University. Topics included producing and sharing video tutorials, the applicability of online video tutorials to current teaching contexts, and their advantages were provided. In addition, more information about using PresentationTube recorder and network was offered via the network blog and Facebook group. The workshops emphasized the importance of co-operation among the project team and teachers for the success of the project and benefits for learners.

The purpose of the implementation was to supply information on how the PresentationTube network functions in reality and its effectiveness in achieving the objectives of the project. In addition, evaluation focused on teachers' behaviors during the implementation and their learners' reactions toward the usability of network. The implementation allowed the project team to answer the following questions:

1. How usable is the network as a system for producing and sharing video tutorials as perceived by the teachers?
2. What is the quality of video tutorials produced and shared by teachers?

Issues raised from the implementation stage were explored further through quantitative and qualitative methods, as mentioned below.

The above objectives have been planned to be achieved according to the following timeframe:

1. January 14 - June 28, 2013

Developing and launching PresentationTube network, including the software and the online platform.

2. July 1 - September 28, 2013

Field evaluation of the reliability of the recording software and the online platform in terms of effectiveness and efficiency.

3. October 14, 2013 - February 28, 2014

Conducting the first round of onsite visits and providing workshops on how to produce and share video tutorials using PresentationTube. The training and visit 30 different schools across Oman.

4. March 1 - May 30, 2014

The second round of onsite visits and assessing teachers' success in producing and sharing video tutorials using PresentationTube.

5. September 1, 2014 - May 28, 2015

Producing and uploading video tutorials by teachers.

6. June 14 - September 15, 2015

Collecting and analyzing data about the usability of the system and the usability of video tutorials.

7. September 15, 2015 - January 15, 2016

Preparing and writing reports about the effectiveness of the network is assisting Omani teachers in producing and sharing video tutorials.

III. Added Value and Importance

By the end June 2014, PresentationTube offered more than 3,500 quality video tutorials. These tutorials cover various subjects and in different languages including Arabic, English,

Spanish, and Malay. This quality of video tutorials is shared with learners via the platform and using different social networks, workshops, and conferences. The network became very encouraging for local and regional organizations to be adopted and used.

Using PresentationTube Network does not require sophisticated technical support to help teachers and content developers produce, upload and share video presentation, or to maintain and run the system. PresentationTube provided workshops and training in Oman and across the Arab region (e.g., Egypt, United Arab Emirates, Saudi Arabia, Malaysia, USA, and Spain) to transfer the project experience to other educators in these countries. This kind of cooperation and training provides good knowledge society to sustain PresentationTube project.

As more and more video tutorials are added to the network, it is hoped that PresentationTube will grow and support the culture of sharing and re-using of quality video content in the community of Omani and Arab educators. At this stage, it will be possible to tackle evidence-based research to assess the value and return-on-investment of PresentationTube network.

Lastly, PresentationTube has developed a new significant API-based application component to host videos on YouTube service, while benefiting from PresentationTube network features using YouTube's API (Application Programming Interface). YouTube uses its own advanced API, allowing PresentationTube users to upload videos directly from PresentationTube to YouTube and without the need to pay for video hosting and streaming services. The new solution allowed videos to be uploaded directly from PresentationTube servers to YouTube media servers for encoding and optimization, and then for embedding in PresentationTube platform. This solution allowed PresentationTube project to eliminate a significant part of the running costs of the project.

IV. Challenges/Risk Analysis/Project Constrains

Cultural Barriers

In Oman and other countries in the Middle East, computer and Internet use is still dominated and controlled by urban male teachers. Female teachers' presence is modest compared to male teachers. Many female teachers do not like to be presented on the Internet, even to offer video materials for female learners. PresentationTube provide to option to narrate slides using voice only.

Costs and finance

Decisions on the use of technology are educational decisions. Yet, the immediate costs of a technology project often have greater impact on decision makers than its potential benefits. Discussions on costs of the educational uses of technology tend to compare traditional and technology-mediated approaches as if they had similar purposes. This large-scale project on the use of technology will be financed through partnerships between Omani governmental agencies and international organizations. A great part of the infrastructure hardware and software is already offered.

Legal frameworks

In planning a technology-mediated project for education, attention must be paid to the regulations that will affect the project, either facilitate it or create barriers to it. ICTs defy many of the national legal frameworks that were created for a world with frontiers. Solutions, albeit necessary, are difficult to find and slow to implement.

Intellectual Property

Like many content and video sharing networks, the teacher who submits the video will retain all ownership rights to the content. However, when teachers upload videos to PresentationTube, they grant PresentationTube to retain, move, delete, or redistribute the videos via PresentationTube network. Third parties must get permission from the teacher when they use the video under a license granted.

V. Relevance to Action Line C7 (ICT Applications, e-Learning)

Although PresentationTube has been developed to serve the local community and other countries in the region, the project has received a considerable international recognition and thousands of teachers and content developers started to use the platform, which resulted in more than 150,000 active users and quality video tutorials in many languages. PresentationTube project can contribute to achieving universal education in Oman and worldwide, through delivery of quality content for education and training of teachers and learners and offering tools and knowledge society for independent and lifelong learning for both conventional education and distance education opportunities. With PresentationTube, teachers are able to shift to more learner-centered learning and allow course content accessible by all learners and adopt more flexible e-learning patterns.

VI. Conclusion

Today, PresentationTube has more than 6,000 subscribers and hundreds of quality video tutorials in all subjects. The evaluation of the project provided very encouraging feedback regarding the effectiveness and efficiency of PresentationTube network. Teachers favored the video presentation recorder and found it useful in producing video tutorials, easy to use, and satisfactory. The overall results of project evaluation¹ show that participants found PresentationTube, including the video presentation recorder and the online platform, easy to use in producing quality video tutorial, effective in facilitating the process sharing video presentations with students, and relevant for use in e-learning settings. PresentationTube platform was found more usable than other slide sharing or video streaming networks like SlideShare and YouTube. Assessment of video tutorials showed that educators did well in their recordings and their videos met most of the pedagogical and technical attributes of quality online video tutorials. Learners found PresentationTube very encouraging and effective way for learning. They found PresentationTube as a useful resource for learning. The

¹ Sadik, A. (2014). The Development and Evaluation of a Network for Producing and Sharing Video Presentations. *i-manager's Journal of Educational Technology*, 11(2), 28-40.

vast majority of learners expressed that using PresentationTube, no need to take class notes or worry about language difficulties in non-Arabic classes.

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Bring Your Presentations to Life!

PresentationTube offers free presentation recording software & online platform to help presenters record, upload, and share their video presentations. The software allows presenters to narrate and annotate PowerPoint slides and synchronize a variety of visuals. The online platform combines video with slide navigator, allowing the user to control the progress of video.

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<p>St. Joseph's School State of the School January 2016 24:37</p>	<p>Tutor Orientation Wilmington, Delaware 31:07</p>	<p>Welcome to the challenge! a new year! A NEW YOU! 32:14 2 weeks from now you will thank yourself</p>
<p>Treball final de grau projecte de recerca en psicologia clínica i de la salut L'eficàcia del software especialitzat, en l'entrenament de la memòria operativa en infants amb TDAH. Alumna: Mònica Riera Pullés Consultora: Anna Muro Rodríguez Títol: Treball Final de Grau Acadèmic: 2015/16 15:43</p>	<p>AMBULATORY PROCEDURES SKILLS TRAINING IN GRADUATE MEDICAL EDUCATION ARE PRIMARY CARE ORIENTED TRAINING PROGRAMS DOING ENOUGH? Daniel Elder MD, Stacy Higgins MD, William Branch MD Emory University School of Medicine Atlanta Georgia, United States 11:26</p>	<p>FINAL: Content Strategy Evaluation Results & Recommendations DANIEL ELDER TCC 6710, CONTENT STRATEGY 05:55</p>