1. Executive Summary:

This project is designed to improve and increase student and instructor access to the latest video technology in support of teaching and learning. It is impossible for campus to staff current IT learning technology units sufficiently to meet demand. Therefore, a self-service option will increase access without increasing staffing costs.

Students and instructors in today's learning environment need access to video technology for the purposes of:

1. creating learning modules for online or active learning delivery
2. practicing and recording presentations to complete learning objectives
3. experimenting with new teaching and learning methodologies

The project was modeled on the One Button Studio created at Penn State. Staff assigned to the project took Penn State's recommendations, adjusted them for the space available to us, the technology we typically use on campus, and video technology updates. They also created a timeline to fit the work needed into the general campus workload for facilities and IT staff. The project team also consulted on appropriate branding and marketing of the service.

While we were not able to get the studio operational before the deadline, it will be available for use within the next two weeks. Discoveries we made during the installation process include that future rooms will need a reinforced ceiling grid and card access. While not essential, other group use rooms on campus have a calendar display adjacent to the door, so that students can see who has the room reserved and whether or not the room is available. This may be useful to include in future rooms. Our current room will allow us to evaluate the value of the digital display versus the projector for displaying video or powerpoint for presentation purposes.

Most other findings were delayed and will not be reportable until the system has been available for use a few months. It was valuable, however, to discover the very strong interest by the College of Business in this kind of system. It will be interesting to compare the equipment and installation costs to the cost of providing staff to assist with the number of students and instructors who make use of the room for the remainder of this semester.

Immediate next steps include a) completing the room, b) marketing the service, and c) creating a calendar for reservations, and d) collecting metrics on usage (who, for what, and satisfaction with the service). Longer-term next steps include: a) seeking alternative or additional space in academic buildings, especially ones without current IT presence, b) consulting with College of Business on their use of the video room and need for their own room, and c) sharing our project and its results with other UW campuses.

If there is opportunity for growth of this service we have learned that we need to involve Facilities Management earlier in the process and do more to inform the campus of our plans in order to gain strategic partners. We've learned it is possible to get this kind of project done quickly and with this experience, the next room should be even better.

2. Purpose and Objectives

Students need and want access to advanced technology that piques their interest and engages their learning. Students are challenged with a high demand for public speaking and presentation skills. IT staff assisted student in recording over 3,000 videos in the last academic year. A self-service video recording studio will engage students in creative video presentations as well as give them much needed practice for public speaking assignments. Faculty also need easy ways to convert traditional teaching to active learning and flipped classrooms. IT staff assisted in recording over 100 video productions for instructors in the last academic year, without advertising the service due to limited availability.

Staffing and provisioning high-end production studios is not scalable to widespread use. If not widely available, the service does not reach critical mass sufficiently to be well utilized and transformative. Self-service production studios are a way to scale the service and provide greater accessibility and ease of use for both students and faculty. It will also free up staff time to devote to other instructional and campus support projects.

The Video Recording Studio project addresses these problems and supports the achievement of the Learning Technology and Administrative Efficiency objectives in several ways:

1. Extends a student-centered ecosystem by establishing a new access point to learning technologies.
2. Extends a student-centered ecosystem by creating an easy-to-use studio of cool technology for student use.
3. Improves administrative efficiency by creating self-service option that requires little staffing and support.
4. Avoids cost of expensive hardware while still providing high-quality service, in effect doing more with less.
5. Improves support for faculty innovation in teaching and research.
6. Provides easy to access equipment in support of online classes.

Modeled after the One Button Studio created by Penn State, this automated video recording studio provides an excellent template from which to form our Video Recording Studio. As project manager, Liz Bannenberg, Student Technology Center Coordinator, was in charge of planning, budgeting, and forming a project team made up of content experts. The project team consisted of Wayne Abler, Video Production, Jim Agen, A/V Technician, Gary Vandre, A/V Technician, Jeffery Wurm, Facilities Designer, and Michael Van Vonderen, College of Business Video and Multimedia Technician.

3. Organization and Approach

Prior to receipt of the funding, a list of equipment was obtained from the One Button Studio website hosted by Penn State, giving us an estimate for our proposal. After receipt of the funding, Laura Knaapen, Director of IT User Services, and Liz Bannenberg created a work breakdown structure for use with the project providing an estimated timeline. Assignment of the room in Polk Library occurred after receiving notification from the university's space and planning committee that space in one of our other academic buildings would not be available for the prototype room.

The first project meeting consisted of determining what equipment would be most conducive to the space we have. During this meeting, Jim, Gary, and Wayne expressed concern for the size of the room and use of a projector. A television on a movable cart was suggested as a solution and approved by the rest of the team. Equipment was ordered in December, arrived prior to the holidays, and was delivered to Polk Library basement in early January. A facilities management designer was assigned in December to manage the remodeling needed for additional electrical circuits and sound proofing.

Remodeling of the room to modify the electrical and add four ceiling outlets took place starting January 25. The networking team also added another network jack to the room as the two computers needed for the project would both require internet access. After the electrical and networking modifications were completed, the equipment was placed in the room until the backdrop could be hung for the ReflecMedia software, an emerging technology that utilizes a neutral gray backdrop and a light that is placed around the camera to make the backdrop appear to be Chroma key Green or Blue. Lights and camera were all ceiling mounted February 10 and setup continues to take place. Computer setup and installation was also completed February 10.

Software setup and testing will continue next week allowing time for other members of the team to assist in configuration of the equipment. While the room is not currently open to use by the campus community, the public opening is expected to take place March 1.

At the same time that the team was working on ordering and installing the technology, Laura and Liz were working with campus Integrated Marketing and Communications to create a brand for the studio, identify advertising channels, and create associated marketing materials. The marketing will consist of email notifications to instructors, a video demonstrating the capabilities of the studio, graphics for broadcast on campus-wide television displays, and personal contact with the most likely faculty users of the service.

4. Analysis and Findings

Organizing, ordering, remodeling, and setting up a room in a little over 120 days was a lesson in project management. There were very few meetings of the project team in a formal atmosphere, just one to determine what to order and one to plan the layout of our location. All other discussion was in small meetings between the project manager and one or two other members of the team or via email. This worked to our advantage as the project could take shape more quickly and we avoided having meetings just to have meetings.

During setup, there were lessons to be learned as well. A reinforced ceiling grid is imperative to ensuring the equipment that is ceiling mounted (lights, camera, and microphone) are secure, and strategic placement of ceiling electrical outlets would cause less clutter in wiring to power equipment.

Another important discovery was learning about interest in the project from the College of Business on our campus and the inclusion of Michael Van Vonderen on our project team. His involvement with the setup of equipment will be important for the continued use and support of this room as well as the potential implementation in other areas on campus.

One strategy we found that would not work with our Video Recording Studio was the project utilized for presentation practice due to the size of the room and the ceiling height. With the help of the project team, mainly our Audiovisual Technicians Jim and Gary, a 50" digital display on a movable cart was our solution to allow for presentations that needed a powerpoint or video. The cart can easily be moved out of the way when it is not needed.

The major risks we faced were related to time constraints. The short amount of time we had to complete this project did cause some issues as well. Delays in the notification of the availability of funds had the project starting two weeks later than originally scheduled in our application. This placed some key activities in the middle of the end of year holiday/vacation season. Also, due to an increased number of projects in Facilities Management, a designer was not assigned to our project until later than expected, pushing back the remodeling. We did our best to work around the room and remodeling delays by ordering all equipment and working with Integrated Marketing and Communications to finalize our brand and an article to release to campus. Overall these issues were resolved and setup of the project, while delayed, is taking place sooner than anticipated after our last report.

One remaining risk as we move forward with the project is that no one would use the room. This is still a viable risk. To mitigate this risk, Liz will meet with various departments and colleges on campus that currently utilize our video management system for recording work to offer the Video Recording Studio as a way for students and instructors to practice or record videos to be utilized in their courses.

5. Conclusions and Recommendations

One conclusion that can be drawn from this process is that early and frequent involvement of our Facilities Management staff in the application and project planning stages would have been beneficial. If we had consulted our Facilities Management staff sooner, and coordinated with them throughout the application process, we may have been able to have a more accurate timeline, better assignment of room, quicker assignment of a designer, and more accurate assessment of room remodeling costs.

Informing campus of our award may have sparked early interest from departments and colleges on campus who were looking for this kind of service and would want to collaborate on this project, providing insight into what their needs are in video recording. We could have identified the College of Business as a partner sooner in the process and generated additional interest in the outcome of the project with their faculty and students.

The abbreviated timeline of this project made it an opportunity in prioritization for many members of the project team. While the project is not presently completed, all purchases necessary have already been made. Completion of the setup should be done by the end of next week and testing will be completed prior to March 1 when we would make the room available to the campus. Our marketing campaign will begin next week as well.

A crucial part of our next steps in continuing this project include marketing to campus, not only through general public channels such as Oshkosh Today (our web newspaper), Campus Vision (a series of digital displays located in public areas across campus), and the Information Technology Website, but through meeting with various departments, colleges, and units on campus who may have an interest in the technology for use by their instructors or students. This will generate buy-in from the campus and allow for feedback regarding the ease of use and setup of the Video Recording Studio.

A resource/reservation calendar will be created to allow members of the campus community the ability to reserve the room for themselves or for a class to record videos. This will give Information Technology a good idea of use of the room, and this way of reserving spaces is already an established practice for other campus resources. To measure feedback, a short survey will be created in Google Drive and will be sent out to those who utilize the room. This will allow us to keep track data related to quality or quantity of use in the room.

The current plans for the studio are that its key can be checked out at the nearby Student Technology Center. The center is only open between 8am and 6:30pm, Monday through Thursday, and 8am and 4:30pm on Friday. In order to provide additional availability after hours and on weekends, it would be best to install card access to this room. With card access students could enter the room without checking out the key and we would have a clear record of who is using the room at each time. The additional cost of card access in the current location is estimated at $6,000, since the building does not currently have card access infrastructure.

Longer-term next steps include talking with campus Facilities Management to see if other rooms, especially in academic areas that do not currently have an IT presence, will be identified in the campus space plan for moving the studio or creating additional studios. The campus is in the middle of its Master Space Planning process and we hope to be included in those plans. Being able to demonstrate use and demand for this service will help our cause. If we move the existing room, funding needed should be for construction

($3,000) and card access only ($6,000). The cost of card access depends on which building is selected and whether or not it has existing card access infrastructure.

This project was designed and developed by Penn State and with the intention of making it available and easy for other campuses to create and set up on their own. The setup we used was fairly close to the original and allowed for us to have some predetermined instructions to use. Some modifications were made to accommodate the room we have, but this project is certainly one that could be implemented in other areas on the UW Oshkosh Campus as well as on other campuses in UW System.

As a way to expand visibility and possible involvement with other campuses in UW System, we are willing to share our project summary, costs, and metrics with our Information Technology and Learning Technology peers at the ITMC meeting in Spring as well as through the monthly LTDC forum. The ITMC presentation will focus more on the technology aspect of this project. The LTDC forum discussion, with the help of Jennifer Hendryx our Instructional Designer, will focus mainly on pedagogy and the potential uses of this room for educational purposes on our campus presently.

The College of Business may provide an area of growth, if the current video recording room does not meet their needs or the volume of use exceeds the single room's availability. If there is opportunity for growth of this service we have learned that we need to involve Facilities Management earlier in the process and do more to inform the campus of our plans in order to gain strategic partners. We've learned it is possible to get this kind of project done quickly and with this experience, the next room should be even better.

6. Appendices

Appendix I: Proposed Budget

	Item Description *(person or item)*	"Hours and Rate" (if labor) or "Purchase Cost"(if non-labor)	Line Total
1	Audio Equipment	287.20	287.20
2	Computer	2374.16	2374.16
3	Lighting	1028.77	1028.77
4	Camera	849.00	849.00
5	Mounting	425.37	425.37
6	Infrastructure	5106.50	5106.50
7	Presentation System	3070.00	3070.00
		Total Request:	**$13,141.00**
	Matching Funds (Source: One-time Carry-over)		$
1	Time and effort	100 hours @ 60/hr	6000.00
		Total Matching funds:	**$6,000.00**

Appendix II: Final Budget

	Item Description *(person or item)*	"Hours and Rate" (if labor) or "Purchase Cost"(if non-labor)	Line Total
1	Audio Equipment	$352.00	$352.00
2	Computer	$3,409.02	$3,409.02
3	Lighting	$965.15	$965.15
4	Camera	$811.73	$811.73
5	Mounting	$408.18	$408.18
6	Infrastructure	$2,386.00	$2,386.00
7	Presentation System	$2,920.00	$2,920.00
		Total Request:	**$11,252.08**
	Matching Funds (Source: One-time Carry-over)		
1	Time and effort	100 hours @ 60/hr	$6000.00
		Total Matching funds:	**$6,000.00**

Appendix III: List of Team Members

Laura Knaapen, Director of IT User Services, knaapen@uwosh.edu
Liz Bannenberg, Project Manager, bannenbl@uwosh.edu
Jeffery Wurm, Facilities Management Designer, wurmj@uwosh.edu
Wayne Abler, Video Production, abler@uwosh.edu
James Agen, A/V Technician, agen@uwosh.edu
Gary Vandre, A/V Technician, vandre@uwosh.edu
Michael Van Vonderen, College of Business IT Support, vanvondm@uwosh.edu

Appendix IV: List of Resources

Penn State One Button Studio Site: http://onebutton.psu.edu/
Penn State One Button Studio Equipment List:
https://docs.google.com/spreadsheets/d/1_1cd4dtpxqqwxcO35iIvD0MrLuuVQB6FzJqwoH2MU70/pubhtml?gid=0&single=true