

Dr. Jen Scott's "homemade video quick sheet" for instructing your students on your Blackboard site using just your phone

As instructors shift their courses online, they should keep in mind that learning management systems and video conferencing websites like Zoom are about to have a huge increase in traffic, which will be a burden on their servers and will likely lead to crashes and accessibility issues. We can keep it simple by delivering short videos to our students, supplemented by additional materials.

As an example, I (Jen) made this video to review for my students how to write an annotation, which is an upcoming assignment in our ENGL 1105 class. Here's the original version on YouTube, just so faculty can see an example: <https://www.youtube.com/watch?v=HuR-VGWukN4&>

To make this video, I set up my phone on a shelf in my office, wrote out my material on a steno pad, and hit Record. Yes, there is screen casting software available, like Screencast-O-Matic, but *it took me a lot less time to do it this way and it's closer to what I would actually be doing in the classroom!*

To keep the file size smaller, which will make the video more accessible to students on limited internet access or a data plan, I changed the resolution on the video. On my phone (I use an Android device), when I open the video in the Gallery, an Edit icon appears, and from there I can change the resolution and re-save it.

Next, I uploaded the video to YouTube using the YouTube app. I added a title and description, and I selected the option to have the video be unlisted, which means I can distribute the link to whoever needs it but it won't come up if someone searches for it on Google or YouTube. We can embed YouTube videos into our course Blackboard sites as well; when you add an Item to a page in Blackboard, look for the YouTube logo on the lower left of the editing buttons.

This video and others like it will be embedded within modules I am building within my course Blackboard site (see attached screenshots). I'm asking students to do 2 modules per week while we're not meeting face-to-face, one that's due Tuesday and one that's due Saturday each week. I've also informed students that I'll accept late work because I have students who have limited or no internet access at home; we really need to keep this in mind no matter what we use to continue our classes in an online format.

Hope this is helpful!

I am including screen shots that step you through how and where I put this assignment into Blackboard.


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Week 10, part 1 ▾

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 **Tasks to complete for Tuesday, March 24**

- 1) Complete Module 1: Reading Scholarly Sources.
- 2) Complete Module 2: Writing Annotations.
- 3) Compose 2 annotations for sources you intend to use in your argument essay (including at least 1 scholarly source).


If you are unable to complete one or more of these tasks before 11:59 PM on Tuesday, March 24, please contact Dr. Scott at your earliest convenience.

 **Module 1: Reading Scholarly Sources**

This module reviews material from our most recent face-to-face class meeting.


 **Module 2: Writing Annotations**

This module reviews material that we discussed in our last face-to-face class meeting.

 **Annotations 1 & 2 due Tuesday, March 24**

Module 2: Writing Annotations ▾

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 **What is an annotation?**


[Click here to see Dr. Scott's video explanation of annotations!](#)


An annotation for a source has 2 main parts: a bibliographic entry and a summary.

The **bibliographic entry** is a citation for the source that looks just like it would appear in the list of references at the end of your paper. Use your APA handbook (whichever one you are using) to help you cite the source. I'll direct you to some resources to help you with citation in another module.

The **summary** appears right after the bibliographic entry and explains in your own words the purpose of the source and what information appears within it. If you are summarizing an empirical study, make sure your summary touches upon the purpose of the study, the methods, and the conclusions the researcher(s) made. If you are summarizing a different type of source, just make sure to include enough information so that you can use the annotation to help you decide where the source fits into your own paper.

In addition to the bibliographic entry and summary, I suggest adding a sentence or two at the end of your summary where you explain how you intend to use the source in your essay. Does it provide background information? Does it support a claim you are making? Does it present a counterpoint? Say just a little bit about how it fits into your argument as a whole.

 **What's the point of writing annotations?**

 **Examples of Annotations and Annotated Bibliographies**

Linked below, you'll find resources for writing annotations as well as a Word document containing a pair of sample annotations. You can find this latter document attached to the instructions for Annotations 1 & 2 as well.

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This link will take you to Jen's home made video:

<https://youtu.be/xjGWmS6MERU>



Examples of Annotations and Annotated Bibliographies

Linked below, you'll find resources for writing annotations as well as a Word document containing a pair of sample annotations. You can find this latter document attached to the instructions for Annotations 1 & 2 as well.



How to Write an Annotated Bibliography (University of Cincinnati)

This resource talks about a few different types of annotations. Your annotations should look like the combined informative/evaluative or the informative annotations presented here.



How to Write an Annotated Bibliography (University of Maryland Global Campus)

This tutorial/guide explains annotations as well, and includes a video that you might find helpful!



2 annotations (example)



Time to write your own annotations!

Please note that for each set of 2 annotations, I'm asking that you compose an annotation for 1 scholarly source and 1 other source (which doesn't have to be scholarly).

Make sure to choose a source that you would benefit from summarizing. You're welcome to cite sources in your paper that have just one tiny piece of information, like a definition or a single statistic, but you don't really need to compose an annotation for a brief source like that. Use the annotations as opportunities to develop your understanding of your sources and topic.