

Engaging Audio Learning with Voice-Over PowerPoint

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Voice-Over PowerPoint

- Flexible
- Learner-centered
- Utilizes a mastery approach to learning
 - Student can access individual slides
 - Replay a slide repeatedly
 - View slides with or without the audio

Learning Styles

- Audio Learner ignored by OnLine / Distance Learning
- VO-PPT engages ALL 3 Learning Styles:
 - Visual
 - Kinesthetic
 - Audio
 - Especially Engages Audio Learner
 - Hearing professor enhances rapport



Production

- Easy & inexpensive
 - Broadcast Quality NOT Necessary
 - "Um's" & "Ah's" OK
- Learning curve is short
- Instructor prep
 - No more time than planning & delivering a solid lecture
- Can be used Multiple Times
 - Multiple Courses
- Updating is Quick & Simple

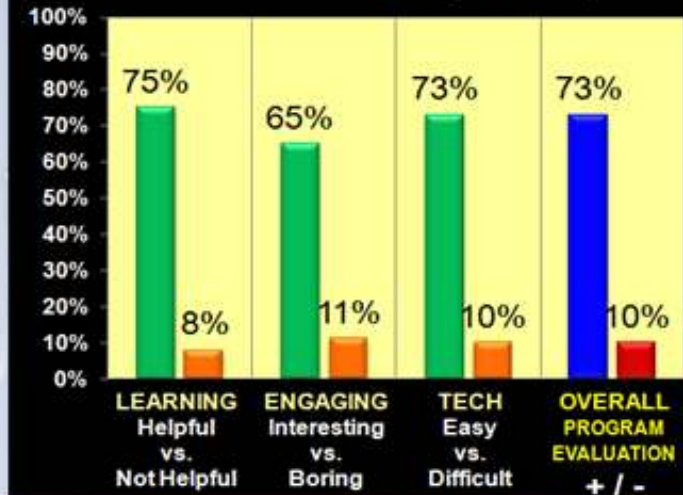


Steps:



VO-PPT Program Evaluation

Overall Response Rate: 231/297 = 78%
 Positive Response (Green)
 Negative Response (Orange)



VO-PPT EVALUATION						
73% Positive Evaluation						
• 15 Class Sections (All Undergraduate)						
– 6 Distance / 3 Hybrid / 3 Traditional						
• 297 Students; 231 respondents = 78% overall response rate						
– All Undergrads						
• 7 Semesters (6-15 wk semesters; 2-10 wk semester [SU])						
– SP08 (2); SU08 (1); FA08 (2); SP09 (3); SU09 (1); FA09 (1); SP10 (2); FA10(3)						
Evaluation Summary	-	-	-/+	+	+	Total
VO-PPTs	1	2	3	4	5	
Helpful learning vs. Not Helpful learning	13	23	77	212	130	455
Interesting & engaging vs. Boring & Waste of time	17	34	109	195	104	459
Regarding Technology +/- Easy vs Difficult to use	7	34	46	206	167	460
Total #	37	91	232	613	401	1374
Total %	3	7	17	44	29	100%
TOTAL%	10%-			73%+		83%

Engaging Online Students:

Threaded Discussions (TDs) - Hit or Miss?

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HISTORY

1998 LMS* & VLE* → Higher Ed

*Learning Management Systems & *Virtual Learning Environments

Target: Masters & Adult Learners

- Problem: Lack of Engagement
- Solution: Asynchronous TDs

Student/Instructor Interaction
Engagement & Metacognition

Replaces Class Discussion

Student Participation
Sense of Community
Student Satisfaction
Student Retention

2005 Online Ed → UG Ed

- Problem: TDs Effectiveness ↓

UGs Complain:

Lack Dynamic Interactions
Lack Non-verbal Clues →
Misunderstandings &
Misinterpretations

No Sense of Community
Just Series of Messages

Instructors Complain:

Does NOT map to Class Discussion
Too Much Time Spent
For Poor Results

REVIEW OF LITERATURE

Research Agrees:

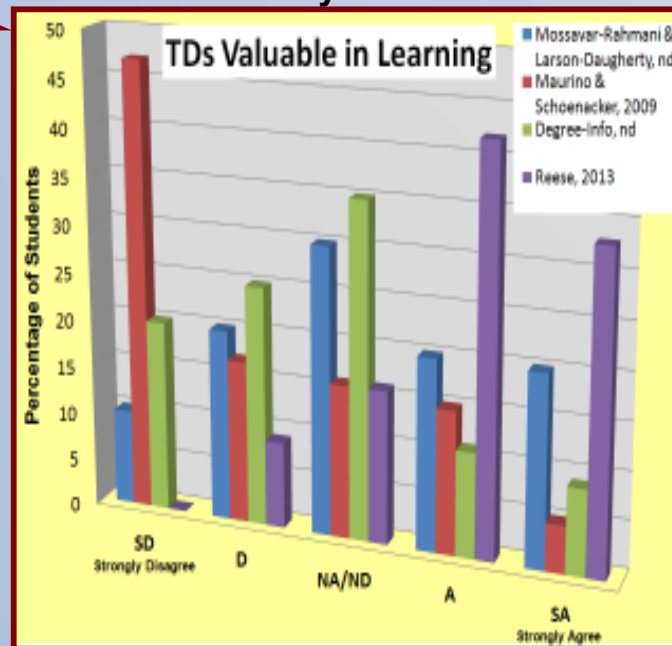
- When TDs “work” they fulfill earlier promises
- Effectiveness becoming more rare



COMPARISON:



4 Student Surveys → Mixed Results



Differences in Survey Results

? Traditional College & University vs.
“Online Universities” ?

(Univ. of Phoenix; National Univ.)

BEST PRACTICES

- Structure the activity
 - Provide clear guidelines for posting
 - Set Netiquette Guidelines
- Make the activity interesting
- Require participation
 - Assess/Grade/Evaluate posts
 - Peer grading
- Form Learning Teams/Groups
 - Keep them small (5-7)
- Don't settle for just opinions
 - Create an area for informal discussions.
- Require a hand-in assignment (deliverable).
- BE INVOLVED

NEW TECHNOLOGY

- Wikis
- Blogs
- Webinars



All eventually have same challenges: ENGAGEMENT

Forgiveness Interventions Geared for the Classroom

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CLASS OBJECTIVES

- Define, Discuss, Examine; Comparisons & Applications
- Multiple Definitions
- PARADOX of Forgiveness
- Role & Impact of:
 - Revenge & Vengeance
 - Culture & Religion
 - Apologies & Non-Apologies
 - Compassion & Empathy
 - Gratitude & Trust
 - Forgive & Forget
 - Forgiving vs. Being Forgiven
 - Forgiven vs. Unforgiven
 - Victim vs. Victim Mentality
- Research & Measurement
- Interventions

Measuring Forgiveness

- Self-Report Instruments
 - Heartland Forgiveness Scale
 - Transgression - Related Interpersonal Motivations Inventory
 - Enright Forgiveness Inventory
 - Willingness to Forgive Scale
 - Multidimensional Forgiveness Inventory



Interventions

4th STEP

ANGER Letting GO!

Resentment

Flush It!

Shield's UP!

RE.A.C.H.

DO NOT MAIL Letter

Hold a Space For Healing

Why Forgive?

Forgiveness **IMPROVES**

- Mental & Physical Health & Well-Being
- Pro-Social Behaviors
- Relationships
- Positive Emotions

Gratitude, Happiness, Optimism

Break the Cycle: Violence - Anger - Shame

Self-knowledge, Self-Esteem, SELF, Self-Image

Culture, Religion

Enright, R. D., (1991)



ASSESSMENT Reflection

Mastery Quiz

JEFFERSON COLLEGE OF HEALTH SCIENCES

2nd IPPA World Congress

References Upon Request

The 13th Step: More on Thriving in Recovery



Jefferson College
of Health Sciences



ARRC

Addiction Recovery Research Center



Bob Reese^{1,2}, Koffamus, M.², Quisenberry, A.², Bixel, K.², Seymour, N.², Bianco, A.², Patterson, D.², Bickel, W.²

1. Jefferson College of Health Sciences ; 2. Addiction Recovery Research Center @ Virginia Tech-Carilion Research Institute.

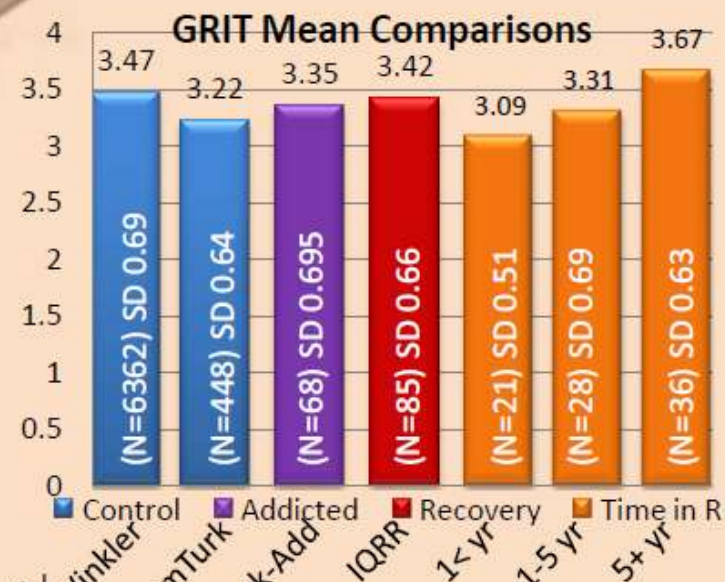
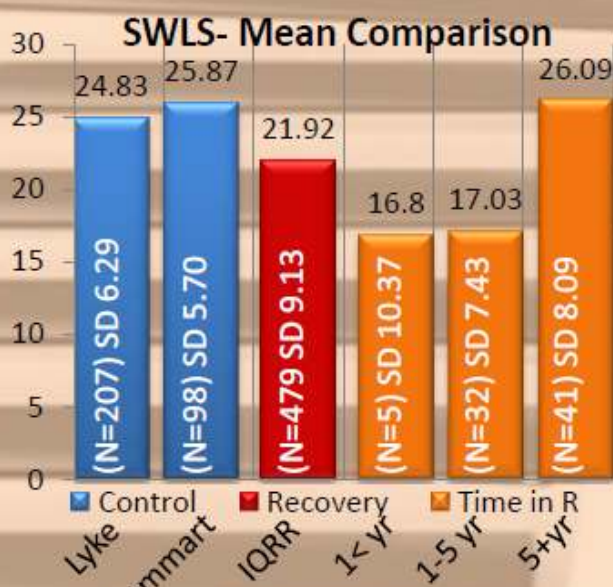
Research Question: Do people in Recovery have more ...

Subjective Happiness ?

Satisfaction with Life ?

GRIT ?

Method: Compare results from International Quit & Recovery Registry (IQRR) with "normal" populations.



Main Effect:

- Group on SHS: $F(1,633)=18.6, p<.001$
- Age on SHS: $F(1,633)=11.8, p=.001$
- Btwn Group & Age: $F(1,633)=8.6, p=.004$

Discussion:

- SHS: Recovery ↑ than Control
- GRIT: No Difference btwn Groups
- SHS & GRIT: Older people score ↑
- TREND: Longer in Recovery ↑ SHS; SWLS; GRIT

Main Effect:

- Group on GRIT: $F(2,595)=0.2, p=.8$
- Age on GRIT: $F(1,595)=10.1, p=.002$
- Btwn Group/Age: $F(1,595)=0.2, p=.8$

Length of Recovery as a Predictor of Happiness in Alcoholics

Bob Reese^{1,2}, Lindsey Poe², Amanda Quisenberry², Kaitlyn Bixel², Derek Pope², Warren Bickel²



1. Jefferson College of Health Sciences; 2. Addiction Recovery Research Center @ Virginia Tech-Carilion Research Institute

INTRODUCTION

- Lack of research regarding the recovery process led to the development of the International Quit & Recovery Registry (IQRR) in 2011 recruiting participants in all phases of addiction recovery.
- Reese, et al (2015) showed an trend of increase in life satisfaction, grit, and happiness over time [<1 yr; 1-5 yr; >5 yr] for ALL addictions.
- Quisenberry, et al (2016) revealed that for alcohol dependence more time in recovery [<5 yr vs >5 yr] is also associated with an increase in those areas.

RESEARCH QUESTION

Does further delineating length of time in recovery [<1 yr; 2-5 yr; >5 yr] from alcohol dependence present a prospect that recovery will become less difficult after the 1st yr?



METHODS

Participants: Individuals in self-reported recovery from alcohol dependence

Recruitment: Members of the International Quit & Recovery Registry <quitandrecovery.org>

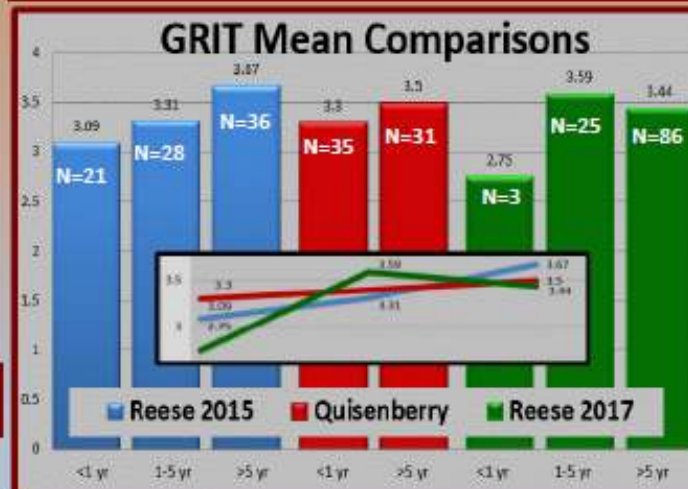
Procedure: Monthly assessments on quitandrecovery.org included measures and tasks aimed at understanding the characteristics of people in recovery



MEASURES



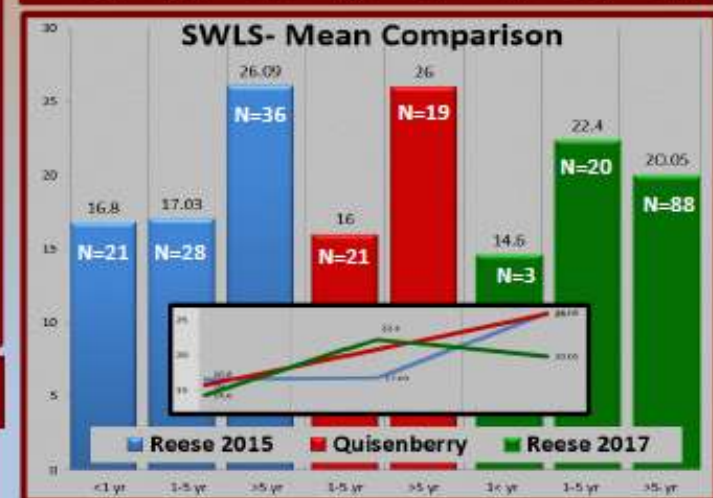
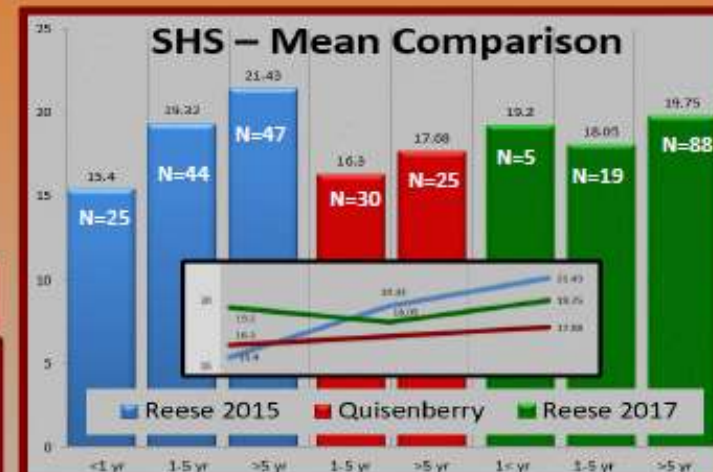
RESULTS



CONCLUSIONS

- While there is minimal statistical significance, there is a definitive trend demonstrating that a greater length of time in recovery is associated with higher grit, happiness, and life satisfaction.
- These trends can be used to support individuals who are beginning the recovery process and present a prospect of hope and optimism that the road to recovery will become less difficult and ultimately result in thriving in recovery.

RESULTS



Jefferson College of Health Sciences
at CARILION CLINIC

References upon request: rcreese@jchs.edu

5th IPPA World Congress