

Media Commons Spring 2016 Semester Report

Prepared: May 2016



Service Overview

Media Commons is supported by nine staff, six responsible for University Park and working from Pollock Building, PAMS Library in Davey Lab, the Knowledge Commons and Colleges of Ag and EMS, two responsible for all 20 Commonwealth campuses, one working with Penn State Hershey and one overall manager. Additional support comes from approximately 30 hrs/wk of lab consultant support. Campus consultants travel regularly in addition to supporting the campuses remotely.

Executive Summary

Spring 2016 saw 7,445 Penn State students, faculty, and staff use Media Commons and Maker Commons services across the Commonwealth. Spring 2016 also saw the official grand opening of the Maker Commons, a service facilitated by the Media Commons and based on the same service model. The Maker Commons provides free 3D printing access to all Penn State students, faculty, and staff with completed 3D prints being available for pick up at the requestor's local library within 3 - 5 days. The Maker Commons also opened the Invention Studio, a room dedicated to exploring various electronic rapid prototyping technologies like littleBits with the idea of helping students explore the emerging world of the Internet of Things.

Consultants supported 67 course projects across the state and the One Button Studio helped students and faculty create 11,185 academic videos in 13 locations.

One Button Studio Updates

The Spring 2016 Semester brought the One Button Studio Tune-Up to two additional campuses - Brandywine and Harrisburg. As with all Tune-Ups, these One Button Studios were re-calibrated to ensure that they function at peak performance, and hold a standard of quality and ease-of-use that users have come to expect.

This semester also rang in the installation of 3 new One Button Studios - one in the Eiche Library at Altoona Ilyside, one in the Library at Great Valley, and the third in the brand new Michael Baker Building at Beaver - bringing video recording and presentation practice ability to many more students and faculty.

In the Media

["Students gain tech skill while showcasing internships"](#) (May 5, 2016, TLT News, Brandywine)

["7 Things You Should Know About One Button Studio"](#) (May 10, 2016, *Educause*)

Facilities and Staffing

The Pollock Media Commons added a lightboard and second One Button Studio in Spring 2016. This technology allows faculty, staff and students to record presentations that require hand written notes with the same ease of use as the traditional One Button Studio.

With the opening of the new Maker Commons service, two student Makers-in-Residence were hired to provide consultative advice for students, staff, and faculty learning to use 3D printing and littleBits technologies.

Andrew Przyjemski, freshman in Engineering Science, and Zachary Hahn, freshman in Mechanical Engineering and Computer Sciences worked alongside full-time consultants to act as ambassadors for the use of innovative new media technologies in education. The Maker-in-Residence program is designed to give students interested in maker technologies an opportunity to not only support their peers in the use of the technology but to also explore their own interests and allow them to make inspiring inventions to better everyone's understanding of the possibilities in this area.

Maker Commons Inaugural Semester

The Maker Commons opened in February and offers 3D printing and rapid prototyping services to faculty, students, and staff across the Commonwealth. This new service supports users with training and workshops enabling users to take full advantage of the technologies regardless of academic background. The Maker Commons is located in the Knowledge Commons of the Pattee Library and includes 32 Makerbot 5th Generation Replicators and the Invention Studio, which contains littleBits and Legos for prototyping.

15 workshops were taught in the Spring 2016 semester covering basic 3D modeling, introduction to 3D printing, and rapid prototyping. In the inaugural semester, 849 members of the Penn State Community signed up for a Makerbot account to be able to print at the Maker Commons. 18,595 hours of printing time resulted in 2,366 successful prints. Over the semester, the Maker Commons received 1,893 unique print requests, averaging 145 per week.

	Semester Total	Per Week Average
Unique PSU Users	849	65
Hours of Print Time	18595	1430
Successful Prints	2366	183
Print Requests	1893	145
Filament Usage	192107 g	14777 g

The opening of the new Maker Commons service garnered local and national attention from several media outlets. The Invention Studio and use of littleBits for rapid prototyping in coursework in English 202 Technical Writing was featured in the [Penn State IT News](#).

Graduate students in the College of Earth and Mineral Sciences opened an exhibit in April at the EMS Museum that featured printed microscopic oceanic organisms. The exhibit was featured by the College of EMS and [3Dprint.com](#).

Additional stories about the Maker Commons can be found here:

- [Penn State's Maker Commons is a hub of creativity](#) - Centre Daily Times
- [Penn State Opens MakerBot Innovation Center](#) - Makerbot
- [3-D printing, prototyping made easy at Pattee Library's Maker Commons](#) - Daily Collegian
- [How 3D printing's growing presence is enhancing teaching and learning in higher ed](#) - Penn State Teaching & Learning with Technology
- [Penn State opens Libraries' Maker Commons 3-D printing lab, Invention Studio](#) - Penn State News

Challenges & Opportunities

With a growing portfolio of services and support options now that the Maker Commons is online, Media Commons consultants must continue to evaluate ways to scale their support to students at all Penn State campuses. New online interactive modules are being planned and ways to improve existing support technology, like the hotline phone menu system are being explored.

Additional challenges include the continued growth of interest in the Maker Commons' 3D printing service. Consultants are carefully gathering data and tracking usage of the 3D printers from around the Commonwealth. Decisions on how to continue to scale and operate the service will be made by analyzing this data. The summer will be spent building new tools, tutorials, and workflows to help students and faculty print more successfully with eye towards using our resources more efficiently.

--

A brief summary of this report and accompanying infographic can be found at:

mediacommons.psu.edu/2016/06/spring-2016-semester-report/

University Park Semester Report Spring Semester 2016

Facilities Breakdown - Spring Semester 2016

University Park Location	# of Appointments	# of People Helped
Pollock Building	156	197
Pattee Library Knowledge Commons	1250	2431
ASI Building	99	161
Hosler Building	51	73
Davey Lab - PAMS Library	80	101
Maker Commons	65	103
Location Total	1701	3066
On Demand Workshops	98	2291
ENGL 15 Online Instructional Module use	1	550
Maker Commons Workshops	15	323
Total	114	3164

Appointment Type Breakdown - Spring Semester 2016

Appointment Type	# of People Helped (UP)
Workshop (includes in-class on-demand workshops)	2291

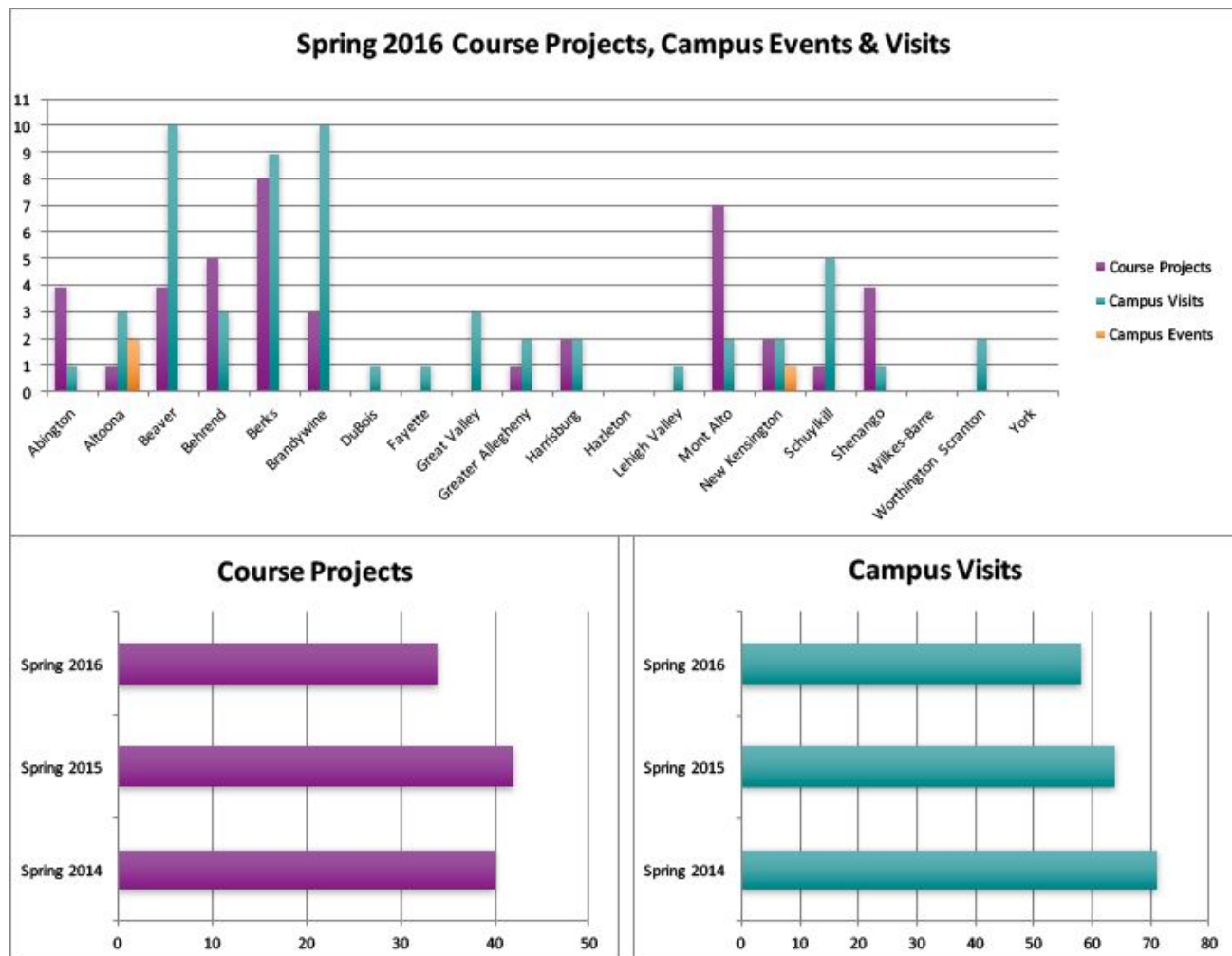
Online Instructional Module Use	550
Walk-In	231
Scheduled	2703
Remote	61

University Park One Button Studio Overview

Spring Semester 2016 Usage Statistics

OBS Location	# of People	# of Videos Created	Total Duration of Videos
Pattee Library Knowledge Commons (two studios)	989	6087	7d, 3h 59m
Pollock Building	73	412	16h, 6m
ASI Building	49	146	6h, 59m
Hosler Building	59	551	22h, 45m
Davey Lab - PAMS Library	91	473	18h, 2m
Totals	1261	7669	9d, 19h, 13m

Commonwealth Campus Semester Report Spring 2016



The charts above illustrate course projects, campus events and related campus visits to each location for the Spring 2016 semester as well as comparing each to the past two terms. Media Commons campus consultants traveled on 58 occasions in support of 34 projects and 3 events across the state in the Spring 2016 semester. These figures represent another high ratio of campus visits to number of projects (1.7:1) and also account for engagement in developing teaching and learning resources like One Button Studio installations. The overall drop in the number of projects from the previous two semesters presents a challenge as many longtime partners continue to retire out of Penn State, though. Consultants believe that the creation of easy points of entry into media projects - and conversations around their benefits - will help on-board a new cohort of instructors.

Campus	Campus Projects	Campus Events	Campus Visits	# of People Helped ⁴
Abington	1	0	1	8
Altoona	1	2	3	8
Beaver	3	0	10	120
Behrend	4	0	3	73
Berks	7	0	9	320
Brandywine	5	0	10	234
DuBois ³	0	0	1	0

Media Commons Spring 2016 Report

Fayette ²	0	0	1	
Great Valley ¹	0	0	3	0
Greater Allegheny	1	0	2	14
Harrisburg	2	0	2	115
Hazleton	0	0	0	0
Lehigh Valley ²	1	0	1	24
Mont Alto	4	0	2	112
New Kensington	0	1	2	0
Schuylkill	4	0	5	70
Shenango	1	0	1	22
Wilkes-Barre ³	0	0	0	0
Worthington Scranton	0	0	2	0
York	0	0	0	0
Total	34	3	58	1122

1 Special Mission Campus: not an "official" Media Commons installation, but still receives support

2 On campus dedicated support provided

3 No requests for travel from this campus

4 Campus # of People Helped represents only class training and follow up support, not appointments

Commonwealth One Button Studio Overview

OBS Location	# of Videos Created	Total Duration of Videos
Abington	351	10h, 5m
Altoona	74	1h, 9m
Behrend	761	1d, 4h, 49m
Berks	824	14h, 15m
Brandywine	701	14h, 30m
Harrisburg	201	2h, 32m
Mont Alto	547	10h, 20m
Schuylkill	57	1h, 15m
Totals	3516	3d, 20h, 47m

Notable Assignments

Beaver: BIOL 220W

Dr. Cassandra Butterworth continues partnering closely with Media Commons, refining an assignment first seen in the Spring 2012 semester. By including key points of interaction with a consultant - in-class overview, remote review of outlines, in-person review of storyboards, in-person editing workshop, remote rough draft review, in-person guest grading - student projects have reached new levels of quality. More importantly, student understanding of the researched content on environmental/sustainability topics is far greater, creating opportunities for student-led discussion with their peers beyond viewing the finished pieces.

1 MC overview, 2 remote critiques (outline, draft), 1 storyboard critique, 1 editing workshop, 1 guest grading

Mont Alto: SPAN 003

Students in Anthony Betonte's Spanish 003 course are asked to create skit videos using the One Button Studio and specific vocabulary from their course text. In previous terms, these projects have proven difficult for students to take seriously as the nerves attached to being on camera while also speaking a foreign language have been too great. To combat this, Betonte asks students to start with a brief skit that they write out while in the OBS and then record minutes later. The class then does critique live, in-room, allowing for students to focus on their actual speaking in the video in the next recording.

1 MC overview/OBS workshop

Brandywine: HDFS 495B

Professor Michael Sturm wanted to change things up this semester in his internship class. In the past students in the class typically completed a poster which explained their internship and the company at which it was conducted. This semester instead of a poster the students were asked to create a short elevator pitch video containing similar information to the poster. The students recorded their videos in the OBS and used iMovie to edit them. The videos will be presented to other prospective interns at the end of the semester.

1 OBS/iMovie Overview Workshop

Schuylkill: EDPSY 014

Students were challenged by their instructor Elyce Lykins to create an instructional video for their lesson plans. These videos needed to be following different principles learned in Educational Psychology, and could vary on topics and audience. The students used both the OBS and iMovie to complete these projects.

1 MC/iMovie Overview Workshop, 1 MC/ iMovie Refresh Workshop, 1 iMovie Critique Session

University Park: METEO 482

Students in Marisa Ferger's course produced videos using the One Button Studio and iMovie for the PSU Meteorology 'Up in the Air' broadcast. 'Up in the Air' bridges the gap between climate science, weather enterprise, and the business community. The finished pieces were graded by meteorology alumni who currently work in television news. Students were graded on appropriate video length, powerful content, supporting science material, grammar, and speech.

1 MC overview/iMovie workshop

University Park: AGCOM 462

Brad Olson challenged his students in his Advanced Agricultural Writing course to create a podcast within the topic of "Agriculture in Action." The goal of the project was to create a podcast that informs a general public audience about the people, processes, and/or purposes of agriculture today. Finished podcasts were three to four minutes in length and followed one of the three following formats: day-in-the-life, process from start-to-finish, or 'so what,' which focused informing the listener of a topic and explaining why it's important.

1 MC overview/Garageband workshop, 3 open lab sessions

Notable Maker Commons Assignments

University Park: ME 340

Students in Dr. Tim Simpson's Mechanical Engineering Design Methodology course completed a "redesign of a 3D printed boat" assignment. Students were given a model and STL file of a boat and worked in small groups to redesign and improve the load hauling capacity of the boat. Groups did initial testing of boats to see how many pennies the model would hold before sinking. Each redesigned boat had a print time constraint of two hours. After the new boats were printed, students tested their redesigned models.

1 MC overview/Tinkercad workshop

University Park: ENGL 202

Stuart Selber, associate professor of English and director of the Digital English Studio, worked with the Maker Commons to redesign a technical writing assignment to incorporate littleBits from the Invention Studio. Students created an invention and then wrote a set of instructions for anyone to recreate what they had invented. Two sections of ENGL 202 took part in the assignment as a way to pilot it for future semesters. Both instructors, Debra Placky and Priscilla Sneff, found the assignment enjoyable to teach and felt that the students were engaged in the activity. The Maker Commons provided a littleBits overview workshop, an open lab day for student to explore the littleBits, and a peer assessment day. The rest of the assignment was completed by students booking the Invention Studio outside of class time.

1 MC overview/littleBits workshop

Website Overview

The Media Commons website (mediacommons.psu.edu) saw a 6% increase in pageviews between the Spring 2016 and prior year's same term. These visitors each used their average of two minutes and eleven seconds on the site to consume close to two and a half pages of materials. This 75% increase in "stickiness" could be indicative of greater engagement with more specialized, longer form content like the learning theories segment of the Faculty Resources page or the Using Your One Button Studio page, both added for the Spring semester.

How Can Media Commons Help You?

Media Commons projects can enhance your courses by encouraging students to look at problems and prompts in a different way. Below are several areas that multimedia projects can benefit.

Encourage Problem Solving

Media Commons projects teach students to approach assignments through a problem-solving lens. Students are presented with a challenge and then must come up with appropriate techniques to creatively express their idea.

Supporting Theories and Notes

Constructivism - students produce knowledge and form meaning based upon their experiences (Driscoll, 2005, p. 387).

- Creating a multimedia project is an example of using trial-and-error to solve problems. Students will grow their ability to systematically solve a problem in a logical way.

Project-Based Learning (PBL) - students gain knowledge and applicable skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. (Krajcik, J. S. & Blumenfeld, P 2006)

- This is a type of active and engaged learning in which students are inspired to obtain a deeper knowledge of the subjects they're studying through real world activities.

Increase Collaboration

Develop Writing Skills

Foster Deeper Connections

Free Media Library

Copyright law is complex and sometimes intimidating. But if you ever plan to share your work publicly, on a website, blog or ePortfolio, it is essential to make sure that any use of third-party media is legal. Fortunately, we have assembled some resources to make this process easier.

Why Is Copyright Important?

Understanding intellectual property issues for online media is far from straightforward, but learning the basics of copyright law will help you:

- Identify media for use in your projects
- Protect and share your work online
- Teach concepts of fair use in your classroom

[Learn More About Copyright](#)



Citing Sources

Do you need to build a works cited page for your project? Not sure how to properly cite media sources according to the guidelines for your area of study? Try the [University Libraries Citation Guide!](#)




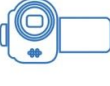


Browse Free Media Sources

Where the One Button Studio Excels

Some kinds of video projects work really well in the One Button Studio. Below are some suggestions to consider as you think about building assignments or planning a recording session.

 Presentation Practice Get the most out of in-class speaking by doing a trial run in the OBS so you can review what's working - and where you might improve.	 Course Introductions Teaching an online class? Record an introduction to your students in the OBS quickly and easily and post it up to your course page.	 Pitch Videos Share a business plan or new product idea by recording a great elevator pitch using the OBS. Play them in class or publish online.	 Basic Interviews Get to know classmates or capture an expert opinion using the OBS as a video confessional booth. Ask questions and record answers simply.
 Green Screen Looking for a foolproof way of recording your own green screen clips? The OBS takes the hassle out of lighting for best results every time.	 Language Practice The best way to build skills while learning a language is to practice speaking. Use the OBS to record skills and review to find areas for improvement.	 Lightboard The lightboard allows users to record presentations overlaid with hand written notes, drawings, etc. Learn More	

With which component of the One Button Studio do you need help?

 Flash Drive	 Microphone	 Button
 Camera	 Lights	 Systems/Other

A sampling of new and popular content from Spring 2016

While the Free Media Library was still the top content (an 8,000 point lead over the Handbrake tutorial), the affiliated One Button Studio support tool and Using Your One Button Studio pages have risen fast towards the top of the heap. Relatedly, onebutton.psu.edu has come up from the #4 referral spot to #3 this semester, picking up over 700 visitors and surpassing clc.its.psu.edu, which lost 500 visitors year-over-year.

mediacommons.psu.edu Usage Statistics (January 4 - May 13)

- 30,371 unique visitors viewed content across 46,425 visits
- 90,458 page views
- 76% of visits were from new visitors
- 2.32 pages/visit
- 2:11 per visit spent interacting with the site
- Acquisition:** 22,425 via Google, 10,327 direct, 1,191 via onebutton.psu.edu, 856 via clc.its.psu.edu
- Locations:** 29,711 from the U.S., 1,367 from the U.K., 1,087 from Canada, 794 from Australia
- Top content:** Free Media Library, Handbrake tutorial, UP appt request, iMovie Basics tutorial
- New content:** OBS Support (1,691 visits), Using Your One Button Studio (358 visits)