

Brief History of the Asynchronous Video Learning Model

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I first taught an online class with domestic students using asynchronous video for student presentations and teacher feedback in 2008. We were surprised at the initial results where students made comments such as, "I am closer to my online teacher than any of my face to face teachers", and as teacher, I personally was able to get to know the online students much better than if I had been teaching a face-to-face class. In the first task I asked of students, they were required to submit a video where they would introduce themselves and share something unique.

I received videos from every student that were amazing and included amazing stories and experiences that would rarely be shared in a classroom, and I very quickly got a very good picture of each student and their individual personality and background. I was quick to respond to students and found that they enjoyed having so much personalized feedback, and this video feedback helped them to feel more accountable.

The bottom line was that being recorded in a video forced learners to prepare and produce, the video allowed me to observe their actual ability with all visual cues available, and as the experience was video and recorded it was evidence that the learner was performing their own work.

During this period, I was involved in several publications that describe the cases and the student experiences:

- Griffiths, M. E., & Graham, C. R. (2009a). Using asynchronous video in online classes: Results from a pilot study. *International Journal of Instructional Technology and Distance Learning*, 6(3), 65–76.
http://itdl.org/Journal/Mar_09/article06.htm
- Griffiths, M. E., & Graham, C. R. (2009b). The potential of asynchronous video in online education. *Distance Learning*, 6(2), 13–22.
- Griffiths, M. E., & Graham, C. R. (2010). Using asynchronous video to achieve instructor immediacy and closeness in online classes: Experiences from three cases. *International Journal on E-Learning*, 9(3), 325–340.
- Griffiths, M. E., & Gibbons, A. (2012). Rethinking Design and Learning Process in Distance Education. In Moller & Huett (Eds.), *The Next Generation of Distance Education: Unconstrained Learning* (pp. 31-48). Springer Science & Business Media

Following these results, I created the Asynchronous Video Learning Model, and researched, refined, and improved the model as part of my doctoral dissertation. The dissertation is available at: <http://scholarsarchive.byu.edu/etd/2048/>

Then I was hired to build the online learning department at BYU Hawaii, where we used the AVL M to deliver online learning experiences to students in 70 countries. This program has now been using this model for 8 years.

International students report the same experience over and over again, that the use of asynchronous video helps them to express themselves, to make strong connections to students from other cultures, to form strong connections with tutors and teachers, and to grow in their confidence in speaking English and in general speaking and presenting.

Below is the summary of the AVL M that resulted from the doctoral research.

Principle	Rationale	Application
Establish high expectations & positive relationship reflective of unique instructor style	Students get to know the instructor, their objectives and expectations for students. Students know that a real person exists who will act as mentor. Instructor gets to know the students as individuals. Students know that the instructor listens & recognizes them as individuals. Students see instructor as a mentor & understand that the learning experience is more than just the content.	Instructor introduces themselves to students. Instructor shares personal information & expresses desire to support students & explains how and when support is available. Students introduce themselves to the instructor & instructor responds to each student. Instructor presents weekly message of encouragement.
Students express themselves in visual-oral format as well as written	Students are more likely to critically reflect on the assignment as they are required to visually and orally present responses. Students are motivated when they are able to genuinely express themselves. Visual-oral presentations added to written assignments and student hands on projects give a good variety to student activities.	Students respond to some assignments with video-mails. Some assignments may be just video-mail, other assignments may have other products and the video-mail is an explanation or analysis of product. Some video assignments allow students to genuinely express their own points of view and feelings.
Rapid, individualized, learning centered feedback	Instructors get realistic view of student knowledge through video-mail assignments than is typically achieved with written assignments. Instructor gives rapid & relevant video-mail feedback to increase student learning & address any student misconceptions or errors. Students improve & grow with rapid, relevant, & clear feedback. Students learn from peer feedback and encouragement.	Instructor views each student assignment & responds individually to most student assignments. Instructor responds to student assignments with a video-mail within 24 hours. Instructor gives feedback designed to increase learning & encourage students. Students encouraged to give and also to watch voluntary peer feedback.
Students understand progress & are motivated to stay on track	Students see the instructor regularly, strengthening the instructor–student relationship. Students are reminded and motivated to fulfill assignments and to stay on track. Students are well informed of their progress and status in the class. Students receive closure on assignments or segments allowing for neat progression.	Instructor presents weekly general announcements & current issues via video-mail. Instructor provides individualized formative progress report at least once. Instructor summarizes/concludes assignments or sections of class with video-mail to all students.
Peer supportive collaborative learning environment	Students know each other and feel that they are part of a learning community and that their involvement in the discussion is valued. Students support each other in the collaborative learning process. Instructor guides the learning experience & injects instruction where appropriate.	Students introduce themselves to peers in video-mail. Students respond to group assignments with video-mails and respond to each other. Students have opportunities to share personal information. Students review the work of peers in some assignments. Instructor guides learning experience with instruction where needed in video-mail.