EXAMINING THE IMPACT OF INSTRUCTOR-CREATED VIDEO TUTORIALS AND BEST ONLINE EXEMPLAR TEACHING PRACTICES FOR SUCCESSFUL OUTCOMES WITH VISUAL ARTS STUDENTS

Alexis A. Chontos, Grand Canyon University
John R. Kenney, Grand Canyon University

ABSTRACT

This study identifies the best online teaching practices to benefit first-year visual arts students, notably to include instructor-created videos. Such instructor-created videos provide a firm foundation for these students to succeed in their first year of college. The introduction of Web 2.0, focusing on user-generated content, has shown potential to address this issue in online higher education. This study will examine the impact of instructor-created videos to improve learning outcomes, satisfaction, and persistence. It focuses on key areas such as Communities of Practice (CoP), Project-Based Learning (PBL), and instructional design in the visual arts. This study used a quantitative quasi-experimental design to examine the difference in student grades before and after instructor implementation of instructor-created multimedia elements in their courses. Findings highlight the value of instructor-created multimedia elements, particularly for 'C' students, including implementation and challenges. By considering these factors, instructors can create effective and engaging online courses for visual arts education that may improve student performance, retention, and persistence to graduation.

Keywords: *teaching methods, fine arts, interactive, first year, best practices, video tutorial, exemplars, student success*

Online visual arts students face particular challenges. They must learn through the eye of a computer monitor. They must jump through technological hoops before accessing lectures, asking a question, or seeing a classmate's work. Discussions are primarily in written form, which takes time. Work may be displayed only on a monitor, which, de facto, alters its look and feel. Web Design and Game Design, subsets of visual arts, have students already accustomed to interacting in the online environment. For many other students studying in a visual arts field, working through a computer is a frustrating experiment in learning; one which may lead a frustrated student who may become an ex-student.

Empowering instructors to provide a firm educational foundation to first-year visual arts students is one of the goals of this study. Instructors need to provide visual arts students

with the tools and resources to encourage them to carry on with their visual arts education with confidence and motivation to persist and succeed. The purpose of this research is to examine the use of instructor-created videos and online teaching best practices in online visual arts courses.

LITERATURE REVIEW

Lack of student-student and student-teacher interactions is the primary reason causing student engagement to suffer (Ngoc-Hoi, 2021). In this time of worldwide upheaval and with universities struggling to cope with vast numbers of students enrolled in online classes, student interest and engagement in their studies have become more important (Dick, 2021; Ngoc-Hoi, 2021). The introduction of Web 2.0 to the classroom has assisted in these areas. Web 2.0 refers to websites that include user content. The term was first used in 1999 by Darcy Denucci to explain various types of software (Ovaska & Leino, 2008). At that time, Web 2.0 was very focused on social media and virtual community (2008), as well as the extent of resources that the internet had to offer. Ovaska and Leino (2008) underscore that the internet has two purposes: to connect to 'collective intelligence' as well as to allow a space for users to contribute content.

Web 2.0 has evolved beyond the study done by Ovaska and Leino. Today's Web 2.0 is used in business, industry, and education. Online higher education, in fact, has evolved to a state that is extremely practical, interactive, and collaborative (Ovaska, 2008). Educators are in a place in which useful discoveries are able to be made through the integration of today's Web 2.0, not only to improve one's own teaching pedagogy but also to improve the learning outcomes, satisfaction, and persistence of students (Chaney et al., 2020).

The purpose of the study is to examine the impact of instructor-created video tutorials and best online exemplar teaching practices in courses comprising primarily first-year visual arts students. Understanding the impact of video tutorials on the success of first-year students may allow opportunities for additional policy and online teaching best practices. A review of the literature has identified three key areas that relate to first-year student success and visual arts students: Communities of Practice (CoP), Project Based Learning (PBL), and the design and instruction of students in the visual arts.

COMMUNITIES OF PRACTICE

Lave and Wenger (1991) first coined the term 'Communities of Practice' (1991). A community of practice (CoP) is a group of individuals who gather together to achieve a collective objective (1991). They are united by a shared concern or a common problem or interest. CoPs are often formed to concentrate on exchanging best practices or generating fresh insights focusing on a specific professional field. Regular interaction among its members plays a crucial role in fostering learning and growth within the community. Communities of Practice (CoP) have been examined in the literature as they relate to the online instruction of students in the context of student motivation (Dick, 2020) and engagement (Vo, 2021), the development of student confidence (Punzalan, 2018), use of social media (Vo, 2022), opportunities for faculty (Hinck, & Tighe, 2020).

Online classes do not provide the inherent discipline of face-to-face classes. The instructor explains Dick (2020) bares a responsibility to their students to help them to 'want to be there.' Decreased student engagement and increasing student dropout rates continue to be of concern in higher education, with the student-student and student-instructor relationship being the root cause (Vo, 2021). Geoffrey Dick (2020) explains it well as he explains that student success is achieved through the demonstration of teaching best practices. He goes on to explain that the (best) best practices "ignite and retain student interest that revolves around building rapport, establishing communication links, and using course content" (2020, p. 1). In line with research by Dick, the aim of this research is to identify and define best practices for online digital arts faculty that prioritize course content through a focus on rapport building and communication.

As pointed out in the literature, student participation in visual arts across learning areas not only leads to the potential for confidence development but also lends to learning process advantage (Punzalan, 2018). This is evidenced by the widespread use of social networking sites such as Facebook, which has prompted researchers and educators to explore the use of online platforms to

promote student engagement (Vo, 2021). A growing number of faculty continue to examine the use of social media, including TikTok and Twitter (Remón et al., 2022), to increase student engagement in course content.

Socializing students in a community of practice can allow faculty to impart academic knowledge and information sharing to assist with creating a sense of community among students while assisting with their own self-efficacy (Hakkola et al., 2020). In fact, the socialization of students into a community of practice may lead to more dynamic and personalized pedagogy (Hinck & Tighe, 2020). As faculty, the opportunity to learn and understand the potential provided through CoPs and the ability to draw on best practices and engage in this form of teaching may lead to an ideological shift toward improved student outcomes (Hinck & Tighe, 2020).

PROJECT BASED LEARNING (PBL)

Another theme identified in the literature is Project Based Learning (PBL). PBL has its origins in the seminal work of John Dewey (1903) and is focused on learning by doing. Project Based Learning is a project focused collaborative approach that simulates the work environment in order to teach students how to manage projects in the real world (Del Savio et al, 2023).

Several researchers have examined PBL in the context of online learning, including Tsai-Yun Mou (2019). Tsai-Yun Mou (2019) examined students' use of self-regulated learning methods and experiences with project-based learning (PBL) in the class. Several self-regulated methods were utilized, including project diaries, personal schedules, course resources, etc.

It was found that the use of PBL allowed students to further develop their own practical capacity and attitudes toward self-regulated learning (2019). The result of the PBL approach included improved self-efficacy and the ability to solve problems and reflect on their own performance in class (Tsai-Yun Mou, 2019). To quote Ngoc Hoi, " Therefore, teachers should help students build up their confidence in knowledge sharing by cultivating among them the belief that the knowledge they share is credible and useful for others and a sense of relatedness when their ideas and perspectives are well received and discussed by others. Equipping students with the skills and knowledge in searching, identifying, and evaluating credible sources of information to support learning is an important strategy to bolster students' self-efficacy" (Ngoc Hoi, 2021, p.10).

DESIGN AND INSTRUCTION OF ONLINE COURSES IN VISUAL ARTS

Finally, the topics related to the design and instruction of online courses in the visual arts were examined in the literature. Key themes identified included the importance of multimedia delivery (Marquis et al.; Saromines- Ganne & Leong) and inclusion within design components of online courses (Marquis et al.; Saromines- Ganne & Leong) as well as the provision of resources and training for faculty to deliver multimedia, web-tech, and web 2.0 to their students (Lucas et al., 2021; Hammond & Waltemeyer, 2021).

The literature reflects several considerations in the design of online visual arts courses. These include the use of multimedia (Marquis et al., 2020; Saromines-Ganne & Leong, 2014), collaborative learning, feedback, and interactivity (Lucas et al., 2021; Saromines-Ganne & Leong, 2014). In one such example, Marquis et al. (2020) discussed exploring the educational utilization of video in the online classroom. The study included instructor reasons for incorporating media in their teaching, along with the difficulties encountered during the implementation process (2020).

Saronmines-Ganne and Leong (2014) offer the following four factors that should be considered when designing or teaching in the area of online visual arts. First, instructors should work to incorporate multimedia elements to enhance content delivery. Next, they should consider integrating collaborative and cooperative learning activities to promote critical thinking and encourage peer learning. Third, it is important to ensure that online students receive timely feedback to optimize their learning process. Finally, providing asynchronous learning opportunities instead of synchronous learning opportunities will provide students with greater convenience and flexibility, Saronmines-Ganne and Leong (2014). These recommendations remain relevant today, particularly the first and fourth, as the value of instructor-created videos and best teaching practices are considered in the context of the asynchronous classroom. By considering these options, instructors can create and

teach effective and engaging online courses for visual arts education.

METHOD

This study, which examines the impact of instructor-created video tutorials and the best online teaching practices for successful outcomes with visual arts students, utilized a quantitative methodology. Historical data was obtained from courses taught by the authors: Web Design 1, Fundamentals of Advertising, and Design Thinking (see Table 1). In each course section, a statistical comparison was made between the mean scores of two samples: the end-of-course grades before the intervention and the end-of-course grades after the intervention. There were 90 students in the study.

As mentioned above, Geoffrey Dick pointed out that "Universities are seeing vast numbers of students being forced into online classes, student interest and engagement in their studies has become more important. Instructors have a responsibility to students to help them to 'want to be there'" (Dick, 2020). These research results have the potential to inform future efforts to support students and protect their mental health and well-being through the use of virtual and remote platforms and mechanisms that meet their increasingly diverse needs and circumstances (Kwain et al., 2021).

PROCEDURE

The faculty researchers discovered a commonality: both taught different aspects of visual arts online. Since students were accustomed to visual materials in their classes, they decided to use videos to support the curriculum and enhance the online experience.

Each faculty member created videos for their respective classes. Each course included in this study was an online digital design 8-week course offered through the College of Arts and Media (CAM). The course is offered completely asynchronously. The course information and student enrollment are provided in Table 1.

The content for each video was determined based on the curriculum. Custom videos were created based on the course objectives for each topic. These included lecture overviews, assignment tutorials, and, in some cases, real-world examples based on the experiences of the instructor. Loom was the platform used to create each video. Loom is a web 2.0 tool that can be used by faculty to create and archive videos. Faculty appreciate the ease of use of the platform; students are familiar with the use, and the platform allows the faculty member to share their desktop 'on-screen' along with an embedded video of themselves while presenting. This feature, in particular, is attractive because it allows for personal connections to be created between students and faculty, an aspect of online learning often missing.

RESULTS

Without a doubt, all first-year students have adjustments as they begin college (new schedule, new delivery of information, facing challenges with learning LMS), and first-year visual arts students are no exception. The role of faculty is to educate students while enhancing the learning experience and be empathetic to student needs. By adapting pedagogy to enhance the probability of student success, faculty multimedia integration, such as instructor-created videos, may lead to enhanced student confidence and create consistency in the classroom. Korstange et al. (2020) echo this insight in their manuscript on adult education, online learning, and first-year student success.

Faculty multimedia integration was examined in this study. Instructor-created videos were introduced to content that included lecture videos,

Table 1
Summary of Courses

		Courses Taught Without Instructor-Created Videos	Courses Taught WITH Instructor Created Videos
Course Number	Course Name	N	N
DDN 300	Web Design 1	18	7
DDN 101	Design Thinking	53	51
DDN 110	Design Fundamentals	66	54
ADV 110	Fundamentals of Advertising	23	13

topic overviews that provided more clarification, tutorials, examples, and instructor expectations. Means for students' GPAs in both the before-the-intervention and after-the-intervention groups were compared, as shown in Table 2. Participants in the after-the-intervention group earned higher GPA scores than those in the before-the-intervention groups for each of the four courses.

Table 2
Mean Scores of GPAs

			Before the Intervention	After the Intervention
Course	ADV 110	Fundamentals of Advertising	3.30	3.63
	DDN 101	Design Thinking	2.34	2.54
	DDN 300	Web Design 1	2.49	3.69
	DDN 110	Design Fundamentals	2.47	2.54
Total Mean			2.65	3.10

The authors hypothesized that the results would show that instructor-created video tutorials and best online exemplar teaching practices led to improved end-of-course grades among first-year visual arts students, which, in turn, may encourage their persistence. However, the results of the statistical analysis showed that the null hypotheses must be accepted, indicating that there is no significant difference between the mean of the before intervention group and the t-test mean of the after intervention group.

Initial analysis of the data was conducted using independent sample t-tests. It was determined that the mean scores were not normally distributed. A Mann-Whitney U analysis was then conducted, and the dependent variable was labeled as ordinal, making it appropriate to conduct a non-parametric test to analyze if mean scores differed from before and after the intervention groups. The statistical procedure used initially was a test for comparing two independent groups, such as the Mann-Whitney U test. Following that, a different test called the Chi-square test was applied to categorize the data into nominal categories. This was done because the Chi-square test treats data as nominal, while the Mann-Whitney U test treats it as ordinal. The Mann-Whitney compares differences between two independent groups when the dependent variable is either ordinal or continuous but not normally distributed.

Chi-square is considered to be a non-parametric test because it makes no assumptions about the distribution of a sample. It is important to note that nominal and non-parametric tests are not particularly sensitive. The results may have indicated more positive results for video usage if a variable other than the dependent variable "GPA" had been chosen. Further study on the same data using a more sensitive dependent variable that allows the use of a parametric statistic may detect and pick up on the effect.

The researchers both felt that there was an effect from using videos, but that the study, as conducted, was not sensitive enough to pick up the effect. Table 3 provides the crosstabulation of final grades before and after the intervention.

Table 3
No F's
*Final Grade * Groups Crosstabulation*

		Before the Intervention %	After the Intervention %	Total %
Final Grade	*A*	*46%*	*47%*	*47%*
	B	*25%*	*37%*	*30%*
	C	*20%*	*9%*	*16%*
	D	*8%*	*7%*	*7%*
Total		*100%*	*100%*	*100%*

Although not statistically significant, it is interesting what is happening with the C students. Students who received a C as a result of the intervention shed light on the students who may benefit most from this type of intervention. As shown in Table 3, C students appeared to benefit from the videos and moved up to the B level. Interestingly, however, B and D students did not seem to benefit. The increase in the performance of C students resulting from the videos might warrant further investigation. A future investigation could explore several aspects related to the increase in performance among C students due to the videos. Here are some potential avenues for further investigation:

1. **Causal Relationship:** Investigate whether the increase in performance among C students can be directly attributed to the

videos or if other factors might be influencing the results. This could involve conducting controlled experiments or using statistical techniques to analyze causal relationships.

2. **Video Content Analysis:** Analyze the specific content of the videos that led to the improvement in performance. Determine which aspects of the videos (e.g., clarity of explanation, engagement level, visual aids) were most effective in helping C students.
3. **Student Engagement:** Explore how student engagement with the videos correlates with performance improvement. This could involve surveys, interviews, or observational studies to understand how students interact with and benefit from the videos.
4. **Long-term Effects:** Assess the long-term effects of using videos on C students' academic performance. Determine if the improvement is sustained over time or if there are diminishing returns or other effects after continued exposure to the videos.
5. **Comparative Analysis:** Compare the effectiveness of videos with other instructional methods or interventions for improving the performance of C students. This could include comparing video-based learning with traditional lectures, interactive modules, or peer tutoring programs.
6. **Contextual Factors:** Investigate contextual factors that might influence the effectiveness of videos, such as students' prior knowledge, learning preferences, socio-economic background, or access to technology.
7. **Generalizability:** Determine the generalizability of the findings to different educational settings, subjects, or student populations. Investigate whether similar results can be observed in diverse contexts or if there are specific conditions that optimize the impact of videos on C students.

By exploring these aspects in a future investigation, researchers can gain a deeper understanding of the relationship between video-based learning and academic performance among C students, identify best practices, and inform educational strategies and interventions.

DISCUSSION

Prior studies reflect the value of Web 2.0 integration in the online classroom (Leino, 2021; Marquis et al., 2020). As online learning progressed through its early days, the needs of our students also progressed. The online learning environment has developed, along with other Web applications, into Web 2.0, allowing for greater capabilities and interactivity. Along with the increased capabilities and increased interactivity, we also have the responsibility and obligation, as stakeholders, to explore all capabilities offered by the Web 2.0 environment (Ovaska & Leino et al., 2008). Four stakeholders have been identified in this study as benefiting from recommendations related to these findings including: administrators, faculty, faculty developers, and enrollment counselors/advisors.

Included in each of the stakeholder group descriptions below, are recommendations to implement in response to the findings of this study, including one finding that was unexpected, but worthy of pursuit and further examination. These stakeholders each have a very real interest in the persistence of students, and discoveries such as these will enable a renewed focus in helping these students obtain a greater ratio of success in the classroom.

The most unexpected finding of this study revealed an increased performance of C students resulting from instructor created video tutorials. This finding may in turn encourage the persistence of these students. This study highlights the importance of these unexpected discoveries in enabling the success of average "C" students. As a result, three "value" messages for each of the four stakeholder groups have been identified.

RECOMMENDATIONS FOR ADMINISTRATORS

University administrators have many concerns to address on a daily basis. These include the use of funds, resources, persistence of students, and so much more. Therefore, university administrators are always seeking ways to maximize the use of the resources and funding that they have available to them. Administrators can derive several benefits from these findings, including improved resource allocation, setting clear expectations, and fostering a culture of accountability.

RESOURCE ALLOCATION

College administrators must consider the efficient and effective allocation of resources in steering the college forward. These include financial, physical, technological, and human resources. Each of these resources needs to be addressed when considering new and existing endeavors. For example, when undertaking a new endeavor, such as a focus on the success and persistence of "average" students, the administrator has to factor in the "cost" of the new endeavor, as well as the implications of the policies necessary to enable instructors to teach, and administrators to lead more strategically and effectively. Therefore, to help the administrator with this planning, the Society for College and University Planning (2023) provides the following recommendations related to the use of research to guide the appropriation of assets:

- Explore best practices for assessment, strategic planning, and budgeting processes.
- Evaluate the links between assessment, strategic planning, and budgeting processes.
- Integrate assessment findings to inform institutional planning and decision-making related to budgeting and resource allocation.

By implementing the recommended strategies, administrators can effectively guide the allocation of funds to ensure that there are adequate resources available to fulfill identified needs. Of primary importance, administrators need to conduct research to understand the requirements of the need. This research can include analyzing competitor offerings and analyzing user feedback.

Next, the administrator needs to create a detailed budget to determine what is required to fulfill the identified need. Think of equipment, software, training, maintenance, and whatever other contingencies may arise. Once the budget is established, administrators need to look for funding opportunities by looking at grants, partnerships, or sponsorships as opportunities to extend the current budget. Once this is achieved, it is time to prioritize all aspects of the resource allocations and the allocation of funds.

Finally, administrators should monitor and reassess their budget by continuously monitoring the utilization of funds and continuously reassessing their effectiveness. By focusing on alignment, administrators can best find a way to address determined needs with an informed and strategic approach, increasing the likelihood of having adequate funds available to address needs successfully.

SETTING THE EXPECTATION

Setting expectations is an important aspect of administration. One recommendation is for administrators to create a faculty committee whose focus and goal would be to establish a set of guidelines and recommendations specifically to enhance the teaching practices aimed at "average" students in order to better motivate and allow these students to achieve better results in the classroom, thus increasing persistence.

One way to accomplish this is to identify key Subject Matter Experts (SMEs) in each core subject area. The SMEs may serve as an informal faculty committee to identify and determine the best teaching practices to assist faculty in teaching average students.

Another recommendation is for administrators to solicit feedback from their faculty. This may be accomplished by establishing town hall meetings, surveys, focus groups, or interviews to identify faculty needs and wants in this area. Seeking feedback from faculty is an important aspect of faculty empowerment, voice, and agency (Drafahl, 2020; Zhang et al., 2021).

Another recommendation is for administrators to identify students who may wish to be helpful to this process. For example, inclusion of the student body president, a representative from the student disability services, and a representative from the tutoring center may help to provide insight into the challenges of "C" students.

Another recommendation is that administrators set expectations for faculty, encouraging them to employ videos that they have created to help support the learning efforts of their students.

It is one thing to set an expectation; it is another thing to make a way for it to happen. Oftentimes, administrators are uncertain of the technology and training needs of their faculty. Therefore, it is recommended that administrators identify how best to assist faculty in the creation of instructor-created videos and technology needs. It will be vital to understand a baseline for faculty needs in order to allow faculty to effectively create videos.

Faculty-driven committees and administrator accountability focused on this area will benefit the student experience and strengthen the reputation

of the university. Once the expectation has been set, resources have been provided, and support is available, there will be a greater likelihood of faculty engagement in this best practice. This is best accomplished through breaking the process into its three primary components:

- Training
- Development
- Equipment Support

Each of these components will now be considered individually:

Training. Administrators set the expectation for training, provide the financial budget for training, as well as administrative support for training. When considering how to train faculty to produce efficient and effective instructional videos, important questions should be considered, including:

- What technologies should be offered?
- What are the technological skill levels of all faculty?
- Are certifications needed?
- Should training be on-demand or a live class?

Faculty created videos help to build trust and improve student outcomes. When considering a focused training objective such as preparing faculty to create instructional videos, it is recommended that administrators request of the University Library that a repository of examples be compiled to support training endeavors. This may include guidelines as to the type of video technology that may be used in addition to exemplar instructor-created videos.

Development. Prior to actually taking the first steps in developing training videos, it is crucial to prioritize the needs of the faculty. To begin, it is recommended that administrators take stock of the existing talents and skills among the faculty and staff. Identifying individuals who possess expertise in video production, presentation skills, or related areas can prove invaluable in the creation of high-quality training resources.

One valuable resource to consider is the Theater Arts department within the university. The Theater Arts department can offer a wealth of information and knowledge on how to effectively teach faculty members to present themselves confidently in front of the camera and deliver engaging content to an audience. Their expertise can encompass various aspects such as body language, voice modulation, stage presence, and effective communication techniques, all of which are essential when presenting on camera.

For example, one recommendation would be for the administrator to identify a lead faculty member in the Theater Arts department to serve as a point of contact for video creation. This individual could provide regular tips and tricks to faculty on developing various aspects of video creation. In addition, they could present at team meetings, as well as lead workshops on video creation.

Collaborating with the Theater Arts department will not only enhance the overall quality of the training videos but also provide faculty members with valuable insights and practical guidance on how to deliver their content effectively. By identifying and using the university's expertise, training videos can be designed to equip faculty with the necessary skills to create engaging and impactful educational content for their students. Therefore, it is recommended that a faculty member from the Theater Arts Department be included in any committee that the administrator creates to promote the use of instructor-created videos.

Equipment Support. Creating instructional videos no longer requires professional-grade equipment; all that is needed is a computer equipped with a camera and a microphone. With the advancements in technology, even basic setups can yield satisfactory results.

Additionally, there are various software options available to facilitate the creation of instructional videos. One such tool is Loom, which not only offers a free version but also proves to be highly effective for producing walk-throughs and screen-sharing examples. Loom allows educators to easily capture their screen, record their voice, and provide clear explanations, making it an excellent choice for creating engaging instructional content. Loom also has archival capabilities that will allow you to share the same video, via a link, with multiple students or classes.

In addition, it is worth exploring the resources available through the college library. Often, libraries provide access to a wide range of digital assets, including videos, e-books, and other educational materials. These existing resources can supplement the content of instructional videos and enhance the learning experience for students. By

utilizing accessible technology and tapping into the resources already available within the college library, educators can create impactful instructional videos that effectively convey knowledge and engage students in the learning process. Therefore, it is recommended that administrators fully engage their University Library in a partnership to support all aspects of support for faculty as they embark on creating their own instructional videos.

CREATE A CULTURE OF ACCOUNTABILITY

Administrators play a crucial role in clarifying and supporting the purpose of instructional practices within their university. By taking the time to inspect what they expect and reviewing examples, administrators can provide clear guidance and ensure alignment between instructional goals and organizational objectives. One way this can be accomplished is by setting specific expectations for instructor-created videos, such as the expectation of instructor welcome videos, lecture videos, content tutorials, assignment overviews, chapter recaps, exam reviews, tutorials, case studies, and so on.

Once the expectation has been set, it is important for a culture of continuous improvement to be in place. It is recommended that administrators encourage faculty to collaborate within and between discipline and within and between modalities and share resources and best practices among each other. As faculty do so, the web of resources expand – and in so doing – students benefit.

In the midst of setting expectations and encouraging collaboration regarding instructor-created videos, it is also recommended that administrators inspect what they expect. This can be accomplished through spot checks of faculty, the Learning Management System (LMS) of classroom setup, and classroom maintenance. Office training visits or Zoom meetings in which the faculty member and the administrator have a scheduled one-on-one and review the LMS classroom together may also be helpful. In addition, administrators might consider a review of the LMS classroom after the course has ended to take a look at what has worked well in the course and where there may be additional opportunities for teaching best practices and the inclusion of additional video resources.

This proactive approach allows administrators to identify areas that require improvement, provide constructive feedback, and offer targeted support to faculty members. By cultivating a culture of continual learning within the institution, administrators demonstrate their commitment to enhancing teaching and learning experiences.

When faculty members are equipped with more effective teaching strategies, they can create an environment conducive to student engagement, active learning, and academic achievement. As students thrive in the classroom, colleges and universities flourish, fostering a positive reputation and attracting prospective students. By prioritizing faculty training and development, administrators not only support the professional growth of their faculty but also contribute to the overall success and impact of their university.

FACULTY

Instructors know that there are benefits to learning what practices work, why they work, and how to implement those practices. Faculty are always striving to increase student engagement. It would serve faculty well to compile a set of best practices that work best in the online classroom. Instructor-created videos deserve to be included in these classroom best practices. Online faculty will benefit from implementing the findings of this study in several ways.

- Instructors can seek out training to develop and implement video tutorials
- Instructors can create their own videos
- Instructors May Conduct Their Own Impact Research

It is recommended that faculty might wish to implement the following to create the most benefit from this study:

SEEK OUT TRAINING TO DEVELOP AND IMPLEMENT VIDEO TUTORIALS

There are many professional development opportunities for faculty at most, if not all, colleges and universities. These professional development opportunities often include webinars, books, library resources, professional organizations, networking, research opportunities, and both internal and external conferences. By researching professional development opportunities, faculty will be able to discover training in developing and implementing faculty-created videos.

In a book titled "Faculty Development and Student Learning: Assessing the Connections" (Condon et al., 2016), the authors stated that, in general, faculty development has been shown to have positive effects on teaching. Previous research and the current project affirm that faculty members consistently self-report significant learning improvements aligned with the objectives of workshops upon completion of these programs. The authors also mention that instructors look back at past development opportunities and note and verify changes in their teaching associated with a given development opportunity (Condon et al., 2016).

It has also been shown that professional development can help to reduce faculty burnout (Duke et al, 2020; Lu et al, 2019). Instructors are provided with successful strategies through professional development, which helps them to improve the effectiveness of their teaching, which, in turn, helps to reduce any teaching stresses they may encounter.

INSTRUCTOR CREATED VIDEOS

It is also recommended that faculty learn to create videos to enhance their teaching focus. Faculty will gain further knowledge and understanding of why new practices may be of value and how to implement those new practices to enhance the learning capabilities of some of their students. Faculty will also discover a possible new solution to help certain students better absorb classroom material. Although primarily focused on the benefits to online instructors, on-ground instructors could also use this information to plan a series of videos that their students can use to supplement their studies.

It is the role of Faculty Developers to create training for faculty, develop workshops for faculty, and showcase best practices that faculty have developed in the classroom. It is recommended that faculty members be aware of and take advantage of what faculty developers have to offer. It is also recommended that faculty be aware of the need to strike a balance between providing informative videos to their students while avoiding overwhelming them. Faculty should be encouraged to structure their student training videos in a clear and concise manner, focusing on delivering key information while keeping the content engaging and easily comprehensible.

THE ROLE OF AI (ARTIFICIAL INTELLIGENCE) IN INSTRUCTOR CREATED VIDEOS:

Benefits of Instructor Use of AI

- Efficiency: AI can assist in scripting instructional video content, saving instructors time in preparing and refining scripts.
- Personalization: AI can analyze learner data to tailor video content, ensuring it meets the needs and preferences of individual students.
- Consistency: AI helps maintain consistency in the delivery of instructional material, ensuring all students receive the same quality of information.
- Accessibility: AI can help generate captions and transcripts for videos, improving accessibility for students with hearing impairments or those who prefer text-based learning.
- Engagement: AI-powered analytics can provide insights into student engagement with video content, allowing instructors to optimize their teaching methods accordingly.

What Administrators Should Be Aware of:

- Ethical Considerations: Administrators should be aware of ethical concerns surrounding the use of AI in education, such as data privacy and algorithmic bias.
- Training Needs: Implementing AI tools requires training for instructors to effectively utilize them, which may necessitate additional resources and support.
- Quality Control: While AI can assist in script generation, human oversight is essential to ensure the accuracy and relevance of instructional content.
- Cost: Implementing AI technology may incur initial setup costs and ongoing maintenance expenses, which should be considered in budget planning.
- Integration with Existing Systems: Administrators should ensure that AI tools for instructional video content align with existing technological infrastructure and educational objectives.

- Communication: Clear communication with instructors and students about the role of AI in instructional video content is crucial to fostering trust and transparency within the learning environment.

One important aspect of video creation is for faculty to enable closed captioning to ensure compliance with ADA guidelines, thus promoting accessibility for individuals with disabilities.

INSTRUCTORS MAY CONDUCT THEIR OWN IMPACT RESEARCH

As instructors consider the value of video implementation in their own classes, they may be encouraged to conduct their own research alongside their teaching practice. In this study, findings demonstrated value in the video efforts for C students in particular with an eye toward turning them into B students. While the students who received the most benefit were C students, all students could potentially benefit from instructor-created topic and assignment videos. Instructors may be encouraged to conduct their own impact research to learn which practices may best enhance their teaching when focused on certain populations of students. This, in turn, may increase their standing in their own university.

It is recommended that faculty might wish to implement the following to create the most benefit from the findings in this study. First of all, instructors can seek out training to develop and implement video tutorials. Most colleges and universities offer a variety of training and career development opportunities for their faculty. Faculty can also create their own videos for the classroom. In their videos, faculty can discuss course subject matter, provide insights into an assignment, or enhance the course material with related information.

Faculty might also consider the inclusion of targeted observations in the classroom. Make observations of "average" students to determine what teaching methodologies might work best to encourage such students to achieve greater success in the classroom. What are their strengths? What are their areas of opportunity for improvement? Develop a plan to foster greater classroom success for these students.

In addition, faculty can encourage students to write personal reflections and personal journals on how they perceive themselves as best at learning new material in the classroom. Ask the students to share their discoveries with you so that you may take their observations and adapt some of your teaching practices to generate greater success rates for these students.

Faculty might also consider searching the literature so that they may learn from current research as to what may motivate and help "average" students toward greater success in the classroom. Search engines such as Google Scholar may be used to search for articles that may focus on helping "average" students achieve greater success in the online classroom. Faculty can explore the online library at their college and enlist the help of librarians to find such articles and implement findings into teaching practices.

FACULTY DEVELOPERS

In today's rapidly evolving educational landscape, the integration of technology has become essential for effective teaching and learning. One area that has gained significant prominence is the use of online videos as a valuable instructional tool. Recognizing the importance of harnessing the potential of online videos, faculty developers play a crucial role in supporting instructors in adopting best practices for incorporating videos into their teaching methodologies. The following explores the significance of faculty developers in providing training on Web 2.0 tools, facilitating professional development opportunities, and offering equipment support to ensure the seamless integration of online videos in educational settings.

1. Training on Web 2.0
2. Development of Web 2.0 Resources
3. Equipment Support

Training on Web 2.0. Faculty developers play a vital role in preparing instructors to leverage the power of Web 2.0 technologies and platforms. Web 2.0 resources can provide the necessary tools for best practices by online educators for the accelerated asynchronous environment. One idea is that faculty developers can create a number of workshops for faculty to attend that include seminars or tutorials. Another way they can assist faculty is to assign department leads to mentor faculty one-on-one via Zoom or workshop.

By offering comprehensive training on Web 2.0 tools, such as video creation and editing software,

learning management systems, and video hosting platforms, faculty developers empower instructors to effectively curate, create, and share educational videos. This training equips instructors with the necessary digital skills and knowledge to engage students, enhance content delivery, and foster active learning experiences. Faculty developers can guide faculty through the steps to create and set up accounts. They can assist in researching and identifying the current and newest trends related to Web 2.0 technologies (Lucas et al., 2021). With faculty development support, instructors can focus more on teaching, content development, and student engagement (2021).

Finally, it is important that faculty developers ensure that they are educating faculty on ADA guidelines and the use of closed captions. One way that universities can support faculty members in this endeavor is to consider organizing hands-on workshops tailored to the needs of each college. These workshops can provide faculty with practical training and allow them to explore video creation tools and techniques specific to their disciplines. By offering such workshops, faculty members will gain the necessary skills and confidence to produce high-quality educational videos that enhance the learning experience for all students.

Development. It's important for faculty developers to facilitate ongoing professional development opportunities tailored to the needs of instructors (Hammond & Waltemeyer, 2021). These opportunities may include workshops, seminars, and Communities of Practice (COP) focused on on-line video pedagogy and effective use of multimedia resources. By staying abreast of emerging trends and research in educational technology, faculty developers can provide valuable insights and guidance to instructors, enabling them to continually refine their video-based teaching practices.

Faculty developers can prioritize a work team that specializes in providing tools and resources for content-specific video creation. These resources may span a spectrum that includes a repository of existing videos to use as examples and to provide ideas. Faculty development teams can plan and deliver live and recorded workshops to provide an overview of the different platforms, equipment, and technologies available. This team could even establish a group of faculty leads (subject matter specific) throughout the university that may serve as peer mentors for video creation during the onboarding process and continuing thereafter.

Faculty development departments can create a system for evaluating video. While faculty have the ability to add their own videos, not everyone has been trained or has the needed equipment and is therefore hesitant to explore this avenue of teaching pedagogy. Many universities provide faculty development through class observation and coaching on overarching pedagogy and class management. There is an opportunity, based on these findings, for faculty developers to provide a dedicated review of video content creation and feedback above and beyond the general class observation. Similar to classroom observations, developers can provide feedback on instructor-created video content, which can be highly beneficial. Evaluating and offering recommendations may help to enhance future video creation, ensuring engaging and impactful content for an improved learning experience. Research has consistently shown that investing in faculty training and development yields significant benefits, including increased classroom success and greater student persistence.

Equipment Support. When it comes to remote work, especially in the context of higher education, faculty developers may play a crucial role in ensuring that educators have the necessary audiovisual equipment and support to deliver high-quality online or hybrid courses. Faculty developers can work with the institution's IT department or relevant stakeholders to procure and distribute audiovisual equipment such as webcams, microphones, headphones, and document cameras to faculty members. This ensures that educators have the necessary tools to conduct online lectures, hold virtual meetings, and create multimedia content for their courses.

The first recommendation for faculty developers is to offer essential equipment support for faculty. This includes ensuring instructors have access to the necessary hardware, such as cameras, microphones, and recording devices, to produce high-quality videos. Faculty developers may also assist in procuring software licenses and recommending suitable video editing tools. By serving as the point of contact in addressing technical infrastructure and equipment needs, faculty developers alleviate potential barriers and enable instructors

to focus on leveraging the pedagogical benefits of online videos.

Another recommendation is for faculty developers to conduct training sessions and workshops for faculty members to help them become proficient in using audiovisual equipment and software. These workshops may cover best practices for remote teaching, video conferencing tools, multimedia creation, and effective online communication strategies.

Another recommendation for faculty developers is to create a training center on campus that is particularly geared toward assisting faculty with establishing an audiovisual toolset of resources and materials. This training center could be led by Faculty Training and Development members who are experienced in video creation.

Finally, recommendations in the area of troubleshooting support should be considered. In the event of technical issues or challenges with audiovisual equipment or software, faculty developers can offer troubleshooting assistance or connect faculty members with the appropriate support channels. Overall, the goal of faculty developers in the context of remote work is to empower faculty with the necessary tools and knowledge to deliver an effective and engaging online learning experience. Faculty developers play a critical role in enhancing the quality of remote education in higher education institutions by providing audiovisual equipment and support, as well as supporting instructors in using online videos for best teaching practices.

Through training on Web 2.0 tools, professional development opportunities, and equipment support, faculty developers empower instructors to effectively incorporate online videos, enhance student engagement, and promote effective learning outcomes. By fostering a culture of continuous improvement and innovation, faculty developers contribute to the transformation of educational experiences in the digital age.

STUDENT ADVISORS AND COUNSELORS

A number of universities have a dedicated team of student services advisors or counselors who play a vital role in guiding and supporting students throughout their academic journey. Oftentimes, students reach out to their advisors to discuss issues in their personal, professional, and academic lives. Advisors, in turn, provide advice, direction, resources, and recommendations. Therefore, there are three key areas that Student Advisors can benefit from:

- Awareness of the Video Resources Available
- Promote the Value
- Proactive Reach Out for At-Risk Students

Awareness of the Video Resources Available. The first step in making sure that students have an understanding of all resources available begins with the advising team knowing everything that is available. Being equipped with all resources, enrollment, and student advisors can provide comprehensive support to students, leading to success, engagement, and student retention. It is important to note that these conversations could take place at the initial assignment of the student to the advisor and continue throughout the student's pursuit of their degree. One way this can be accomplished is by advising teams to create a repository (or directory) of relevant tools, resources, etc.

Advising managers can allocate responsibility for academic, programmatic, course, and personal resources to each of their advisors to ensure that all resources are included in the directory. Having a comprehensive awareness of resources available, specifically instructor-created videos, ensures that advisors are equipped to support students effectively. This will allow advisors the ability to best assist their students by providing specific actionable ways that students can be successful.

Promote the Value. One effective strategy to enhance student success is for advisors to actively communicate the use and value of instructor-created videos among online learners to promote their value. Instructor-created videos serve as a valuable resource that provides comprehensive explanations, visual demonstrations, and additional learning opportunities outside the traditional classroom setting.

It is important to be reminded that admission counselors and academic advisors can be trained during both new hire training and ongoing training to guide students toward these valuable resources. For example, when considering the role of the enrollment counselor, the trainers can build into the training for the "Welcome Call" to students on the first day of class to include the reminder to review

the instructor-created content located in the course resources, including the instructor-created videos.

Many universities offer a "Walk to Class" during the first week of school. This is usually provided by the enrollment counselor or academic advisor. The purpose of the walk to class is to show the student all of the features of the Learning Management System (LMS) (where to find everything, how to submit assignments, how to post in the discussion forum, etc). Here, too, trainers can emphasize and stress the resources and tools that are available and provide academic advisors and enrollment counselors with the resources necessary for new hire onboarding, as well as ongoing training. Trainers, enrollment, and advising managers have the opportunity to ensure that these resources are prioritized at essentially all stages of the student enrollment cycle. It is important to reinforce the knowledge of the value of these resources as well as remind the students of their location.

By encouraging students to watch these videos, Advisors and Counselors can help foster a best-practice approach that empowers students to grasp complex concepts, reinforce their understanding, and improve their overall class performances. This proactive measure not only boosts students' chances of passing their courses but also cultivates self-directed learning habits and enhances their overall educational experience.

Proactive Reach Out for At Risk Students. As is the case for many institutions, early interaction and identification of at-risk students is paramount to student success. By monitoring and tracking students' progress, advisors can identify potential academic and personal challenges early on, enabling timely interventions and support. One recommendation is for student advisors to proactively reach out to students to discuss course resources provided in the LMS, particularly instructor-created videos. Proactive outreach allows advisors to identify and support at-risk students, increasing their chances of academic success and overall well-being.

Proactive outreach fosters strong student-advisor relationships based on mutual trust and understanding, thereby extending the supportive environment beyond the classroom. This proactively demonstrates care and concern and enhances feelings of belonging, ability, and engagement. This, in turn, may empower students to take ownership of their educational journey, help them become their own advocate, and encourage long-term success. Early outreach has also been shown to improve graduation rates, lower dropout rates, and foster a positive classroom experience (Renner & Skursha, 2022) that encourages persistence (Akers et al., 2021; Van Jura & Prieto, 2021) and improved institutional outcomes (Kraft-Terry & Kau, 2019).

CONCLUSION

This study has explored the challenges faced by first-year visual arts students in the online learning environment and has identified potential strategies that can be used by institutions to set the stage for greater student success. The findings underscore the impact of instructor-created video tutorials on student performance, particularly among those performing at a "C" level. These videos demonstrate the potential to improve end-of-course grades and foster student persistence and motivation.

This research has highlighted the importance of cooperation within the online learning environment, creating a more cohesive and effective learning infrastructure, benefitting all students. The collaboration of administrators, faculty members, faculty developers, and enrollment counselors/advisors to implement the recommendations outlined in this study can build a strong foundation to pave the way for improved learning outcomes, increased student satisfaction, and greater persistence for all students.

References

Akers, R., Carter, J., & Coder, D. (2021). Academic advising at a distance: Proactive programming to assist with student success. *Online Journal of Distance Learning Administration*, *24*(2). https://eric.ed.gov/?id=EJ1310837

Chaney, B. H., Christensen, T. W., Crawford, A., Ford, K., Godwin, W. W., Weckesser, G., ... & Little, P. (2020). Best practices in honors pedagogy: Teaching innovation and community engagement through design thinking. https://digitalcommons.unl.edu/nchchip/314/

Condon, W., Iverson, E., Manduca, C., Rutz, C., Willett, G. *Faculty Development and Student Learning: Assessing the Connections* (2016) Industry University Press. https://www.jstor.org/stable/j.ctt189tv5f

Del Savio, A. A., Carrasco, L. Z., Nakamatsu, E. C., Velarde, K. G., Martinez-Alonso, W., & Fischer, M. (2023). Applying Project-Based Learning (PBL) for teaching Virtual Design Construction (VDC). *International Journal of Engineering Pedagogy*, *13*(2). https://doi.org/10.3991/ijep.v13i2.35877

Dewey, J. (1903). Democracy in education. *The Elementary School Teacher. 4*(4), 193-204

https://doi.org/10.1086/453309

Dick, G. (2021). Teaching online: Creating student engagement. Communications of the Association for Information Systems, 48(1), 7. https://aisel.aisnet.org/cais/vol48/iss1/7/

Drafahl, B. (2020). The influences burnout and lack of empowerment have on creativity in nursing faculty. Nursing education perspectives, 41(1), 33-36. https://journals.lww.com/neponline/Fulltext/2020/01000/The_Influences_Burnout_and_Lack_of_Empowerment.9.aspx

Duke, N. N., Gross, A., Moran, A., Hodsdon, J., Demirel, N., Osterholm, E., ... & Pitt, M. B. (2020). Institutional factors associated with burnout among assistant professors. *Teaching and Learning in Medicine, 32*(1), 61-70.

Hakkola, L., Chien, M. T., Pelletreau, K. (2020). Exploring socialization and teaching self-efficacy through a Community of Practice for international teaching assistants. *Journal of the Scholarship of Teaching and Learning 20*(3), 64-80. doi: 10.14434/josotlv20i3.28718 https: josotl.indiana.edu

Hammond, H. G. & Waltemeyer, S. (2021). Policies and procedures that may hinder morale, motivation, and engagement. In A. Dailey-Herbert, J. Mandernach, & E. Donnille-Sallee (Eds.), *Handbook of research on inclusive development for remote adjunct faculty in higher education* (pp. 233-252). IGI Global.

Hinck, A., & Tighe, J. (2020). From the other side of the desk: Students' discourses of teaching and learning. *Communication Education*, *69*(1), 1-18. https://www.tandfonline.com/doi/full/10.1080/03634523.2019.1657157?casa_token=Yh6eDNGuiOkAAAAA%3Aw9VEoVGamzEO7V70yXroOD2Oy98PwXsAwDZRutlnl3latf4KXgyZNYWVGXoQQoUj3xUuz4aRX_hPHwg44Q

Hintz, K., & Genareo, V. (2017). Suggestions for Implementing First-Year Experience Learning Communities in Teacher Education Programs. *Learning Communities: Research & Practice*, *5*(1), 2. https://eric.ed.gov/?id=EJ1150371

Korstange, R., Hall, J., Holcomb, J., & Jackson, J. (2020). The online first-year experience: Defining and illustrating a new reality. *Adult Learning*, *31*(3), 95-108. https://journals.sagepub.com/doi/full/10.1177/1045159519892680?casa_token=Z7_omQdVQpgAAAAA%3AOdJfTPtXGTnICZPTnebtOIRd7AN8wMyOD5T9apRj0ulp0ZfT_jWSk7iiS1_irF4gmaLYZxUFtFioARE

Kossen, C., & Ooi, C. Y. (2021). Trialing micro-learning design to increase engagement in online courses. *Asian Association of Open Universities Journal*. https://www.emerald.com/insight/content/doi/10.1108/AAOUJ-09-2021-0107/full/html

Kraft-Terry, S., & Kau, C. (2019). Direct measure assessment of learning outcome–driven proactive advising for academically at-risk students. *NACADA Journal*, *39*(1), 60-76. https://doi.org/10.12930/NACADA-18-005

Kwan, M. Y., Brown, D., MacKillop, J., Beaudette, S., Van Koughnett, S., & Munn, C. (2021). Evaluating the impact of Archway: a personalized program for 1st year student success and mental health and well-being. *BMC Public Health*, *21*(1), 1-7. https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-020-10057-0

Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press. ISBN 978-0-521-42374-8.; first published in 1990 as Institute for Research on Learning report 90-0013

Leino, R. K., Gardner, M. R., Cartwright, T., & Döring, A. K. (2021). Engagement in a virtual learning environment predicts academic achievement in research methods modules: A longitudinal study combining behavioral and self-reported data. *Scholarship of Teaching and Learning in Psychology*. https://psycnet.apa.org/record/2021-59947-001

Lu, M. H., Luo, J., Chen, W., & Wang, M. C. (2019). The influence of job satisfaction on the relationship between professional identity and burnout: A study of student teachers in Western China. Current Psychology, 1-9.

Lucas, G., Cao, G., Waltemeyer, S., Mandernach, B. J., & Hammond, H. G. (2021). The value of instructor interactivity in the online classroom. *Journal on Empowering Teaching Excellence, 5*(1). Retrieved from https://digitalcommons.usu.edu/jete/vol5/iss1/3.

Marquis, E., Wojcik, C., Lin, E., & McKinnon, V. (2020). Meaningful Teaching Tool and/or Cool Factor'? Instructors' Perceptions of

Using Film and Video within Teaching and Learning. Journal of the Scholarship of Teaching and Learning, 20(1), 130-150. https://eric.ed.gov/?id=EJ1254306

Mou, T. Y. (2020). Students' evaluation of their experiences with project-based learning in a 3D design class. The Asia-Pacific Education Researcher, 29(2), 159-170. https://link.springer.com/article/10.1007/s40299-019-00462-4

Ngoc Hoi, V. (2021). Augmenting student engagement through the use of social media: the role of knowledge sharing behavior and knowledge sharing self-efficacy. Interactive Learning Environments, 1-13. https://www.tandfonline.com/doi/full/10.1080/10494820.2021.1948871?casa_token=i7-v7zixj40AAAAA%3AWfbIm4EM9O8bEdkzleA4-Z7LgTp-WBgVrV3qVYpqUr2s38AQfk6K6fjjJ2ZWr6wV-qd8fb-c4uBze1yn1t4w

Ovaska, S., & Leina, J. (2008). A survey of Web 2.0. Department of Computer Sciences, University of Tampere 2008 D-2008-5 The permanent address of the publication is

https://urn.fi/urn:isbn: 978-951-44-7389-0

Punzalan, J. F. (2018). The impact of visual arts on students' academic performance. International Journal of Education and Research, 6(7), 121-130. https://www.ijern.com/journal/2018/July-2018/10.pdf

Remón, J., Hurst, G. A., & Arauzo, J. (2022). Towards a multicultural and global education: Students creating educational biorefinery videos with international cooperation. In Edulearn, 22, Proceedings. 3610-3614). IATED. https://library.iated.org/view/REMON2022TOW

Renner, B. J., & Skursha, E. (2022). Support for adult students to overcome barriers and improve persistence. The Journal of Continuing Higher Education, 1-10.

Saromines-Ganne, B., & Leong, P. (2014). The" Art" of Online Learning: Teaching Visual Art Virtually. J. Distance Learn, Hawaii, 272. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.551.4877&rep=rep1&type=pdf

Stewart, S., Lim, D. H., & Kim, J. (2015). Factors influencing college persistence for first-time students. Journal of Developmental Education, 12-20. https://www.jstor.org/stable/24614019?casa_token=tcdDN67cgeMAAAAA%3AWeXN3PzgExall2tQHz4nDgJlDqWFb4WrDQGOvETXUNm2kujZEGxYi7iJsZ50ps_ZIw60ur7e66Pvr-D_A3jhd6Ct-BGkTtrayDq2WDymmoODa1Rp1DKBA&seq=1

Taskesen, S. (2019). Investigating the academic motivations and academic achievements of pre-service visual arts teachers. European Journal of Educational Research, 8(3), 857-866. https://dergipark.org.tr/en/pub/eujer/article/592232

Vanderlip Taylor, K. (2023). Developing a visual art community of practice: A participatory action research study of a museum-based partnership for art teachers in Los Angeles. Professional Development in Education, 49(1), 168-183.

Van Jura, M., & Prieto, K. (2021). Navigating college with MAAPS: Students' perceptions of a proactive advising approach. NACADA Journal, 41(2), 27-39. https://meridian.allenpress.com/nacada-journal/article-abstract/41/2/27/475447

Zhang, S., Bowers, A. J., & Mao, Y. (2021). Authentic leadership and teachers' voice behaviour: The mediating role of psychological empowerment and moderating role of interpersonal trust. Educational Management Administration & Leadership, 49(5), 768-785. https://journals.sagepub.com/doi/abs/10.1177/1741143220915925