

## **“Portable Fitness”: Enhancing Learning Through Technologies in a USMA Fitness Course**

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**Purpose:** The purpose of this research project was to evaluate potential enhancements of student learning experiences through the use of podcasts, portable media consumption, and web cameras in a USMA fitness course. The course, PE350 Army Fitness Development, is a 19 lesson course which provides students knowledge and skills necessary for them to prepare, implement, and assess scientifically-based Army unit level physical training plans. My research was conducted during Term 1 Round 1 2008. My goal was to engage students with new technologies to provide the following specific enhancements:

- 1) More in class time to engage in deeper/meaningful dialog
- 2) Fun with technology/additional forms of media
- 3) Introduce students to commercial podcasts; inspire them to use podcasts as a lifetime activity
- 4) Better assessment of learning (video quizzes)

**Method:** Teachers must engage students in order to be successful. 21st century learners are different and many current teaching practices are potentially becoming less relevant. Today’s students want and expect to learn in certain specific ways. They strive to contribute (dynamically) rather than just simply consume (statically). To that end, learning should be able to take place anywhere at anytime. To engage these new digital learners, I believe Web 2.0 and other technologies like video capturing, blogging, podcasting, and portable media consumption should be employed effectively in

classrooms. It is important that these tools do not drive the learning processes, but rather inspire and assist both student learning and teaching pedagogy practices. Technologies cannot simply fix everything that's wrong with a particular teaching approach, but rather enhance and supplement it. Students across all educational societies are already currently using these types of technologies at an increasing rate, mostly outside of the classroom for collecting information, consuming video, social networking, and gaming. I believe teachers have the responsibility to learn and interpret many of these current and new Web 2.0 tools and technologies from a pedagogical perspective and show students examples of "best practices." As part of this effort I have embraced this challenge and started using technology more regular in my classroom.

**Implementation:** The new technologies I used for this project included a portable media player, web camera, and podcasting. The portable media player was the Microsoft Zune; 4 x 4GB Models and 16 x 30GB Models. Zune is a brand of a portable handheld media service and device sold by Microsoft. The device can play audio, video, store photos and receive FM radio. Released in the United States in November of 2006, the Zune has sold 1.2 million units as of July 2007 [1]. The web camera was the Microsoft Life Cam. It was used for video response quizzes; to test knowledge; and to hone and access public/professional speaking presentation skills. Video and podcast content included stand alone video clips relating to course material, commercial audio podcasts (Fitness Attack and Soldier Radio), and Lesson Slide reviews (made with Microsoft Photo Story).

The “New Technologies” (NT) group (using the Zune, Web cameras, etc.) was my I Hour class and the “Control” group was my H Hour class. Video content, which was delivered to the control group during normal class time, was posted as downloadable content to “SharePoint,” a web-based collaboration and document management platform, for the NT group. They could then upload or sync the content to their Zune device. The ability to use the Zune in this manner eliminated the need for me to use class time to show video materials in real time. Alternatively, I was able discuss the content in more depth at any point during my class. Moreover, this allowed my students the flexibility and portability to share and consume course content anytime, anywhere.

The NT group also was exposed to using the web cameras, primarily while conducting video quizzes. I uploaded quiz questions to Blackboard, our course management system, and allowed students to access the quiz during a specified block of time, usually within a 24 hour period. Once they accessed and opened the quiz, it had to be completed within another specified time of usually 20-30 minutes. The quiz could only be opened once and had to be completed on the first trial. All of these settings were easily modified via Blackboard. Quizzes consisted of 2-3 short answer essay questions and a bonus question. The intent was to create opportunities for more spontaneous reactions, allowing me to more instantly access student knowledge. During the grading process, it was most often immediately evident whether students were familiar and confident with the material covered or not. I could usually judge the overall quality of the entire answer within the first few seconds of their response. A

secondary effect my students experienced was public speaking practice, an extremely important skill for military officers to hone.

The Zune devices additionally allowed the NT group portable access to and the use of podcasts. *Webster's New Millennium™ Dictionary of English* defines a podcast as “a web-based audio broadcast via an RSS feed, accessed by subscription over the Internet.” [2]. Simply put, podcasts can be described as collections of digital media files distributed over the Internet which can be easily syndicated (subscribed to) and downloaded automatically when new content is added, using an aggregator or feed reader capable of reading feed formats such as RSS. Although the term podcast contains the word “pod”, you do not require an iPod to consume podcasts. Podcasts can be downloaded directly to your computer for playing or can be transferred to any MP3 player or even burned to a CD. “Podcasting's essence is about creating content (audio or video – vodcasts) for an audience that wants to listen when they want, where they want, and how they want.” [3]. My class was encouraged to download and listen to two different commercial podcasts (listed in the Podcast Content section). Each podcast was updated daily and were only about 2-3 minutes in length. The intent was to expose the class to a unique technology and inspire them to pursue other podcasts as a form of education and/or entertainment. I did not mandate them to listen nor formally test them on whether they did. I did initiate classroom dialogue based on specific podcast content and found them to be great “jumping off points” for numerous discussions.

Another technology tool I utilized was a Microsoft software program called “Photo Story” to make my own “podcast-like” video review series. This review product was

essentially separate movies of lesson slides with my voiceover providing key review points. Transitions and “pan and scan” movement were minimized so the students could focus on reviewing the course content. The product also has proved useful as a review for other current teachers and a professional training tool for new teachers to the course.

**Assessment:** Based on informal and formal feedback and personal assessment, I judge the overall implementation of podcasts, portable media devices, and web cameras as successful. Although the Term End Exam (32% of total grade) results and overall grades between the NT (I Hour) and Control (H Hour) groups were similar, I believe my NT group student’s learning experiences were successfully enhanced through use of each of these technologies. They had more class time devoted to meaningful conversation, were motivated by fun and innovative media devices, and were encouraged to explore other unique educational and recreational podcasts. Had groups been switched and my H Hour class received the new technologies, I feel their overall grades would have exceeded those of the other class because they possessed an initial higher level of knowledge and motivation. Specific feedback and assessment was captured via informal and formal Blackboard Surveys, as well as quantitative quiz and exam results. Only 9 of 19 students in the NT group actually participated in a formal survey (APPENDIX).

I think it is important to consider the notion that incorporating these types of technologies work for a variety of curriculum to leverage any course specific content.

### Microsoft Zune Specific:

Although there was an initial learning curve and some technical challenges working with “SharePoint,” I feel the incorporation of the Zune devices was a directly added value to our class. Some major advantages of the Zune included the following: screen size on 30GB Model; radio feature; portability (size of 4GB Model was great). Conversely, the following were various drawbacks of the Zune: technically challenging; cumbersome to initially set up for podcasting and sync to computer; interface is not intuitive nor easy to navigate compared to the iPod; syncing and downloading; portability (size of the 30GB Model was big compared to the iPod). Sadly, the “wireless sync” option with the new Zune software was not able to be accessed by the students due to limitations within their barracks environment. This may have proved to be a useful and less cumbersome process to update the Zune daily. It is important to note that 87.5% of the 9 surveyed students previously or currently owned an iPod and 62.5% of them still preferred the iPod over the Zune after the project. Many simply felt more comfortable with their iPod as stated here by a few students:

*“I am more comfortable with the iPod because I have been using it longer. I felt that we were kinda rushed into using the Zune. If we could have them checked out for longer, then we might be able to discover the great features.”*

*“I already have had itunes+iPod for awhile and switching all my files would have been a hassle. I also didn’t really know the interface of the Zune and I didn’t want to mess up anything I had already setup through iTunes.”*

*“I honestly like the idea behind using the Zune in our section, but I was already comfortable with my iPod, and I did not like feeling forced to use technology for a class where it was not truly necessary.”*

### Microsoft Life Cam Specific:

High audio and video image quality and ease of use were key driving factors behind the huge triumph of the Life Cams. While the video response quizzes took more than five times longer to grade than a traditional multiple choice type quiz, I found them overall to be a successful rich experience for both the students and myself. Responding to open ended questions, as opposed to multiple choice type questions, proved to be both challenging and rewarding. I believe this type of quiz is more functional and can be related to questions students will likely receive in the world outside of the classroom. In the future, I plan to explore even more assessment alternatives and rich performance tasks that focus on functionality and application to real word experiences. Incorporating a variety of realistic activities, exercises, problems or challenges which require students to show what they know and demonstrate their understanding by applying their knowledge and skills to real life situations can be a truly rich experience for both the student and teacher. This type of thinking is somewhat of a paradigm shift and may influence teachers to take a closer look at the relevance of course content. Shifting focus to some specific feedback, although a few students still preferred paper quizzes, the formal student responses below were typical among most of the informal feedback I received regarding use of video quizzes:

*"It was innovative. It's good practice to actually talk about the answers as if you were teaching."*

*"Required me to really know the material because even if I decided to just "guess"-- the viewer would be able to see that I am "guessing." However, if it was a written response, the reader would not necessarily be able to determine whether or not I knew the material."*

*"... the teacher could get a perspective on whether their students really understood the material..."*

### Podcast Specific:

Given the immense variety of quality commercial podcasts available, it was actually a difficult task in choosing which ones to incorporate into the class. In the end, I decided to select ones with the most relevance which were updated daily and had a short format. Overall, both the commercial podcasts and the use of the Photo Story review proved a success and were added enriching experiences, evidenced by statements like this:

*“I liked it a lot because it opened up another way to learn.”*

*“I appreciate you making them available. For me, it helps because I would rather learn from videos than simply reading-- it is easier and w/the zune I can take study material along w/entertainment so I am more prone to actually studying.”*

Additionally, numerous students showed interest in seeking out other commercial podcasts for both educational and personal reasons.

**Discussion:** Many students are already creating content and using gadgets like iPods and cell phones to communicate with. Today’s students strive to create, contribute, and collaborate by using new and innovative technologies. They are actively engaging the system, not just simply passively consuming it. Students can “write” and communicate in numerous ways using a variety of venues and shared digital learning environments, like social networks, online video and photo galleries, blogs, wikis, podcasts, etc. Just think of the influence sites like Facebook, YouTube, and Wikipedia already have on learning and teaching. The “Read/Write” web opens up countless opportunities for students to learn and collaborate with each other or form networks with other students and teachers alike. Educators must embrace this and make every effort to create new

and exciting learning opportunities and curriculum that encourages open and participatory content creation. Wheeler et al. [4] have argued that deeper engagement with learning objects and online discussion groups yields significant benefits for the development of professional practice. Even though the potential impact of new technologies like blogs, wikis, and podcasts on higher education is enormous, the combined use of these three specific applications as 'mind tools' [5] may yield the most powerful learning occurrences. According to Jonassen et al. 'mind tools' serve as cognitive reflection and amplification tools, aiding the construction of meaning, through the act of self-design of knowledge databases [5]. I believe wikis in particular create the most powerful opportunities to encourage deeper engagement with material and actively involve learners in their own construction of content and knowledge. I am currently using a wiki for another of my classes and am experiencing remarkable success.

Additionally, I also think it is important to mention that these types of technologies must remain supplemental in nature and seamless in their integration. Technology is somewhat neutral until it delivers the desired content and stands a strong chance of losing effectiveness if not applied in planned and organized methods. It cannot detract from the primary pedagogy methods centered on teacher to student interaction. More exposure and research are still needed to find the best ways to employ these emerging tools to positively impact our teaching and learning efficiency.

## References:

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## APPENDIX

Survey Results produced using USMA Blackboard Survey Tool:

Question 1      Multiple Choice  
Which Zune did you receive for class?

<b>Answers</b>	<b>Percent Answered</b>
4GB	25%
30GB	62.50%
Both	12.50%

Question 2      Multiple Answer  
How experienced were you with mp3 players when the course began?

<b>Answers</b>	<b>Percent Answered</b>
Very experienced (5+ years of experience using mp3 players)	25%
Somewhat experienced (1-5 years of experience)	75%
Not experienced (had never used an mp3 player)	0%

Question 3      Multiple Answer  
Do you own (can pick more than one):

<b>Answers</b>	<b>Percent Answered</b>
Apple iPod	87.50%
Microsoft Zune	0%
Other _____	0%
None	12.50%

Question 4      Ordering  
Please rank frequency of use for the features of the Zune (1 used the most, 5 used the least)

<b>Answers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Watching Videos	12.50%	62.50%	12.50%	0%	12.50%
Listening to Recorded Music	62.50%	12.50%	0%	0%	25%
Listening to Radio	0%	12.50%	62.50%	0%	25%
Listening to podcasts and/or lectures	0%	0%	12.50%	75%	12.50%
Wirelessly sharing files	12.50%	0%	0%	12.50%	75%

Question 5 Multiple Choice  
Overall, how do you like using the Zune?

<b>Answers</b>	<b>Percent Answered</b>
Great	37.50%
Average	62.50%
Terrible	0%

Question 6 Multiple Choice  
How often did you use your Zune to support your learning in this course?

<b>Answers</b>	<b>Percent Answered</b>
Daily	0%
Weekly	37.50%
Monthly	25%
Hardly ever or not at all	37.50%

Question 7 Multiple Choice  
How often did you use your Zune for personal use?

<b>Answers</b>	<b>Percent Answered</b>
Daily	0%
Weekly	25%
Monthly	25%
Hardly ever or not at all	50%

Question 8 Multiple Answer  
Where did you use the Zune most frequently?

Answers	Percent Answered
In the Barracks	62.50%
In Class	25%
In the Gym	25%
While traveling	25%
Other location	0%

Question 9 Multiple Choice  
Did you prefer to watch video content in class, on the Zune or using your laptop?

Answers	Percent Answered
Class	37.50%
Zune	12.50%
Laptop	50%

Question 10 Multiple Answer  
Overall, which do you prefer between the Zune and the iPod?

Answers	Percent Answered
Zune	37.50%
iPod	62.50%
Both equally	0%
	0%

Question 11 Essay  
Answer "why" to your question #10 answer (which you prefer).

#### Given Answers

I am more **comfortable with the iPod** because i have been using it longer. I felt that we were kinda rushed into using the Zune. If we could have them checked out for longer, then we might be able to discover the great features.

If the zune was a little less **bulky** it would be far better. It has the **radio, the wireless sharing, and the better screen**. Plus, you can put mp3s on it, unlike the ipod.

The **ipod is smaller and easier to carry** around due to carriers, skins, etc...

I already have had **itunes+ipod** for awhile and switching all my files would have been a hassle. I also didnt really know the **interface of the zune** and I didnt want to mess up anything I had already setup through Itunes.

I really enjoy the **radio feature** on the Zune and the **wireless capability**

First of all, I'm more **familiar with my iPod**. Second, I find the iPod to be **easier to use**, in addition to being **less bulky**. Plus, it is easier to workout with an iPod.

It has the **radio** and I never used **podcasts** before using the zune.  
smaller

Question 12      Essay

Was it easy to set up the Zune and Zune client? Did you use the instructions that were sent over from the Zune team?

**Given Answers**

Yes it was easy

Yes it was easy.

The instructions were easy to follow.

This was very easy to use and I did use the instructions

No it was not. I had a lot of problems with the Zune podcast and putting music on it.

yes it was fairly easy

Yes. Yes.

Yes i used the instructions. It was a little difficult as I am not too computer literate.

Question 13      Essay

Describe how you incorporated the Zune into your learning experience.

**Given Answers**

It didn't really

It helped me stay **updated using podcasts**. It also allowed me to **study for the TEE** and the videos you posted

I didn't really.

I used it for the **podcasts**.

I honestly didn't use the Zune a whole lot. I **downloaded podcasts** and everything, but I use my mp3 player only to listen to music, and my iPod suits my purposes better.  
using the **podcast**

I was able to upload the **podcasts** onto the Zune.

When traveling I was able to **watch the videos** from the share folder. In addition, the photo stories available for **TEE review** was beneficial as I could watch it while eating dinner and I feel I retain more by watching and listening.

Question 14      Essay

Did you utilize your class SharePoint to obtain materials for Zune? Was it easy to get the content onto your Zune?

**Given Answers**

Yes. I had difficulty learning how to use the Zune at first, but then it got easier as I became more experienced.

Yes, it was very quick and easy

Yes. It was harder to upload the TEE review photo stories.

yes, it transferred easily

I utilized sharepoint but i downloaded the videos etc. onto my laptop and just watched it there

I tried to utilize it but i had some problems acquiring the info off of the website. It would not sync onto my zune.

It was difficult. So I watched the content on my computer directly.

I had trouble getting SharePoint to work properly.

Question 15

Essay

How many hours a day did you use the Zune device for learning?

**Given Answers**

about 2

I used it probably around .5 hours a day.

about 4 hours a week

**I often used it for learning not pertaining to any academic courses**, but in regards to my own intellectual curiosity (ie. spanish podcasts).

Not many.

Not everyday.

Question 16

Essay

How many hours a day did you use the Zune device for personal use?

**Given Answers**

I did not use it for personal use.

<1 hour a day

about 1

0.5

Not many.

about 30 minutes.

Every time I went to the gym or took a long drive.

Question 17

Essay

With the new software and features that launched on November 13th, were you able to set up wireless syncing within your 'home' environment (in barracks)?

**Given Answers**

i did not know how to do that. I wasn't able to get that to work right.

No

No, for some reason the **wireless in my barracks would set it up properly**- technical difficulty

it sync with the computer but not with zune

I could not get the wireless syncing to work.

No

Was not able to.

no

Question 18

Essay

What did you like most about using the Zune in this course?

**Given Answers**

I got to **try new technology**.

It was good to learn some other technology other than the iPod.

it was part of the course

I think its **cool technology** and its interesting to incorporate

I could use it for my **personal use**.

I appreciate the idea behind it, but I didn't utilize the Zune enough to point out anything particular.

The ability to **take the lectures and podcasts wherever and listen to them whenever**.

the review photostories

Question 19

Essay

What did you like least about using the Zune in this course?

**Given Answers**

It wasn't really practical especially since i already have an ipod which basically does the same stuff

It seemed like the **access to technology made the class far more complicated** than it needed to be.

it was like **brick**

The problems that i had with mine **syncing with the site**.

It was **time consuming trying to set it up**.

setting it up and the **technical problems**

I didn't like the amount of time we had with it.

The **bulkiness**.

Question 20

Essay

Did you find using the Zune challenging from a technical perspective? If so, what skills were most difficult to master?

### Given Answers

a little bit, not too challenging.

It was challenging because the setup is unfamiliar. The most difficult thing to master is the **Zune program on the computer.**

It was not difficult.

Trying to put things onto my zune. I struggled w/the **drag and drop method.**

Yes, syncing the Zune to your computer and changing the setting so **it didn't sync everything**

Yes. It actually **messed up my computer a couple times.**

no it was fairly easy to figure out

No, using the zune was not challenging at all.

Question 21

Essay

If you answered "other" in question 8, what other location(s) did you use the Zune?

### Given Answers

N/A

Question 22

Essay

Explain what you liked or disliked about listening to the "Soldier Radio" and "Fitness Attack" audio podcasts.

### Given Answers

Soldier radio wouldn't be updated for a while, then it would bombard me with a bunch of new podcasts at once.

Amy Mack had some good tips once in a while, good to spark some small talk... "hey, I heard this neat tip about green tea. . . "

They were very short and brief, longer would have been interesting

the soldier radio was relevant i didn't really listen to the other

I liked it a lot because it openend up another way to learn.

I had trouble accessing them initially, but they were sort of interesting. Again, the emphasis on technology, while appreciated, seemed to influence our section too much.

I don't like having to listen to Amy Mack's intro every time I want to listen to Fitness Attack (it is only 1 minute, but the intro takes about 15 seconds).

Essay

Question 23

Explain what you liked or disliked about the PhotoStory podcast lesson review series.

**Given Answers**

I liked how you were able to talk about things that were not on the slides but show the slides simultaneously.

i liked that the class could be reviewed

Photostory is a little boring.

those were good, but they seemed a little long.

I liked to the **ease of watching the photostories.**

I appreciate you making them available. For me, it helps because I would **rather learn from videos than simply reading**-- it is easier and w/the zune I can take study material along w/entertainment so I am more prone to actually studying.

Question 24 Essay

Do you have any other comments about using the Zune? If so, please provide them in the space below.

**Given Answers**

I enjoyed having it.

It was a great and fun asset to have

I honestly like the idea behind using the Zune in our section, but I was already comfortable with my iPod, and I did not like feeling forced to use technology for a class where it was not truly necessary.

Question 25 Multiple Answer

Overall, how do you like using the LifeCam?

<b>Answers</b>	<b>Percent Answered</b>
Great	37.50%
Average	50%
Terrible	12.50%

Question 26 Multiple Answer

How often did you use your LifeCam to support your learning in this course?

<b>Answers</b>	<b>Percent</b>
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	<b>Answered</b>
Only when required	100%
Daily	0%
Weekly	0%
	0%

Question 27 Multiple Answer  
How often did you use your LifeCam for personal use?

<b>Answers</b>	<b>Percent Answered</b>
Daily	12.50%
Weekly	37.50%
Monthly	0%
Hardly ever or not at all	50%

Question 28 Essay  
Describe how you incorporated the LifeCam into your learning experience.

**Given Answers**

I used it to take the quizzes  
I took quizzes on the lifecam.  
I took the mandated quizzes.  
I learned how to use a webcam to make video files.  
We used it for quizzes, it got a few laughs  
I hated using the LifeCam for quizzes.  
I took the quizzes on the life cam.

Question 29 Essay  
What did you like most about using the LifeCam in this course?

**Given Answers**

Required me to really know the material because even if I decided to just "guess"-- the viewer would be able to see that I am "guessing." However, if it was a written response, the reader would not necessarily be able to determine whether or not I knew the material.  
It was funny to use  
I could use it to make video emails and messages.  
Only the idea behind giving them out--not the practice.  
It was innovative. It's good practice to actually talk about the answers as if you were teaching.  
I would have rather taken a written quiz  
I got to have a webcam for my own personal use for a little while. My friends back home were able to see me.

Question 30      Essay  
What did you like least about using the LifeCam in this course?

**Given Answers**

Overall, I can't think of anything in particular.

Having to do a verbal quiz. I felt awkward and time constrained b/c i had to keep reading the questions and then think about what to say

It wasn't really practical

It was all pretty good.

Sometimes it was difficult to get it to work properly. Certain programs on my computer needed to be closed for it to work.

It took me until quiz 3 to fully understand how to use it. Time consuming because we did not go over it in class.

Using the LifeCam to take quizzes was not only extremely awkward, but it was difficult to assess how we did. I would have preferred either multiple choice Blackboard quizzes (where it is easy to determine what we know or need to study), or simply taking the quizzes in class.

Question 31      Essay  
Did you find using the LifeCam challenging from a technical perspective? If so, what skills were most difficult to master?

**Given Answers**

Initially, yes, but after the first quiz and the installation process, it was fairly simple.

Not really. You just plug it in, and it usually opened up on its own.

No, very user friendly.

no

Yes. At first every time i opened the webcam I only got it to take pictures. I had to learn how to set it up.

No, but i needed to clear a lot of space on my harddrive to use it.

Nope.

Question 32      Essay  
What did you think about the video and audio quality?

**Given Answers**

I thought it was really good in both areas.

it was decent. It did the job it was intended for

It was very good (surprisingly). I was impressed with it.

Great.

It wasn't as good as a digital camera  
It was fine.  
Compared to my webcam, the video and audio is amazing.

Question 33     Essay  
Overall did find the experience a positive way to learn/interact with your instructor?  
How was it better?

**Given Answers**

No  
I did, because it was like i was taking an oral quiz  
It was a positive experience. Maybe allow for more time if at all possible.  
I thought it was. It wasn't really practical but it was funny and a good way to interact with our instructor.  
No, I did not like the LifeCam at all--my roommate thought it was funny though.  
Yes, it was different. It was better because the teacher could get a perspective on whether their students really understood the material based on the quizzes.  
It was better in the sense that it was a trial. We could have used it more, I'm sure.

Question 34     Essay  
Any suggestions for making a better or easier experience? Software? Hardware?

**Given Answers**

Commit one class to teaching students how to use the zune and lifecam.  
It worked and was easy to set up and use. No changes required  
it was pretty intuitive  
Have only one folder for all the things that need to be downloaded to the Zune.  
Maybe have a class where MAJ Rea teaches from his cam! Stay in your rooms!

Question 35     Essay  
Based on your experience are you more inclined to use video calling to communication with instructors, classmates, family and friends?

**Given Answers**

No  
I used the livecam to send videos to my mom. She loved it and is now planning to purchase one over Christmas.  
I would like that.  
I did use the cam for video commo  
No.  
I did video calling with my family and a couple friends, which was good, because it's a little more personal than a phone call.  
No. I dont like seeing myself on the screen.

Essay

Question 36

Based on your experience how else might you use this technology?

**Given Answers**

A video chat room?

Film "example exercises." IE - Show me what 'so-n-so stretch' is.

Entertainment.

I probably won't use it in the foreseeable future.

To make a video cast

I dont think I really would

I would use it to talk to friends back home.

Using it for purposes in the Army such as when i get deployed.

Question 37      Essay

Do you have any other comments about using the LifeCam? If so, please provide them in the space below.

**Given Answers**

I dont really have any use for a webcam right now.

It was a better addition than the Zune.

I liked it.

I honestly did not like the LifeCam. It was interesting to use, but overall, I am left with fairly negative feelings about it. In addition, if there was an internet problem, or something along those lines, submitting the quiz just became far more complicated than it needed to be.

I want to keep it.

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