

Instructional Videos for a Communication Center Client

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Executive Summary

I am pleased to present this report to the client at the Center for Public Speaking at the University of Tampa (UTampa). This report includes research on speech centers, video engagement, and social media branding. The end of this report contains recommendations for the client to continue expanding the reach of the speech center across the UTampa campus.

The client for this project is Dr. Lacey Corey Brown, director of The Center for Public Speaking at the University of Tampa. Throughout this report, I will refer to The Center for Public Speaking as the "speech center" for brevity. This project focused on making a series of instructional videos for the public speaking center's YouTube page, which is currently not used appropriately. As revealed to me by Dr. Brown, the YouTube channel "lacks direction" (personal communication, 2022). In other words, she struggles to see what the content on the YouTube channel could be.

Furthermore, employees of the speech center have added content to the channel over the years, but it has a chaotic and unorganized appearance. My instructional videos would be part of the channel with the goal of helping students with public speaking. At the end of the report, I offer other suggestions for the YouTube channel and discuss different social media networks that could increase the speech center's reach across the University of Tampa's wider community, such as TikTok.

First, the instructional videos are aimed primarily at students who wish to get a quick lesson on public speaking topics such as visual aids or how to manage public speaking anxiety. The secondary goal with these videos is to give them to faculty members who may have presentation-heavy classwork and wish for their students to

have some resources to help guide them. Third, at the end of this project, I will summarize some additional social media strategies the client can implement. All the goals for the project are outlined in a later section of the report.

Overview of Client

The University of Tampa

The University of Tampa is a private mid-size liberal arts institution of higher education that first opened in 1931. The University had around 10,500 students enroll in



Figure 1- Photo of Plant Hall, taken by me

the fall of 2021 (University Profile, n.d.), which was 24 years of record enrollment - since 1995. According to UTampa's website, for the 2021-22 academic year, approximately 50% of the student body consisted of Floridians; however, it is the place of learning for students from 50 states and 130 countries (n.d.). In addition, the University of Tampa is home to 1,200 international students (University Profile, n.d.). The institution is located at the heart of Tampa in an urban setting next to

the Hillsborough river. Overall, it offers 200 academic programs of study, including Master's and Ph.D. programs (University Profile, n.d.). According to UTampa, the most popular majors for undergraduate students are Biology/Environmental Science, International Business, Finance, Nursing, and Marketing (University Profile, n.d.). Economically, the institution enjoys "a \$335 million annual revenue and a \$1.1 billion estimated annual economic impact" (History, n.d.).

Center for Public Speaking

The Center for Public Speaking first opened its doors in 2010. Its current director is Professor Lacey Corey Brown, who took the seat on May 29, 2022. The previous director held the position for four years. Before her, the position was held by various



Figure 2- Photo of the inside of the speech center, taken by myself

other faculty. According to the faculty, the center was in a small faculty office when it first opened.

Now it has a permanent home at the Ferman Center for the Arts on the second floor in Room 228 (personal communication, July 20, 2022).

The center's mission is to "enhance communication skills and offer support services at The University of Tampa" (UT Center for, n.d). In line with this mission, it offers services such as Brainstorming and Outlining; Mock Interviews; Delivery and Content; Evaluation of Visual Aids; Conference Preparation.

The speech center receives most of its clients from the Speech Studies Major introduced to the institution two years ago and from the speech for business and the course of the professions (of which there are multiple sections). According to Dr. Kristen Foltz, an Assistant Professor of Speech at the institution, the major has six full-time and one visiting faculty member. As of July 2022, 85 people have committed to being Speech Studies Majors (SPE) (personal communication, July 20, 2022). In the fall of 2022, there were 29 SPE classes offered.

One of these classes is SPE 208, a requirement for the Business Majors at the institution (Foltz, personal communication, July 20, 2022).

According to Dr. Chris Gurrie, an Associate Professor of Communication and Speech Studies at the institution, 44 sections of SPE 208 were offered throughout 2021 (personal communication, July 14, 2022).

This is important to understand because most SPE faculty refer their students to the speech center for help with their public speaking and presenting skills. This means that the center needs resources and help regarding helping the students.

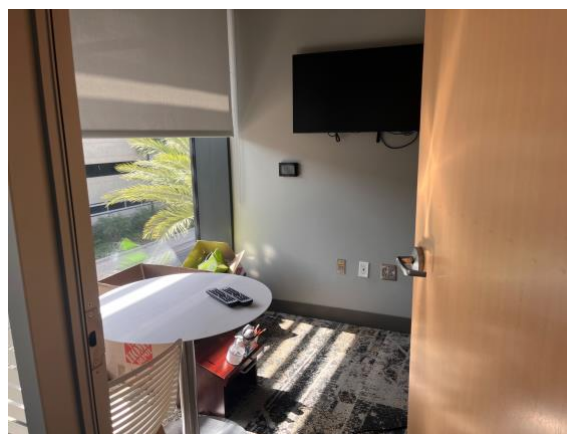


Figure 3- Photo of one of the conference rooms in the speech center, taken by myself

The speech center also has an Instagram presence at @UTampaSpeech, a shared Instagram account between the public speaking center and the Communication and Speech Studies Major. On this Instagram, students can book appointments with the center, interact with the posts, and get to know the faculty who teach public speaking and students who work at the speech center. During the 2018-19 school year, about 2,000 students visited the center serving nearly 22% of the student body (Clements et al., 2019).

The National Association of Communication Centers

The National Association of Communication Centers (NACC) is the national organization that guides communication centers. This organization is affiliated with the National Communication Association (NCA) as there is a communication center division of NCA. The NACC was established in 2003 (The National Association., n.d.). It strives

to be “devoted to the support of communication centers on college and university campuses across the country” (The National Association, n.d.). According to NACC, there are currently 150 speech centers in operation across the United States; however, only 18 are directly accredited through the NACC for their tutor training programs. Such an accreditation could be important because it might allow speech centers to ask for more funding from the parent institution where the center is housed. Currently, the speech center at the University of Tampa is not accredited through NACC, but that is one of the goals in the future.

The Problem

There are various problems that the Speech Center at the University of Tampa faces. Instructional videos on the center’s Youtube channel may help address some of these. However, issues related to the availability of student help, lack of social media presence, and low community outreach lead to a lack of visibility of the center.

First, the center is closed during the summer months, which leaves many students needing help for their presentations without appropriate resources. Second, the speech center has a YouTube channel that is barely used and does not have an aim or a purpose. Third, as mentioned before, the speech center has only one other social media presence: Instagram, which is shared with the Speech Studies and Communication majors.

Finally, the speech center is trying to reach outward and have people from all kinds of disciplines attend the center. This leads to a massive opportunity for the center; if the center can expand its reach, it becomes easier to ask the institution for an increase in resources, as suggested by LeFebvre et al. (2019). Also, making the center more

visible throughout the University of Tampa could mean that it reaches more people who need help. Lastly, the instructional videos could help the center get accredited by the National Association of Communication Centers (NACC), which could help the center enhance its credibility, once again warranting an increase in resources.

Goals

To tackle the problems outlined above, I have also set some goals for this project and the videos. Below are all the goals that the project seeks to address:

- Helping students who are taking summer classes with their presentations while the center is closed through the instructional videos
- Helping faculty teaching online classes or summer classes that require students to do a presentation or a speech and want resources to give their students to help them prepare.
- Helping the larger UT community have exposure and access to the speech center, not just in speech classes. This includes faculty not teaching speech courses that would like the videos to share with their students before they give classroom presentations.
- Improving and suggesting ideas for the YouTube channel by giving it a purpose and a direction.
- Increase the visibility of the speech center on and off campus by having a broader and more strategic social media reach and presence
- Help the speech center get accredited through NACC to help it acquire more credibility, visibility, and resources from the university.

Situation Analysis

Communication Centers

There are many names for a communication center. Some of these include speech lab, communication lab, and oral communication centers, but the function remains the same (Jones et al., 2004). Communication centers at universities and colleges offer a variety of resources for students looking to improve their public speaking or presentation skills. Research suggests that these speech centers are an exceptionally essential resource for undergraduate students (LeFebvre, LeFebvre, & Anderson, 2019). Communication centers rely on peer-to-peer learning, and such an education model proved successful in other areas such as chemistry (Báez-Galib, Colón-Cruz & Resto et al., 2005). For example, the students that engaged with peer-led learning achieved an increase of 29% in chemistry course success outcomes (Báez-Galib, Colón-Cruz & Resto et al., 2005).

Regarding the effectiveness of these speech centers, some research suggests that they are very effective in helping speech students overcome difficulties (Jones et al., 2004). For example, Davis and Linvill (2017) found a notable improvement in final speech grades when students attended tutoring in the speech center. They also found that those students gained a better knowledge of presenting evidence supporting their claim (Davis & Linvill, 2017). Furthermore, alumni who were involved in the speech centers as tutors report having unique skillsets for future jobs in the classroom that set them apart from those who did not work at speech centers (Ray, 2018). For example, having the ability to 'decentralize' the classroom, encourage peer-to-peer conversations,

and quickly adapt to unforeseen circumstances are all skills that students learned while working at the speech center (Ray, 2018).

While communication centers are of great importance when it comes to helping students succeed, there are some challenges that they are facing. As aforementioned, communication centers need to be able to enhance their influence by helping all fields of studies, not just speech classes (LeFebvre, LeFebvre, & Anderson, 2019). They also need to better market themselves to the larger undergraduate audience (LeFebvre, LeFebvre, & Anderson, 2019). There is also a tension between efficiency and support in the speech center as time constraints of the tutoring sessions can interfere with the help the student needs (Anderson, Hearit & Morgan, 2015).

Videos in Higher Education

Video lectures have become a popular means to teach students content (Scagnoli et al., 2019). When it comes to video learning effectiveness, a systematic review of 100 randomized trials that used video in higher education found that, on average, videos lead to improved learning success when compared with other methods (Noetel et al., 2021). In addition, when using videos for learning, the best outcomes are achieved when the videos are supplemental to existing instruction that the student gets in class (Noetel et al., 2021). Furthermore, e-learning and videos are also effective when combined with interactive exercises at the end or embedded within the videos (Zhang et al., 2006). Some studies point to the fact that video lectures and instructional videos can be a very effective means of learning if the videos are engaging, well-made, accommodating, and the student can control the speed of the video (Scagnoli et al., 2019; Nambiar, 2020). Furthermore, since the onset of the COVID-19 pandemic, many

institutions, including the University of Tampa, have moved some classes online for safety or efficiency purposes. However, Hong and colleagues (2016) argue that learning through video can be tricky, and its success depends on the type of knowledge disseminated.

There are different types of videos for learning that can be categorized. For example, Laurillard (2002) argued that a successful educational video must be supplemental to course learning and raise a dialogue in the audience. Since then, Koumi (2014) categorized videos into types: Cognitive, Affective, Experimental, and Skills. This allows us to understand how to use different videos to illustrate the information.

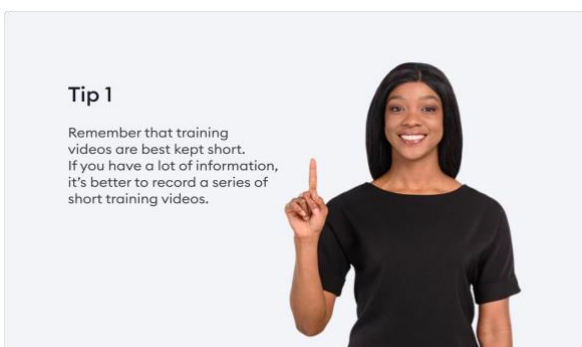


Figure 4- Hansch et al (2015), talking-head style video

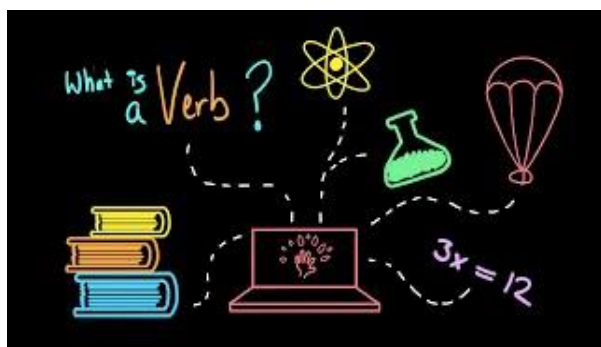


Figure 5- Hansch et al (2015), a Khan-style video

More recently, Hansch and colleagues (2015) interviewed instructional designers and found that many video types are identified by the designers, such as: Talking head, Picture-in-Picture, Udacity Style Tablet Capture, and Animation. Before producing each video, it is essential to ask appropriate questions about whether the style fits with the message or aim of the video. For example, in the largest-scale study of video engagement in students today, Guo, Kim, and Rubin (2014) found informal talking-head videos and Khan-style tablet videos (instructors drawing on a digital tablet), both

pictured above, are the most engaging. This means there is space and need for instructional videos in higher education.

Video Design and Engagement

The success of an instructional video or any learning video is based on three fundamental aspects (Brame, 2016):

- cognitive load
- student engagement
- active learning

Cognitive load refers to the Cognitive Load Theory developed by Sweller (1988). This theory is a complex memory and learning theory, but it is essential to know because it affects how people remember and memorize information. When it comes to video effectiveness and engagement, for the video to be as successful as possible, it needs to be engaging and have some form of active learning in it. Brames (2016) suggests some design features of a video that can enhance the learning experience and help, such as:

Narrated animations	Referring to the student as 'you' to enhance feeling of partnership and understanding
Khan-Style videos	Speaking quickly with enthusiasm
Brief explanation for the video and what it will cover	Using guidis questions for active learning
Videos less than 6 minutes long	Changing color or contrast to emphasize relationships within information

Table 1- Brames (2016), design features of videos

Along with the considerations above, other scholars have also found that a successful learning video is short, uncluttered, and centered on one learning goal at a time (Fyfield et al.,

2019). Regarding the length, shorter rather than longer videos are more beneficial (Guo & Kim et al., 2014; Ibrahim & Antonenko et al., 2012). Shorter videos are the most crucial predictor of engagement (Guo et al., 2014). The study mentioned above by Guo and colleagues found that the longest a video should be is six minutes, whereas the ideal length is three minutes (2014). This is also supported by Baker (2018), who researched the best length for a YouTube video and engagement levels. There are also other ways an instructional video can be successful such as "signaling to direct students' attention to relevant information, and weeding to remove any non-essential content" (Ibrahim et al., 2012, p.220).

Furthermore, the speech rate in the video can also increase the video's success, as speakers who speak fast are found to be more engaging (Guo et al., 2014). The recommendation is to "bring out their [speakers] natural enthusiasm, reassure them that speaking fast is okay, and edit out pauses and filler words in post-production" (Guo et al., 2014, p. 48). When it comes to animated videos, creating a cartoon variation of the speaker effectively and engagingly to learn (Bahesti et al., 2018). The video's color scheme is also somewhat important to consider for instructional videos. Research suggests that limiting the use of colors to a range from three to five is ideal as it helps to contrast the background to increase legibility (Zhang, 2006). However, high contrast colors (red, blue, orange) must be used with caution as mixing multiple of these in one video can be challenging to focus on (Zhang, 2006).

Public Speaking Apprehension (PSA)

When talking about students' struggles with public speaking, at the top of that list is the fear of public speaking. The official term for this fear is glossophobia, which is "a type of social phobia resulting in an extreme avoidance of speaking in front of people because of fear of embarrassment or humiliation" (Hancock et al., 2010. p.302).

According to the Chapman University Survey of American Fears, glossophobia was one of Americans' top fears in 2014 (Ingraham, 2014). The newest version of this survey for 2020-21 reveals that this fear has dropped to 55th biggest fear; however, 29% of Americans still struggle with it. (Amirazizi, 2022). Common reasons why people fear public speaking include being judged by others, uncomfortable physical symptoms such as profuse sweating, lack of knowledge about the topic they are speaking on, and lack of practice and preparation (Grieve et al., 2021).

In college settings, Communication Centers can be at the forefront to help students manage their PSA (Grieve et al., 2021; Hancock et al., 2010; Radecki, 2020; Bodie, 2010). Research suggests that students vary in the severity of PSA issues. For example, introverts are much more afraid of public speaking than extroverts; however, both groups experience moderate to severe PSA (Hz, 2022). Students who experience higher levels of PSA also give shorter presentations which can negatively affect the student's success in the classroom (Gallego et al., 2022). Overall, such adverse symptoms can negatively affect students' higher education experience (Grieve et al., 2021).

In order to combat the fear of public speaking for students, research suggests various possible routes. First, higher education institutions must acknowledge that public speaking anxiety is a reasonable fear in need of institutional resources (Grieve et al., 2021). Second, Hancock and colleagues found that both curricula focused on how to design and deliver a speech and curriculum focused on speech and voice mechanisms succeeded in lessening speech anxiety and increasing feelings of confidence (2010). Finally, Menzel and Carrell found evidence to suggest that time spent preparing and

practicing a speech leads to better speech performance (1994). They also found that time spent preparing a visual aid correlated with better speech outcomes (1994). Yoga, breathing exercises, and visualization can also help improve public speaking anxiety (Radecki, 2020; Bodie, 2010).

Strategies Behind Video Creation

This report section focuses on the strategies enlisted to create the instructional videos. The strategies are based on the research presented above and on personal experience. Below I briefly explain the path of thinking about this project and how I got to this point.

For my videos, I first wrote the scripts for the videos. Through some guidance from faculty members at the University of Tampa and my own experience as a speech tutor at a different institution, I brainstormed and eventually selected four topics. Generally speaking, these topics are what the faculty members and I thought are the areas of public speaking undergraduate students struggle with. Additionally, considerations of the research mentioned above also directed the content of the videos. PSA is a well-researched and studied phenomenon (Hancock et al., 2010; Grieve et al., 2021; Radecki, 2020; Bodie, 2010; Hz, 2022; Gallego et al., 2022). Therefore it made sense to include a video about speech nerves. Thus the resulting topics for the videos are visual aids, persuasive speeches, citing sources in a speech, and public speaking apprehension.

Once the topics were selected, I researched them to write four scripts. The research included more specific topics like Monroe's Motivated Sequence for persuasive speaking and the best ways to reduce anxiety when speaking. Once the

scripts were finished, they underwent a rigorous editing process involving faculty members' reviews.



Figure 6- photo of the University of Tampa logo

Each video has a University of Tampa logo in the top right corner of the video. I thought this would be an excellent addition to make sure people who see my video notice the school that is being represented through the work.

After I completed the logo, I wanted to add subtitles to my video. Recent literature in the NACC Journal has raised awareness about the accessibility of the centers for students with disabilities (Garfunkel, 2021; Garfunkel, 2020). I find it very important that my videos are accessible to everyone, so I needed to add captions for students who might be hard of hearing or deaf. Furthermore, subtitles also allow students who cannot use volume for whatever reason to watch the video and still learn some of the information. Below is a summary table of my process for creating animated whiteboard videos:

Step 1:	Write script for the topics: visual aids, persuasive speech, citing sources, PSA
Step 2:	Create animations in the VideoScribe software
Step 3:	Record voiceover in VideoScribe and adjust the animation to fit the voiceover, add music from UpBeat or iMovie stock sounds
Step 4:	Add the UT logo in iMovie
Step 5:	Put video into Kapwing to add subtitles for accessibility

Table 2- summary of process for creating videos

As noted in the research, the most engaging video length is 3 minutes, the optimum length is 6 minutes, and the maximum length researchers recommend is 10

minutes. In the end, the instructional videos ranged between 5:40 minutes and 9 minutes. This ensured that students wanted to watch the video until the end.

The Videos

Visual Aids

These are screenshots of the animations taken at various stages of the editing process.



Figure 7- screenshots from the Visual Aids Video

Persuasive Speech

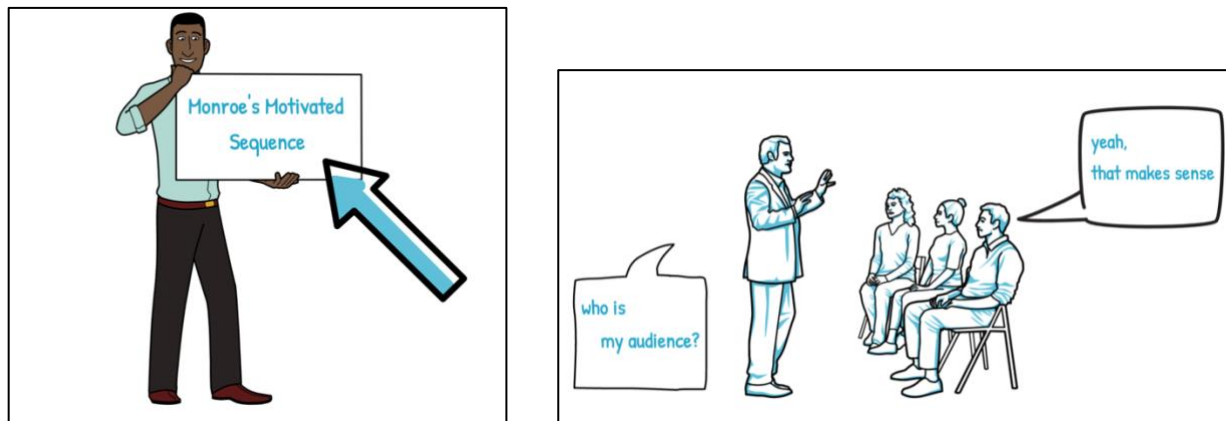


Figure 8- screenshots from the Persuasive Speech video

Citing Sources in a Speech

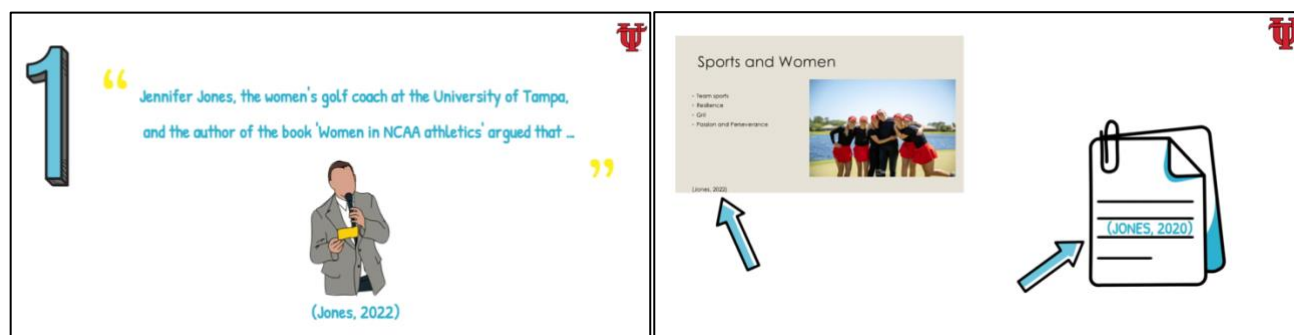


Figure 9- Screenshots from the video on citing sources in a speech

Social Media Strategies and Speech Centers

While these instructional videos are a beneficial resource for the students at the speech center, the problem of getting the center noticed by the students persists. Social media can be an excellent tool for speech centers to use in order to brand and market themselves to the student body. This next section dives deeper into research on speech centers and social media. It then follows up with recommendations for the speech center regarding using social media more effectively.

Social Media in Speech Centers

Speech centers are service-oriented departments, meaning they might struggle to get across their value and goals compared to organizations that manufacture physical products (Lowrie, 2017). However, research suggests that some speech centers use social media to reach their intended audiences (Clements, Foltz & Gullo, 2019; Harrison, Southward & Cuny, 2019). Others use social media for continuing conversations surrounding social justice issues (Naydan, 2013). Places of higher education, including speech centers, can significantly benefit from social media marketing plans to create a unique brand presence that can increase competitive

advantage (Barnett Love, 2015). Suppose center directors can take charge and initiate a marketing plan and social media presence. In that case, they can continue this work in subsequent semesters (Barnett Love, 2015) and get the consultant involved, too (Morris & Lehman, 2019).

While speech centers such as the University of Tampa (Clements et al., 2019) and UNC - Greensboro (Harrison et al., 2019) use social media for their speech centers, there needs to be more research to understand the best practices of using social media in this setting (Morris & Lehman, 2019).

YouTube Branding

In 2021, 81% of Americans used YouTube, which is the highest percentage out of all social media networks (Auxier & Anderson, 2021). Not only that, in the 19-29 age group, 95% of Americans say they use YouTube regularly. This population also includes those that go to colleges and universities, which is essential considering that you can brand the speech center on this platform. YouTube is a great way to disseminate information in a video format to a large audience.

Furthermore, if people like the content, they subscribe, indicating to the YouTube algorithm that you are interested in the content. You will get notifications when your favorite content creators post a new video. Many fields use YouTube, mainly for educational reasons (Kohli et al., 2018). For example, the healthcare industry uses this platform to disseminate education videos about new medical conditions and research in the field (Kohli et al., 2018). In addition, speech centers should use YouTube if they wish to regularly produce professional video content, which can be stored in labeled playlists that followers can then subscribe to (Morris & Lehman, 2019).

Currently, the UTampa speech center has a somewhat messy and unorganized YouTube channel which is a problem when it comes to engaging the audience. Below are two screenshots of the current YouTube channel (Center for Public., n.d.):

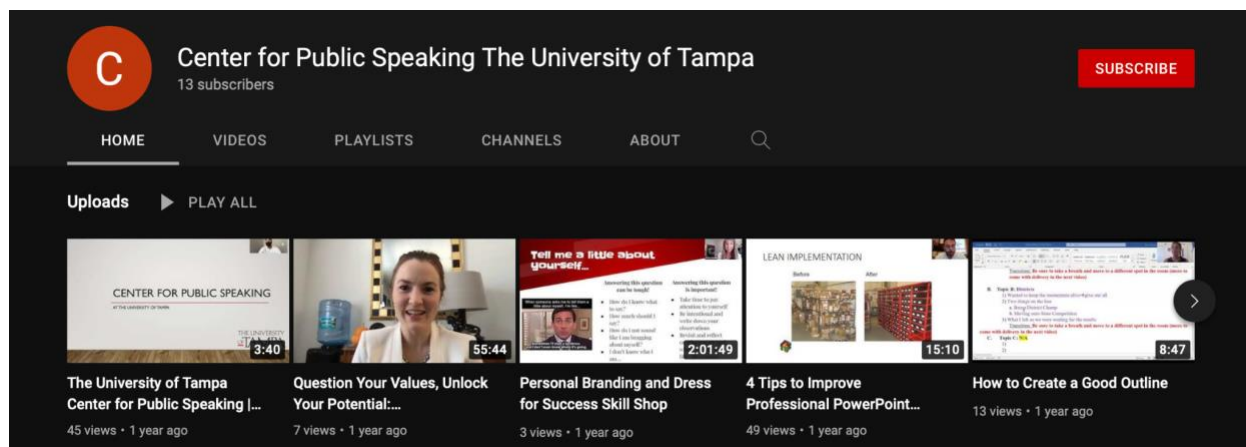


Figure 10- screenshot from the speech center's YouTube channel

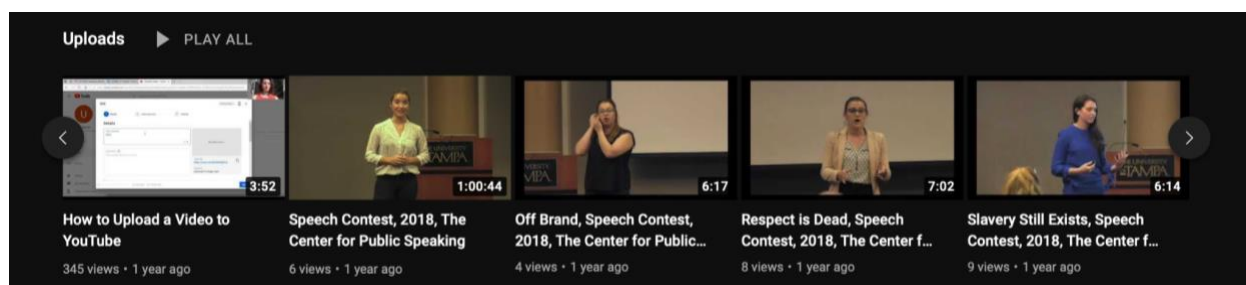


Figure 11- screenshot of some of the video content from the speech center's YouTube channel

As can be seen, the topics on the YouTube channel range from Personal Branding to Speech Contest videos. This means there is a lack of direction and coherence in the channel. The videos are also over a year old, and some have nothing to do with the speech center. For example, the Personal Branding video, seen in Figure 11 (third video in the row), has more to do with professional success than a speech center. Another issue is the speech competition videos. These are very useful for future speech contestants, but the latest video is from 2018, yet none for 2019 or 2021. Content must be consistent, and videos must be organized in

various "Playlists." Consistency also means more followers, as currently, there are only 13 of them. For more information on this, visit the recommendations section of this report. Next, I will discuss the current Instagram use by the speech center.

Instagram branding and the Speech Center

According to Pew Research Center's latest data on social media use, in 2021, about 76% of those aged 18-29 say they use Instagram the most (Auxier & Anderson, 2021). Instagram is a photo and image-based platform where users share images with their followers. Like YouTube, if you enjoy someone's content, you usually "Follow" them, and their content pops up on your "Feed." What is great about Instagram is that it allows users to add a lengthy caption to the image and add hashtags too by which users can search for information (Kohli et al., 2018).

As mentioned before, the speech center at the University of Tampa shares an Instagram account with the Speech Studies Major and the Communication Major. Recently, the speech center has successfully attempted to expand its reach by being more focused on effective Instagram branding (Clements et al., 2019). They did this by:

1. Changing their messaging to be more "student-centered."
2. Considering the timing of their posts to be more immediate and usually put out in the early morning or late afternoon
3. Increasing their reach through promotion by using the story feature, asking the consultants to promote Instagram, and following back accounts
4. Connecting to other organizations across campus by commenting and liking posts on their Instagram
5. Empowering their consultants through assigning the management of the Instagram

However, the speech center still faces challenges such as engaging students during the summer months (Clements et al., 2019) when most students tend to not think about their school work, and the speech center is closed. They also struggle to connect to first-year students who

might be intimidated by public speaking in general and may want to avoid using the center (Clements et al., 2019). If the speech center wants to solve these two problems and increase its reach, it might need to continue expanding its branding practices. Some of these branding strategies are outlined in the following section.

Social Media Branding Practices

With about 70% of people in the world using some form of social media, it is becoming increasingly crucial for departments in various institutions to benefit from them (Kohli et al., 2018). Therefore, prospective students interested in visiting the speech center might want to look it up online and see what they can find out about it.

An essential first step to consider when branding the speech center is establishing goals for the social media presence. As suggested by Kohli and colleagues (2018), "It is helpful to align these goals with the overall departmental goals" (p. 1773). Doing this can allow you to form consistent messaging, help find the target audience, and develop the types of content you want to introduce to your platform (Kohi et al., 2018). In speech centers, currently, there is the understanding that "communication centers should use social media rhetorically – carefully crafting personas that reflect the many populations they serve" (Morris & Lehaman, 2019). A great way to emphasize this goal is to introduce social media to aid the training of their consultants. Asking the consultant to articulate their brand and goals and incorporating them with the brand of the speech center can help the consultant understand what it means to be one and also helps the speech center clarify its messaging (Truman, 2019).

Once you have thought of the goal and the platform, it is essential to curate content ideas. Some research suggests that actively engaging and acquiring new followers has been shown to expand brand reach with the already existing fans and their friends, which further increases follower count (Lipsman et al., 2012). Also, one must consider what type of content to produce for your followers and subscribers. When it comes to governmental organizations such as the police, using Twitter as a form of social media with informal language and URLs proved to be

the most shared and interactive content for users (Van de Velder et al., 2014). Furthermore, one must also consider what time of the day to send the post/tweet/video. Van de Velder and colleagues (2014) recommend sending content out in the afternoon or early at night when people are likely to be home and on their phones. On the other hand, according to Durfy (2019), 55 % of Generation Z, considered digital natives, check their social media platforms every hour, which means that there is much variety when you might want to post content.

When it comes to the type of platform, you want to use, understanding the type of audience you want to reach is paramount. (Kohli et al., 2018). For speech centers, their most important audience is students, faculty, and administration (Morris & Lehman, 2019). Thus, if speech center directors want to understand the students' perception of the center's usefulness, then using social media to shape that perception is an excellent way to go (Morris & Lehman, 2019). This can be achieved by engaging the students on social media to begin shaping their perceptions of the center as a professional but friendly environment (Morris & Lehman, 2019) even before they step foot into the center.

Speech centers could brand on social media by informally interacting with their departments, such as the University's main page or the Admissions page, or even connect to the Science Majors (Morris & Lehman, 2019). In addition, they can also interact and collaborate with student organizations and student-run clubs, becoming an expected part of student life (Morris & Harrison, 2019). By doing so, speech centers can better articulate their mission and the ins and outs of what they do daily to the rest of the institution (Morris & Lehman, 2019). While using social media to promote the speech center can be beneficial, there must be a way to evaluate the success of the center's branding and marketing strategies. Some ways to measure success are explored in the following section.

Measuring Success on Social Media

Research on the successes of social media branding, marketing, and content reach is relatively new. One of the best ways to measure or keep track of success and metrics is to

examine the engagement with the content (Kohli et al., 2018). This means looking at likes, follower count, new followers, and comments each month which is an excellent way to examine what content works and what does not. Nevertheless, more importantly, we must also look at the deeper engagement (Kohli et al., 2018). In other words, did the person click on the link I shared? Did the person re-share my post? The issue is that this knowledge requires analytic tools often under a pay-wall and may need third-party help (Kohli et al., 2018).

However, users of social media such as speech centers, need to be careful when focusing just on the numbers. In order to gauge the effectiveness of the content released, quality, saliency, and outcomes also have to be measured (Vyas et al., 2020). In other words, there needs to be outside research on the effectiveness of the message within the post or video, which cannot be measured by an Instagram or YouTube analytic tool. A successful social media use may involve using various platforms to highlight the speech centers' success stories while tailoring the content to audiences they are interested in (Morris & Lehman, 2019). In order to measure something like this, outside research needs to be done (Vyas et al., 2020), possibly with focus groups and surveys of the student population.

Recommendations

The following table shows a quick summary of the recommendations. These recommendations address the problems outlined earlier as well as complete the goals of this capstone project. For more in-depth explanations, please see the section below the table.

1.YouTube channel needs a new goal and purpose	8. Consider having separate Insta page from Speech Studies and Comm
2.Clean up the YouTube channel by creating 'Playlists'	9.Reach out on Insta to other departments like Biology to get them to come into the center

3. Advertise YouTube to the wider community	10. Hire more diverse majors at the center. This way word of mouth about the center travels faster
4. Get the faculty to add a link on their syllabus for instructional videos	11. Introduce social media in the training of new staff members
5. To assess effectiveness of the videos: end of year research on the numbers of visits	12. To connect with Freshmen, use #utampabound, and reach out on that hashtag to future students by commenting on their posts
6. Reach out to other departments on Instagram (Admissions, UTampa Insta page, student run-clubs etc.)	13. Consider looking at TikTok, can be co-used with Instagram
7. Do a comprehensive eval of its presence on social media. Use metrics from Insta and YouTube to see if efforts are paying off.	14. Look at getting accredited by NACC, this project achieves some of the goals.

Table 3- summary of recommendations for the speech center

Social Media Recommendations

Finding a Purpose for YouTube

- The YouTube channel needs a new goal or a purpose (Kohli et al., 2018). Once

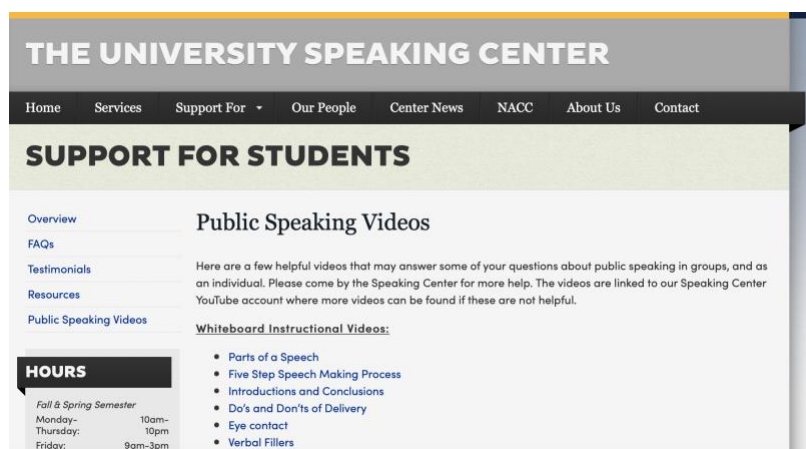


Figure 12- screenshot of UNC-Greensboro Support for Students webpage

this is decided, the center can build consistent YouTube content. An excellent example is UNC-Greensboro; they have a section on their website with all the

videos (Support for, n.d). UTampa speech center could do the same thing or have a link to their YouTube channel on the website.

- Clean up the channel by creating 'Playlists' that match the video content. The videos already on there are fine to leave but separating them into different 'Playlists' would make them more accessible and easily digestible. Some of these Playlists could be: "Public Speaking Help," "Speech Competition," and "Professional Success."
- The YouTube channel needs to be advertised to the broader community through Instagram or TikTok if that is something the speech center is considering. This will bring up the subscriber count. Another way to do this is by sending out a mass advertisement email to the whole university that there is such a YouTube channel that will have resources.
- To directly advertise the instructional videos, getting the speech faculty to show the videos to students or at least provide a link to them in the syllabus can be an excellent way. There is no point in them unless the students know they exist.
- To assess the effectiveness of the instructional videos, once they are uploaded on YouTube and the speech center has done some advertising to let students know that these videos exist, the speech center can then see how many people watched the videos. At the end of the year, the center can assess if uploading the videos has increased appointment numbers at the center. Maybe the appointment numbers decrease, and the videos remove the need for the speech center. All of this needs to be measured in the future.

Other Social Media Recommendations

- To increase overall social media reach and bring more attention to the center, it needs to reach out to more departments within UTampa. For example, the

Admissions Instagram page, the main UTampa Instagram page, or connecting to student-run clubs and organizations (Morris & Lehman, 2019). Getting featured in their stories can effectively draw attention to the center.

- To understand if the center needs more than just Instagram and YouTube to reach and engage more students, the center should comprehensively evaluate its presence on social media (Vyas et al., 2020). As outlined before, YouTube and Instagram offer analytics to see if you are engaging with your audience (Kohli et al., 2018). The speech center can use these metrics and do follow-up research to see if its social media promotion is working. A reasonable period for assessing is at the end of each month to notice trends that can inform future content.
- The speech center might want to consider having a separate Instagram page from the Speech Studies and Communication Major. However, if the speech center is constantly associated with this major, students from other majors may be hesitant to attend or not even realize the center is for everyone.
- Attending the center is essential for students from other majors such as STEM or Humanities. However, as suggested earlier by LeFebvre and colleagues (2019), the center needs to dissociate from the "only for comm majors" stigma. Hence, the speech center could reach out on Instagram and communicate with the Biology department or any other discipline. Taking steps to increase reach across the campus can help it acquire increased resources from the university.
- Part of the recommendation above is hiring more diverse people from different majors and walks of life. This could help spread the word as their friends might

come to see them for a consultation. This way, the center is advertised by word of mouth.

- As new staff needs to be trained, introducing social media into the training can be an advantageous way to clarify what the speech center is messaging and help the consultants feel more at home (Truman, 2019).
- To tackle the issue of connecting to Freshmen (Clements et al., 2019), the speech center can use hashtags that might reach them, such as #utampabound, #utampaadmissions, and #utampa, a few weeks before the first day of classes. This is something that UNC-Greensboro did to reach the Freshmen, too (Harrison et al., 2019). Another strategy that worked at UNC-Greensboro's speech center and could work at the speech center at UTampa is having the consultants or the person responsible for Instagram to comment and like posts from incoming students. All the speech center needs to do for that is to go on #utampabound to find these students and let them know how excited the speech center is to work with them in the future. That way, the speech center is reaching out first, creating a sense of community.
- The speech center could also consider looking into TikTok, which could be a great way to shape the students' perceptions of the speech center (Morris & Lehman, 2019). With Generation Z increasingly using this platform (Auxier & Anderson, 2021), it can become a great way to reach students. Current research suggests that attention spans are diminishing, and students can't hold attention longer for 15 minutes at a time (Geri, Winer & Zaks, 2017). A great way to go about this is to plan content such as Tuesday Tip, where the center shares a

public speaking tip on Tuesdays. This video could be created by one of the center staff and then can be uploaded to Instagram as a reel. Using both TikTok and Instagram to advertise each other would bring up engagement. Not only that, making these TikToks can be fun for the consultants. Using popular stock sounds and following the TikTok video trends can greatly humanize speech consultants. Many new students may feel intimidated to go to the speech center, but seeing the speech consultants having a good time in the speech center and getting to know them through the TikToks could ease that discomfort.

Accreditation with NACC

- When looking at the center getting accredited, this project can help meet some of the goals outlined by the NACC. In order to get accredited, various guidelines must be met by the center director (The Evaluation of., 2008). Some of the criteria that pertain to the center director but are also relevant to this capstone project include:
 1. To shape the curriculum of the communication center (p.209)
 2. To maximize the educational experience of those using the communication center (p.209)
 3. To ensure appropriate constituencies know of the services and opportunities provided by the communication center through publicity and other means (p.210)
 4. Improvement/refinement: The director makes changes and alterations that distinctly and concretely lead to better tutoring, improved teaching, and sounder classroom practices (p.211).

Limitations and Suggestions for Future Research

This project has many limitations which need to be considered. First, four videos are not enough to cover the whole public speaking field. There are plenty of other topics that need videos. The UNC-Greensboro resources section has 34 instructional videos that range in topics that this project does not cover, including group presentations and verbal fillers (Support for, n.d.). Hopefully, in the future, the speech center can take the videos as examples and keep producing them if necessary. The project only covers four topics because it is time intensive, which means not every topic can be explored. Future videos should be consistent in theme and design with these four videos and meet the criteria listed above in the literature review for maximum impact on students.

Future research should include a more extensive investigation into the social media branding for the speech center as well as how much knowledge the current student body has about the center. With increased visibility on campus being a long-range goal of the center, it is essential to measure how well it is seen currently. Perhaps a good option is to have a whole research project that surveys current Tampa students to find out their opinions about the speech center's social media and see what else could be implemented and what they know about the center. Especially when it comes to TikTok, the speech center should first examine if there is a need for TikTok and then implement it.

While YouTube is still a trendy social media outlet for younger people who are in college, it is still unclear if my project would be successful. As I mentioned in the Recommendations section, maybe my videos will take away from the need for the speech center, and fewer students will visit it. In other words, if the students can watch

the videos from the comfort of their bed, why would they go to see a speech consultant?

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