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ONLINE EDUCATOR ENTREPRENEURSHIP WITH FACILITATOR- CREATED, SUBJECT-SPECIFIC TARGETED VIDEOS

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Miller (2017) suggests there is a lack of educator persistence and responsibility to assist the influx of adult learners entering programs in universities and colleges over the last ten years and who are not attaining degrees. Teachers College Columbia University (2013) exhaustive research study shows a 50% greater chance of failure for online student versus face-to-face and recommends the creation of effective online environment and an online presence. Vella (2002) explains that adult learners thrive with stimulation of their cognitive, affective, and psychomotor learning pathways and that adult learner audiences excel with instructor respect, collaboration, and the recognition that these busy learners value their time management. Cui, Lockee, and Meng (2013) espouse that online instructors need to actively engage and impress the students particularly with first impressions and that online instructors' need sufficient training to properly guide the students. Dong and Poh (2015) posit that present generations thrive in digital environments but material needs to be targeted to their needs. Aparicio, Biacao, and Oliveira (2016) suggest *e-learning* is empirically a combination of learning and technology. They explain technology driven videos can promote a quick animated reception, perceptions of sensorial familiarity, and kinesthetic awareness that synergize these *elearning* constructs.

Facilitator Videos

Seckman (2018) relates that online media could create technical challenges for faculty with changes from traditional classroom settings and frustrations with technological challenges. Harrison (2015) highlights the emergent need to address online video construction. Dong and Poh (2015) suggest that if educators produce their videos that they should attain a “working knowledge of video production and techniques” (p. 141). Harrison posits, “Online videos should be carefully planned to create high quality, concise videos of less than ten minutes in length, yet contain enough content to reduce the overall number of required videos” (p. 168). The application of the rule of thirds, for example, where the object of interest appears in the intersection of thirds of the screen is successful with hand-held mobile device video production (Cassidy, 2016; Marcus, 2018). Moving and stationary colorful blackboard backgrounds, well prepared facilitator text, and choreographed movements to create succinct, *bite-size* videos that cover just one to two main concepts of the class lecture engage the adult online learner (Hew, 2016; Marcus, 2018).

Dong and Poh (2015) reiterate the digital advantages of online videos with the autonomy they give the student viewer to fast-forward or reply certain sections for clarification. Hew (2016) recommends that videos be sub-titled to assist with clarity of information and posits that problem- centric learning with simple to understand expositions promotes online adult student engagement. Pre-recorded videos promote autonomy and immediacy that adult learners' respond to (McLean & Suchman, 2016; Marcus, 2018). Murray, Perez, Geist, and Hedrick (2013) further

on concepts of online autonomy for students and how this learning is basically student controlled and assists with materials that are significant, exact, and in a consummate tight content presentation format. Johnson, Trabelsi, and Fabbro (2011) suggest establishing digital resource academic libraries and that this is part of the new global lens for educational dissemination. Marcus (2018) furthers that collegiate video libraries should be created by the facilitators of the college rather than an outsourcing online video resource.

Online Facilitator Persona

Short, Williams, and Christie (1976) theory on social presence posits that it is contingent on the communication medium and factors such as (a) aesthetic appeal, (b) immediacy, (c) the need to convey genuineness, and (d) intimacy. They also explained the dynamics of visual to verbal signals from the trunks, arms, posturing, standing, sitting, and slouching, as significant influences of social presence. Facilitator length and direction of gaze, eye movements, head nodes, and pauses between delivery of information have also been shown to be significant engagement skills (Argyle, 1969; Marcus, 2018).

Online video educational lecturers can benefit by theatrical skills of performance including; speakers' movements, gestures, immediacy of information, and recognition of the viewing audience (Cook & Schofield, 2017; Marcus, 2018). Richardson, Swan, Lowenthal, and Ice (2016) shared results from their meta-analysis on social presence and explained it as the "Dynamic interplay of instructors, students, instructional designers, instructional strategies, technology, media, and norms coming together to determine the learning outcomes" (p. 480). Kizilcec, Bailenson, and Gomez (2015) explain the need for teachers' face in the online forums because historically face-to-face communication has been the principal means of knowledge transfer between humans. Cook and Schofield (2017) explained that there is a need for online students to see the *teachers-as-people* and how this will imprint adult learner memory. Cook and Schofield (2017) promoted that online students need to perceive and identify teachers as people and online personalities. This includes the skills of a video presenter with speaker articulation and kinesthetic movements in the delivery of information. Marcus's (2018) study showed success with facilitator clapping of hands to emphasize points and repeated catch phrases such as, "That's it in a nutshell." Online facilitators will benefit, therefore, with training in speech resonance, (b) pace, and (c) articulation. They need practice in how to include the kinesthetic presence of hand gesture and body positioning and movements during the subject-specific videos (Marcus, 2018). Sopczyk, Doyle, and Jacobs (2008) explained that losses in electronic communication (text based) of facial expression and even body posturing could miss the educational message intent.

Cook and Schofield (2017) report on their study of online video lectures as well as the need for personal identity of the lecturer and illustrated that, "Teachers as people loom large in our adult memories" (p. 58). Future online video educators should practice voice articulation, projection, camera eye contact, virtual audience recognition along with salutations at the beginning and end of the videos to formulate the facilitator persona, genuineness, likability, and transparency to build adult online student trust and relationships (Marcus, 2018).

Facilitator Entrepreneurship

Duffy and Pooley (2017) explain on the need to for educators to promote or perish. They suggest that organization social networks such as Academia.edu are present and future pathways of dissemination that support concepts of self-branding. According to Duffy and Pooley (2017) Academic entrepreneurship maybe a necessity in today's competitive professor job markets. They point out that secondary to budget cuts and the vacillating economy of today, a phenomenon of a majority of adjunct/part-time or non-tenure track faculty are now being employed. They further that the secure nature of professor employment is no longer and that the competitive job markets are a challenge for todays' educators.

Miller (2017) New York Times article explains the power of self-promotion and that it is no longer exclusively for reality stars such as The Kardashians. She reports hundreds of thousands are watching "regular people" through social networks and the reach is astounding of self-promoters who apply Instagram, Twitter, Snapchat, and YouTube. Miller (2017) suggests that these social media venues create an enticing social vulnerability and tangibility that builds trust and strong relationships and a community-like following. Marcus's (2018) study on facilitator-created, subject-specific videos suggests that academia either through their institutions media accounts or with vanity entrepreneurship can find their voices and personas to create their unique educational self-brand to engage and capture the adult online student.

Targeting and Vanity Dissemination Pathways

All dissemination has changed secondary to technology. Brienza (2016) explains degrees of self-exploitation and free-market capitalism pertaining to neoliberal universities. He espouses that new degrees such as Masters (MA) in self-publishing and the breakout commercial success of self-published novels such as E.L. James *Fifty Shades of Gray* series are successful with appeal to a specific market. Cummins (2015) remarks on the success of this novel selling over 100 million copies mostly to a target market segment, in this case surprisingly women.

The phenomena of cosmetic mogul Kylie Jenners' 100% self-owned and promoted make-up/lip plumper products also shows the success of a specific product with a young consumer market. Ms. Jenner's success was catapulted by her previous reality television identification, and constant social media vehicles such as twitter and snapchat. Her appeal was with a specific product to a specific market and according to *Forbes* magazine, she will most likely be the youngest self-made billionaire of all time (Robehmed, 2018). Understanding, therefore, the culture of the market of individuals you wish to reach, and the ability to reach them to forge relationships exponentially catapults technological driven disseminations.

Conclusion

Allison and Rehm (2016) explained, that online educators' need to enhance their practice from the delivery of information to the reproduction of the essence of a real face-to-face traditional classroom student experience. Giannakos, Chorianopoulos, Ronchetti, Szegedi, and Teasley (2014) posit there is no present consolidated resource for video educational learning. Gormley (2013) concludes that particular with online nursing education programs accommodations' need to be made secondary to expanding shifts to computer-based technologies in nursing education, for example, from previous conventional presentations of programs, assignments, and course subjects. Marcus (2018) informs on pragmatic and emotional survey data that supports success

that adult nursing education students in accelerated programs felt the teacher's social presence and grasping of advanced subject material with incorporation of facilitator-created subject-specific videos.

McLuhan, Fiore, and Agel (1967) explicated, "All media are extensions of some human faculty psychic or physical" (p. 26). Ivory Tower distance educators will be replaced by familiar educator social media personalities. Online educator entrepreneurship with facilitator-created, subject-specific, targeted videos, are part of the future pathway for academia.

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