



## Video Tip Sheet - DRAFT

### TOP 3 TIPS

#### 1) Your video is only as good as your audio

- Good audio is key! Be sure to use a good microphone and be sure to test a sample before recording a full session/section/module. You will lose student attention fast with poor audio.

[SEE: Audio Guidelines](#)

#### 2) Video lecture is a modality shift

- This is a shift from the 'theatrical mode' in class where you teach a ratio of 1 to many; to a 'cinematic mode' where you are reaching students through video 1: 1. Make eye contact and deliver in a conversational tone. Deliver to the person on the other side of the screen!

[SEE: How to Present in this Medium](#)

#### 3) Keep content compact

- Although there is some debate about the best length for video content, it has been shown that content between 5 – 10 minute chunks are useful for keeping attention (15 mins as a maximum). Make content modular. These are not lectures but 'lecturettes'.

[SEE: Creating Content](#)

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### AUDIO GUIDELINES

Capturing quality audio is the most important technical aspect of creating a good video.

#### *GENERAL TIPS*

- It is important to use an external microphone! Most external microphones are fine.
- Proximity of the microphone to you is more important than the microphone quality.
- Don't forget to turn it on! Test it out before beginning.
- Before recording, check to make sure the volume is correctly adjusted.
- Make sample recordings and have someone else give you feedback about the sound quality.
- NOTE: If you hear an echo in your test, then reshoot. You can not remove echoes in any audio editing software.



## **HOW TO PRESENT IN THIS MEDIUM**

What you need to do with your voice and body language is not the same online as it is in your face-to-face classroom. Think about speaking to the person on the other side of the screen!

### *GENERAL TIPS*

- Speak comfortably fast; students can pause if need be and re-watch sections as they please.
- Look directly into the camera - imagine a person where the camera is and imagine a conversation. If it is possible have an 'audience' of two or three present to talk to while you record.
- For tablet capture/voice over ppt: imagine you are sitting next to your student, explaining the material.
- For tablet capture/voice over ppt: If you make a mistake, stop for a second and then restart the last sentence. You can then edit out the mistake.

## **CREATING CONTENT**

Videos for the online format come in smaller pieces than a lecture. Think of them as modular 'lecturettes' which should be less than 15 minutes long (probably 5 to 10 minutes). Too long of a lecture will lose students' attention; too short leaves insufficient time to develop the idea. Ultimately, the lecture divisions should fall along natural conceptual breaks, so that a student takes "one main idea" from each lecture.

### *GENERAL TIPS*

- Each video should focus on one specific topic.
- You can talk whatever pace is comfortable to you.
- If one main idea must be delivered in more than a 15 min segment consider breaking it up into Part I and Part II
- NOTE: If you have an unconventional method of making your online lecture videos that suit your style of teaching, feel free to try it on video.



## RECORDING STYLES – PROS and CONS

### 1) Picture in Picture Recording

#### PROS

Students benefit from seeing both the professor and the material in visual form. During the video, it's nice for students to always have some movement on the screen that they can look at, rather than listening to someone talking to completely static slides.

Students want to feel like they are getting to know the instructor.

#### CONS

“Floating head” can be distracting and get in the way of slide content.

2.3 Relationships Between Two Quantitative Variables (9:40) Help Center

WORLD MAP

Variables:

- \* Life Expectancy
- \* Region (categorical)
- \* Wealth = GDP/capita

The screenshot shows a video player interface. On the left is a world map with different regions highlighted in various colors. On the right is a small video window showing a man's face (the instructor) floating over the map. Below the map, there is a list of variables: Life Expectancy, Region (categorical), and Wealth = GDP/capita.

### 2) PowerPoint and Green Screen

Similar PROS and CONS to Picture in Picture Recording (above). Will take longer in post production.

Background

Rate of cell population growth is often measured to study the effect varying environmental conditions, which has powerful implications in areas of biological and medical research.

2

The screenshot shows a woman standing in front of a green screen. The green screen displays a PowerPoint slide with the title "Background" and a paragraph of text: "Rate of cell population growth is often measured to study the effect varying environmental conditions, which has powerful implications in areas of biological and medical research." There is also a small icon of three stylized figures.



### 3) Voice Over PowerPoint

#### **PROS**

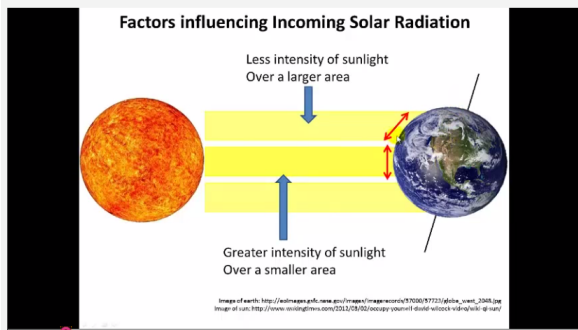
Easy and fast, especially when PowerPoint is already created.

If done well, can allow for 'one-on-one' feel between the instructor and the online learner.

#### **CONS**

Usually comes across as a presentation not a conversation.

Can be difficult to spark and sustain learner engagement because of static visuals (keep visuals moving!).



### 4) Document Camera

#### **PROS**

Easy to do and quick to produce.

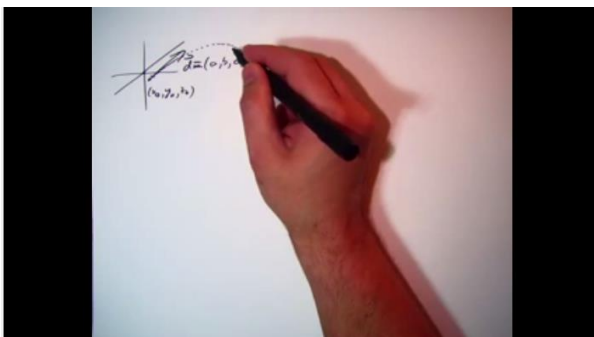
Great for conveying more difficult concepts.

Can allow for 'one-on-one' feel between the instructor and online learner (use hand writing).

#### **CONS**

Engagement is only through voice and annotations, which is not everyone's strong suit.

Editing not as easy as Tablet Capture (below) since physical hand is seen.





## 5) Tablet Capture

### PROS

It is easy to do and excellent for conveying heavy concepts.

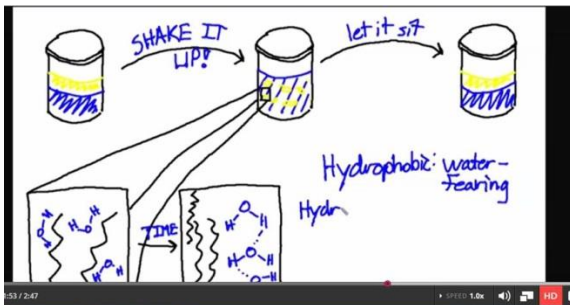
Can allow for 'one-on-one' feel between the instructor and online learner (use hand writing).

Because the speaker is not visible, these videos can be heavily and easily edited, so you can start and stop multiple times.

### CONS

Engagement is only conveyed via voice, annotations and drawing, which is not everyone's strong suit.

Can be time consuming for the instructor/creator to draw everything and record voice.



## 6) Chalkboard Video (“Chalk and Talk”)

### PROS

During the video, it's nice for students to always have movement on the screen that they can look at.

Students feel they get to know the instructor.

Easy to do and good for conveying heavy concepts.

### CONS

A lot of back to the camera/talking facing chalkboard can be discouraging to watch.





## 7) On Site Shoot/Interview

### PROS

Excellent for adding a personal touch and connection to the videos.  
Adds variety to the course.

### CONS

Content, video and audio errors are difficult to correct.  
May require lots of post production work for noise, light, etc.



## 8) Studio Set Up/ Green Screen (including in-office studio)

### PROS

Controlled environment with professional equipment is set up for a productive session.  
Can create a highly polished product (especially with Green Screen).

### CONS

May find difficulty being personable for audience in the controlled environment.  
Expensive to set up.  
May be difficult to schedule studio time.





## 9) “Home-Video” style/Webcam Video

### PROS

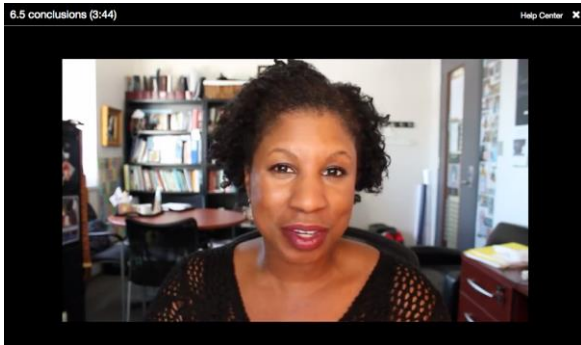
Easy to schedule.

Can be really personable and convey one-on-one feel.

### CONS

Audio and lighting quality can be weak and convey lack of planning and forethought.

Requires some filming skills and set up time on your end.



**Final Note:** A balance between some capture of the instructor and some capture of slides is a good bet.

## EDITING AND PRODUCTION

### EDITING

*Light Editing:* This is basic editing that includes taking out pauses, making simple transitions between cut content, cleaning up audio and putting beginning and end bumpers to the video (an introduction image or text and closing image or text). Plan for a 3:1 ratio of post-production work time to final produced content. That is, you can expect to spend at least three hours of work editing content for every hour of lightly edited video you produce.

*Medium Editing:* This includes light editing work and the addition of call outs, pans and zooms, quizzes and finer attention to audio details and transitions. Plan for an 8:1 ratio of post-production work time to final produced content.

*Heavy Editing:* This includes medium editing work with a finer attention to detail to all elements. This would be full studio quality. Plan for up to a 20:1 ratio of post-production work time to produced content.

A production matrix follows:





## VIDEO PRODUCTION MATRIX

	Video Length vs Production Ratio (Mins*) <b>*Low Estimates</b>	Required Technical Skill Level for Instructor	Lead Time for Post Production
	1:10	MEDIUM	MEDIUM
	1:6	MEDIUM	LOW
	1:3	LOW	LOW
	1:12	HGH	LOW
	1:5	LOW	LOW
	1:20	LOW	HIGH
	1:25	LOW	HIGH
	1:5	MEDIUM	LOW





## IMAGES

Finding and editing images for your presentations and video can be difficult; especially free content.

There are a variety of places to go to find free, open, usable images for your videos and presentations. Note that some of the material may require attribution somewhere on the slide/page/image.

[http://commons.wikimedia.org/wiki/Main\\_Page](http://commons.wikimedia.org/wiki/Main_Page)

<http://www.flickr.com/creativecommons/>

[http://www.google.com/advanced\\_image\\_search](http://www.google.com/advanced_image_search) (search “free to use and share” under usage rights)

<http://pics.tech4learning.com/>

<http://www.stockvault.net/>

If you need to make quick edits – try using pixlr, an excellent free, online photo editor.

<http://pixlr.com/>

This material was adapted from:

- Coursera Instructor’s Portal; *Suggested Practices, Lecture Videos*
- edX Support; *edX101 – How to Create an edX Course*
- FASE, Instructional Technology Office, *Developing Video Content for Online or Blended Course/Course Objects*
- [ocw.utoronto.ca](http://ocw.utoronto.ca); *MOOC Design and Development Guidelines*.
- Additional notes through correspondence with Clayton Hainsworth, head of the media department at edX.