

Use this document to first identify the type of educational video that you want to create, and identify the sorts of things you should be mindful of through the process of video design and development. Additionally, while thinking of a video as a communications tool, it is also helpful to think of it in terms of a (course) material and how it may be used in conjunction with other (course) materials to support learning.

Recognize (Your) Credibility is Being Scrutinized
Videos are extremely powerful communications tools and materials in terms of content, what is heard, and what is seen. Viewers will judge what they see and hear against the organization it comes from. Thus, the bigger the name, the more important the quality of the product.



STEP 1 - DETERMINE THE TYPE

Videos designed and developed to support learning activities can be very different and the selection of which should depend on the learning objectives and idea(s) for how the video needs to support learning.

INSTRUCTIONAL	INFORMATIONAL	ENTERTAINMENT
<u>Objectives:</u> (1) Educate on broad knowledge (2) Provide procedures to develop skills <u>General Qualities:</u> • Concise Message • Connects 2 or more topics • Provides steps to use knowledge and skills <u>Ideal Time Span:</u> • 4-6 minutes (straight) • up to 10 minutes (partitioned)	<u>Objectives:</u> (1) Deliver facts (2) Provide explanations (3) Give announcements/news. <u>General Qualities:</u> • Concise Message • Discusses 1 topic • Provides useful information <u>Ideal Time Span:</u> • 4-6 minutes	<u>Objectives:</u> (1) Introduce information with humor (2) Provide inspiration. <u>General Qualities:</u> • Exploratory Message • Discusses 1 or more topics • Provides humorous explanations. • Informal <u>Ideal Time Span:</u> • 1-3 minutes

STEP 3 - PRESENTATION/RECORDING

PAY ATTENTION TO PHYSICAL APPEARANCE & LOOK AT THE CAMERA

You and your appearance represent the organization. Speak to the audience. Directing speech to the audience increases social presence.

USE A CLEAN BACKGROUND & CLEAN SPACE

Record with a white wall, organizational background, or within an environment suitable to the theme of the video you are recording. Do not present anything on screen that is not relevant. (e.g. Physical desktop items; on a computer desktop, irrelevant icons, files, and folders.)

PROVIDE AN ADVANCED ORGANIZER & LEARNING OBJECTIVES

After the title screen layout exactly what will be covered in the video. Succinctly define and discuss what the learner will be able to do at the end of the video.

CONTENT & PACE OF NARRATION

Begin with an interesting and easy to understand bit. Build items presented on one another as you tell the story of how they all fit. Speak slowly, clearly, and concisely. Avoid utterances such as ‘oh’, ‘uh’, ‘um’. Try to speak with common and non-technical words.

CONCLUDE WITH A SUMMARY

Summarize what was covered in the video and in the order it was presented.

STEP 2 - PLANNING

DEFINE THE PURPOSE

Why are you making this video? What need will it fulfill? What basic message needs to be sent?

WHAT WILL BE THE LIFESPAN?

Think about the long-term. If you can use the content repeatedly, plan to make it easy to update.

HOW TO SEDUCE THE VIEWER?

Gain attention! Luring your audience and keeping their attention will largely determine the success of your video. Think about content, audio, and visual qualities working together.

STORYBOARD

Draw-out what will be shown on screen across various scenes. Make note of timings, content keys, special effects, and takes lots of notes.

DEVELOP A SCRIPT

Write a brief script for each scene. Do not make it something that you will need to read from. Allow yourself freedom when recording to make adjustments and speak as you wish.

REHEARSE

Practice 2-3 times prior to recording. Visualize the flow of the video.

STEP 4 - EDITING/POST-PRODUCTION

SPLASH SCREEN (3-5 SECONDS)

Show an organizational image with the video title, name of the presenter, and video series number if applicable.

PAY ATTENTION TO ON-SCREEN BALANCE

Appropriately centered and/or balance on-screen objects with other items to maintain attention and focus.

FINDABILITY

Embed chapter markers. Even if not for immediate purpose, it is good practice for forward planning.

CONSIDER THOSE WITH DISABILITIES

The United States Americans with Disabilities Act Section 508 calls for technology to allow information to be easily accessible. Assist this through using a curser highlighter, mouse-click identifier, subtitles, strategic zoom ins/outs, and clarity in language and overall sound quality.

AUDIO NORMALIZATION

Use software to bring the recorded audio into a constant/average level.

ZOOMING AND MOVEMENTS

Utilize reasonably paced and strategically used zooming of canvas areas to guide attention and ability to follow demonstrations.