

Creating Engaging Videos for Online and Blended Learning

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Aaron Jolly



Pairwork task



The Flipped Classroom

“Classroom time is no longer spent taking in raw content, a largely passive process... The classroom becomes an interactive environment that **engages students more directly** in their education.” (Horn, 2013)

What problem does using video in language programs address?

Engaging international students

Engaging students with state of the art technologies

Engaging students outside the classroom

Measuring students engagement

Reply Reply All Forward         



First DEC 36 Joint Writing Effort

Marieta Lalova

To: Aaron Jolly; Keren Stead Bomfim

Wednesday, 10 May 2017 11:09 PM

Hi Aaron and Keren,

Just sharing with you the first fruits of our labour! While the summaries are riddled with language errors, the students have successfully taken notes and have captured the key points of the text. They have also adequately structured the ideas in a logical manner. Overall, I think they've done amazing work with only a week of input! I'm very proud!

4. https://docs.google.com/document/d/133M4aihZle0EYdxUMSG4o3F8sMoEKAqsjmIJe_AXjYM/edit?usp=sharing

3. https://docs.google.com/document/d/1oqwCey_iVFjmRCg5dDUM4qQs62iQqYMbp6MVCsJmTWM/edit?usp=sharing

2. <https://docs.google.com/document/d/1Xfyjtext1eD6pIw2m-GMPinlfkGVvpSiyWgKxVIPKdg/edit?usp=sharing>

1. <https://docs.google.com/document/d/1iNuTvnCRaf96WStIawG25fKCwPBXu5Ea9oyarPI754E/edit?usp=sharing>

Hi Aaron and Keren,

Just sharing with you the first **fruits of our labour!** ... the students have successfully taken notes and have captured the key points of the text. They have also adequately structured the ideas in a **logical manner**. Overall, I think they've done amazing work with only a week of input! I'm very proud!

Email from Marieta (course coordinator / co-designer)

1. Be clear about your purpose

Match your objective to the medium (video)

Screencasts/Pencasts

Talking heads

Animations

White board

Interviews

On location filming

Team teaching

Role Plays

Impromptu lectures

LIVE Video

1. Be clear about your purpose

Match your objective to **the medium (video)**

“ It’s not about using technology for technology’s sake, it’s about how it fits into the unit. ”

Ask yourself: Why do I want to use video?

“Moving the delivery of basic content instruction online gives students the opportunity to hit rewind and view again a section they don’t understand or fast-forward through material they have already mastered. Students decide what to watch and when, which, theoretically at least, gives them greater ownership over their learning”. (Horn, 2013, bold added)

1. Be clear about your purpose

Match your **objective** to the medium (video)

- Core concepts that don't change frequently
 - Housekeeping
 - Grammar
 - Vocabulary/lexical items
- Content that students find challenging and tedious
 - Analysis
 - Skills/techniques
 - How-to videos

2. Tools and processes

Need the right tools

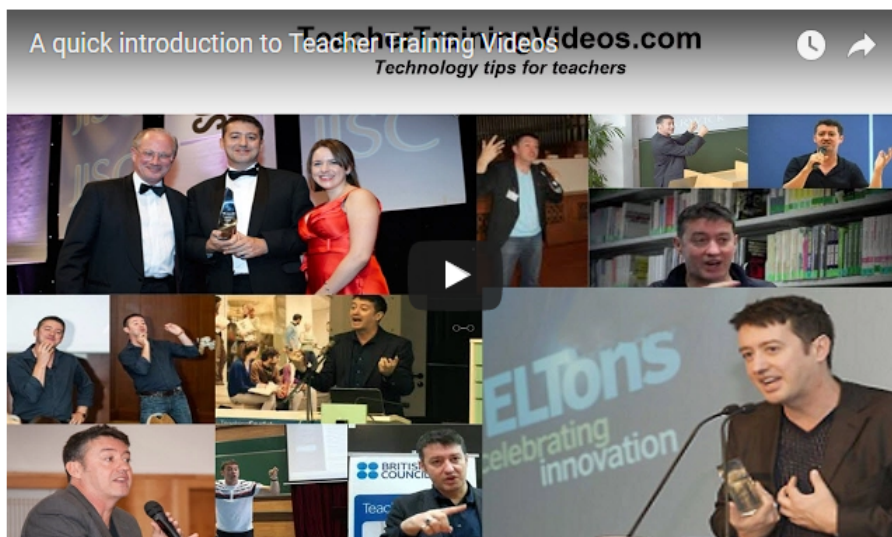
- Video editing and recording software (eg. Camstasia)
- Screen capture tool (eg. Screencast-O-matic)
- Training videos (eg. Russell Stannard's website)
- Animation software (eg. Video scribe)

Need a process

- Standardisation guide (eg. Length, style, PPT)
- Templates (eg. slide s/ script requirements)
- Review time (Check everything at least twice!)
- Where will it be posted? (LMS? Private on Youtube)

[Home](#) [Edmodo & Moodle](#) [Jing Screen Capture](#) [TOP 12 VIDEOS](#) [Prezi & Powerpoint](#) [Snagit](#) [Language Learning-Vocabulary](#) [Language Learning-Listening](#)
[Audio & Podcasting](#) [You Tube in Education](#) [Google Tools](#) [E-Portfolios](#) [Sharing & Networking](#) [Quizzes & Dialogues](#) [Teaching on-line](#) [Flipped Classroom](#)
[Digital Literacy](#) [Create your website](#) [Video Content](#) [Camtasia](#) [Camtasia Advanced](#) [Blogs & Wikis](#) [Mobile/SMART Phones](#) [Russell's five minute blog](#)
[Quizlet](#)

A QUICK GUIDE TO USING TEACHER TRAINING VIDEOS.COM



Flipping your Classes course shortlisted for British Council Innovation Award



[Flipping your classes online course](#)

[Where I Am Presenting](#)

[Contact Russell](#)

[Products & Services](#)

[Russell's website & profile](#)

[Russell's feedback research](#)

[Russell's lectures](#)

[Russell's teacher interviews](#)


[Invite Russell to Present](#)



[Click here to contact Russell](#)

3. Scripting and storyboarding

Do you need a script?

- 
- Yes.
 - But what if I'm doing an interview?
 - But what if I'm doing an impromptu video?

3. Scripting and storyboarding

Writing a script

- Consider your audience and pedagogical goals
- Plan your script
- K.I.S.S.
- Avoid complicated sentences, annoying alliteration & rhyme
- Use signposting language

3. Scripting and storyboarding

Storyboarding

- Need to consider visuals at scripting stage
- Importance of slides
- Storyboard videos with more elaborate visual content

Copyright

- Differs according to use
- Always lower risk where possible
- Use Creative Commons

4. Involve your students in the videos

The screenshot shows a video player interface with a PDF document titled "Buchanan.pdf" open. The PDF contains handwritten notes in blue ink. The notes are organized into two main sections: (1) Fundamental structural changes in Econ, and (2) Shifts in union policy. The first section lists that industries have gone, with a note "i.e. Industries ~~Econ~~ gone" and "occup. fr." above "blue". It also mentions a shift from blue to white collar work and that union customs have gone. The second section discusses shifts in union policy, noting a strong correlation between union levels and disputes, and that today union membership is down, leading to fewer disputes (quieter). It also mentions a big shift in the size of the workforce. Below these notes, there is a section titled "→ (SIZE) History:" followed by "Union memb ↑ with" and "19th w'place size ↓". In the bottom right corner of the video player, there is a small inset video showing four people (three men and one woman) in a meeting or discussion.

(1) Fundamental struct. changes in Econ
i.e. Industries ~~Econ~~ gone
occup. fr.
- Shift ^{blue} → white collar work
∴ Union customs gone

(2) Shifts in union policy
: str. correl. ^{levels} unions / disputes
Today union memb ↓ ∴ ↓ disputes
∴ no disputes (quieter)
Proforma + Big shift size of w'force ↓

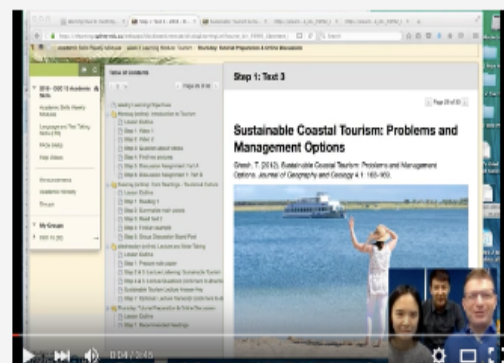
→ (SIZE) History : Union memb ↑ with
19th w'place size ↓



How-to-do online tasks: Academic Skills Course

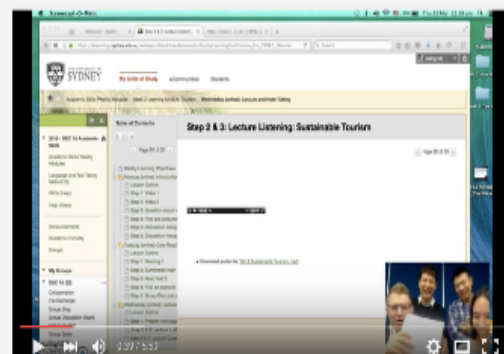
AS: Thu Wk 2 Recommended Readings and Discussion Preparation Task

In this video JL and Tim show how to do the Thursday night tutorial preparation with the recommended readings, and the importance of putting references with your posts to show the source(s) of your ideas [and also share in an April Fool's joke]



AS: Week 3: Wed HW: Lecture listening: How to Screencast

In this video JL, Tim and Weihong show how to do the listening lecture. The process includes taking notes, downloading work with the transcript at the end.



Sample Notes from Tim and J.L

Notice the effective organization through use of:

(i) numbered points,



Tim Li
DEC 15

[Preview My Profile Card](#)

Connect with...

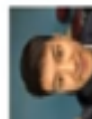


Facebook



Twitter

Picture

[Change Picture](#)

How do you want your name displayed in your profile?

What are you studying?

What would you like to share about yourself?

Contact Information

Primary Email

Add an email address to verify your account. An email will be sent to this address for verification. We recommend using an email address that you will always have access to when you change schools or jobs.

Privacy Options

Anyone in your courses can view your profile card within the course (unless your status is Hidden). These privacy settings control who can search and browse for you on the People page.

[Learn more about profile privacy settings.](#)

☐ My Institution (recommended)

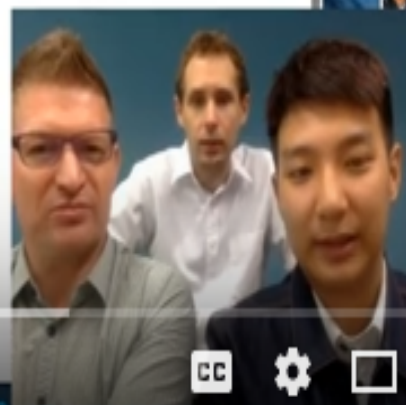
I want to share my profile with others at my institution.

☒ Private

I only want to share my profile with my classmates.

☐ Hidden

I do not want to share my profile.



5. IVQs

This video ... is
... making me
.... *zzzzzzzz*



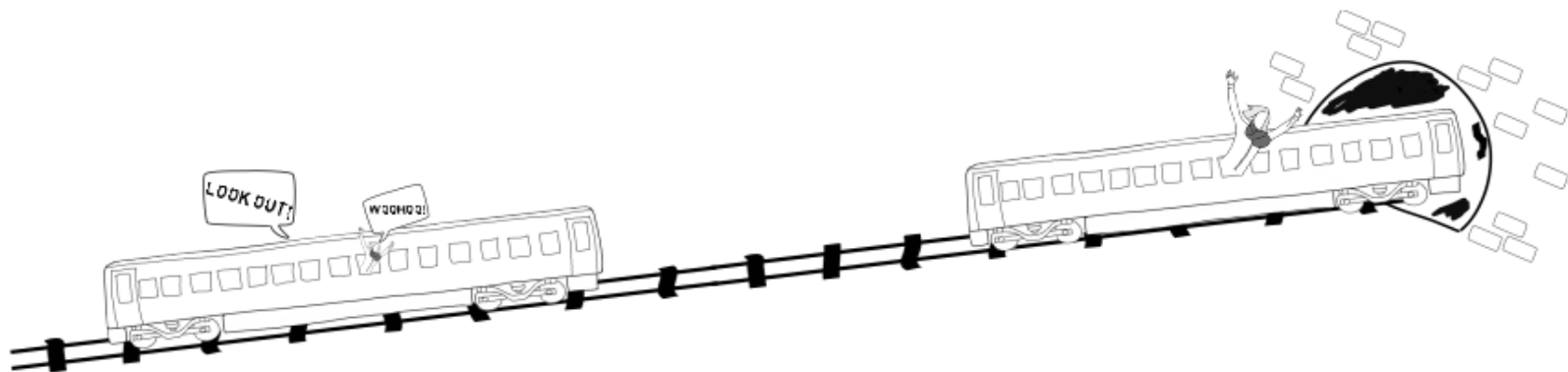
5. In-video questions (3 mins)

What are IVQs?

- Interactive questions during videos
- Supported by: .mp4, Coursera, Kaltura

Why use them?

- Makes video interactive
- Checks for understanding
- Provides feedback
- Can create sense of community
- Students like them



LOOK OUT = PHRASAL VERB

YOU CAN ONLY UNDERSTAND THE MEANING
BY LOOKING AT THE PHRASE AS A WHOLE,
WITHIN A PARTICULAR CONTEXT.



6. Adding Animations

- Simple:

- Highlighting

- Circling

- Moving objects

<i>"What are the different contexts in which poems given in the course reader were performed? What is the relationship between content and occasion? Should we interpret these pieces in this light?"</i>	Introduction
Any evaluation of Archaic Greek poetry must take into account the surrounding contexts of each poem. These contexts include the specific performance occasions as well as the larger context of Archaic Greek society and the politics of the time. The poets Sappho, Anacreon and Pindar span three distinctive poetic phases in Archaic Greece. Their poems are heavily influenced by their contexts: whether it is the overarching place of poetry within Greek society, the nature of the poet within the society, or specific political environments. The understanding of each of these contexts sheds light on the understanding of the poetry and the context and cannot be ignored.	General contexts - Archaic Greek society General contexts - Archaic Greek politics
	Sappho
	Anacreon
	Pindar
With all of these, individual and artistic license must be taken into account. Archaic Greek lyric poems are not bound by fact and cannot be treated as such. However, when interpreted in the correct context they give a deeper understanding of not only the social and political contexts, but also reconstruct the different views and ideas current within Archaic Greek society. Therefore, as historians it would be foolish to disregard the contexts these poems were performed in and the relationship between content and occasion.	Conclusion

- More complex

- Stop motion

- Screencasts/Pencasts

- Video Scribe



6. Adding animations

Multimedia Principles

1. Multiple Representation: Pictures & Words
2. Contiguity: Simultaneous words & pictures
3. Coherence: No unnecessary words & sounds
4. Modality: Audio NOT text-on-screen ?
5. Redundancy: Animation & Narration NOT Animation, Narration & Text-on-Screen ?

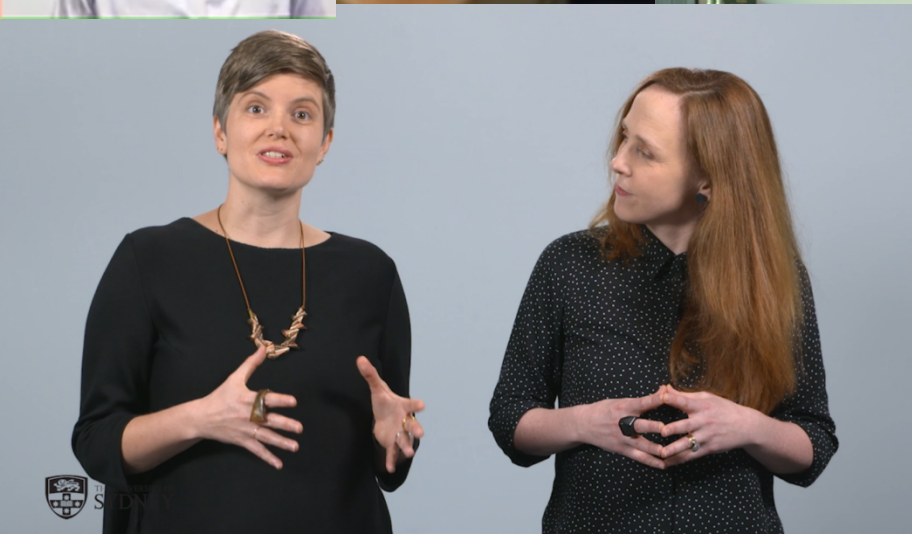
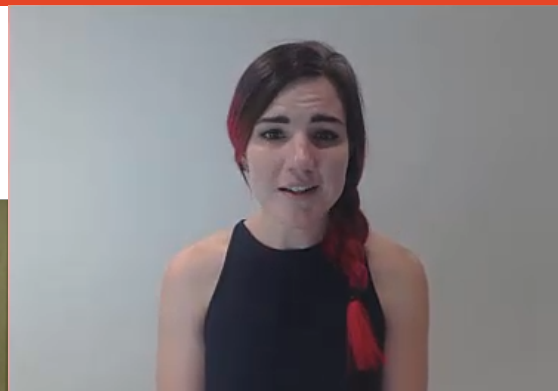
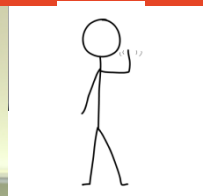
(Mayer & Moreno, 2002)



Amy Lee Russell
Student, The University of Sydney



Professor Philippa Pattison
Deputy Vice Chancellor (Education), the University of Sydney

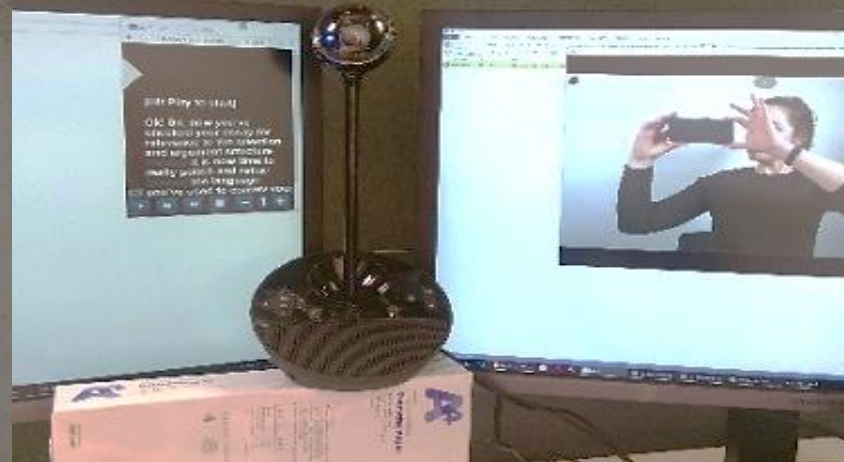


Pat Norman
Assistant Librarian, The University of Sydney Library



7. Tips for speaking and presenting (5 mins)

- *Read your script out loud*
 - Change difficult words/phrases/sentences
 - Practice your intonation & tone
- *Match the script to visuals*
 - How long you need to pause
 - Does what you say actually match the visual?
- *Be natural!*



← → ↻ ⓘ www.easyprompter.com/showprompter.php ☆ 🔴 ⋮

[Hit Play to start]

Video recoding

Check:

Focus

Lighting & contrasts

Angles

Direction to face (& which way to point!)

Use a teleprompter

▶ ◀ ▶▶ ■ - 5 + - 37

7. Tips for speaking and presenting

- Video recording
 - Know what you will look like
 - Use a teleprompter
 - Be animated
 - Practice
 - Check the audio
 - Watch the recordings & make necessary changes

7. Tips for speaking and presenting

- Audio recording
 - Practice
 - Breathe through your nose...
 - Vary tone & intonation
 - Speak more slowly than you think
 - Pause for longer than you think
 - Emphasise key words

References

Bates, T. (2016). Teaching in a digital age.

Hansch, A., Hillers, L., McConachie, K., Newman, C., Schildhauer, T., & Schmidt, P. (2015). Video and online learning: Critical reflections and findings from the field.

Horn, M. B. (2013). The transformational potential of flipped classrooms. *Education Next*, 13(3).

Mayer, R. E. (2002). Multimedia learning. *Psychology of learning and motivation*, 41, 85-139.

Mayer, R. E., & Moreno, R. (2002). Aids to computer-based multimedia learning. *Learning and instruction*, 12(1), 107-119.

Digital Tool Links

-Screencast-O-Matic (Free screencapture tool)

<https://screencast-o-matic.com/>

-Video Scribe (Whiteboard style animation videos)

<http://www.videoscribe.co>

-Easyprompter (free online teleprompter)

<http://www.easyprompter.com/>

-Camtasia (Video editing and recording software)

<https://www.techsmith.com/camtasia.html>

-Russell Stannard's Teacher Training Videos (How to videos for Snaglt, Jing, Camstasia) <http://www.teachertrainingvideos.com/>