Creating Engaging Videos for Online and Blended Learning

Luke Alexander
Jess Blackburn
Aaron Jolly

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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)

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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

Secure | https://webmail.sydney.edu.au/owa/?ae=Item&a=Open&t=IPM.Note&id=RgAAAAB6HdjMGRxUSI

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/133M4aihZ1e0EYdxUMSG4o3F8sMoEKAqsjmIJe_AXjYM/edit?usp=sharing
3. https://docs.google.com/document/d/1oqwCey_iVFjmRCg5dDUM4qQs62iQqYMbp6MVCsJmTWM/edusp=sharing
2. https://docs.google.com/document/d/1Xfyjtext1eD6pIw2m-GMPinlfkGVvpSiyWgKxVlPKdg/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 coodinator / co-designer)

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1. Be clear about your purpose

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

Screencasts|Pencasts

Talking heads

Animations

White board

Interviews

On location filming

Role Plays

Team teaching

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)

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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)

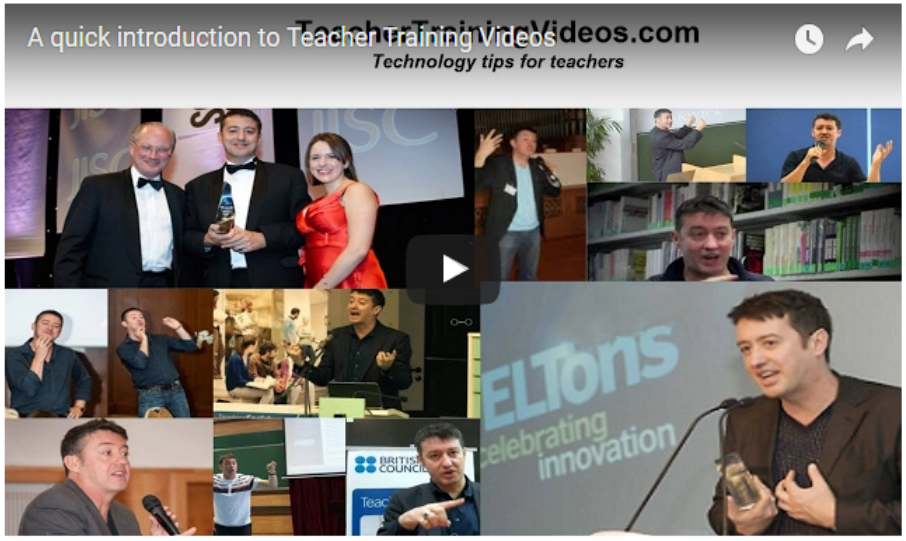
-Review time (Check everything at least twice!)

-Where will it be posted? (LMS? Private on Youtube)

TTV BY RUSSELL STANNARD
TEACHERTRAININGVIDEOS.COM

Search ... Search

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

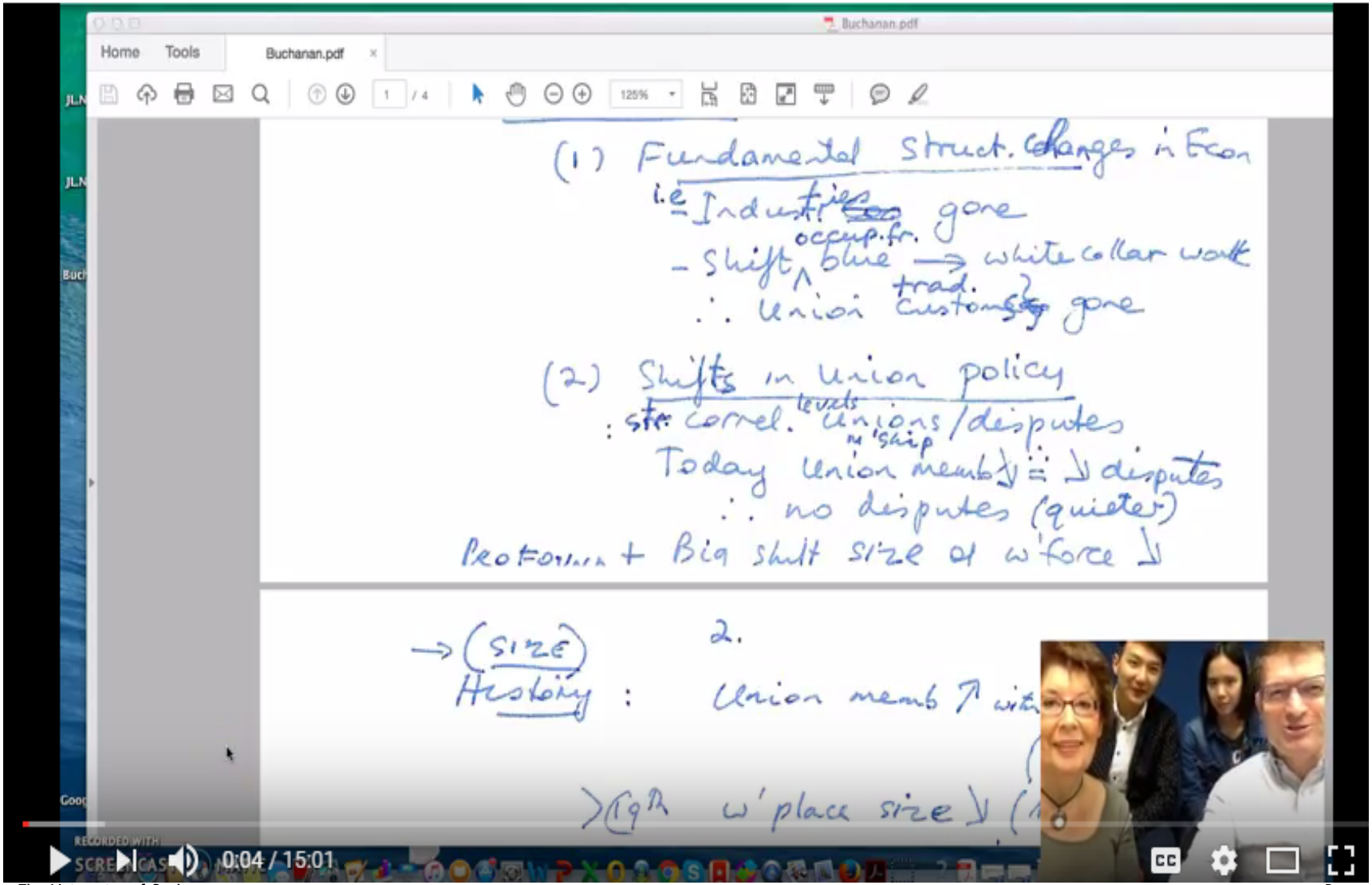
Storyboarding

- 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



2017 - DEC 15 Academic Skills Sample Course

Notifications

Academic Skills Weekly Modules

Language and Test Taking Skills (LTS)

FAQs (Help)

How-to Videos

Skills Review Videos

UoS Homepage

Announcements

Assignments

Academic Honesty

My Grades

Groups

Tests

Lecture Recordings

Need help

UNIT OF STUDY MANAGEMENT

Control Panel

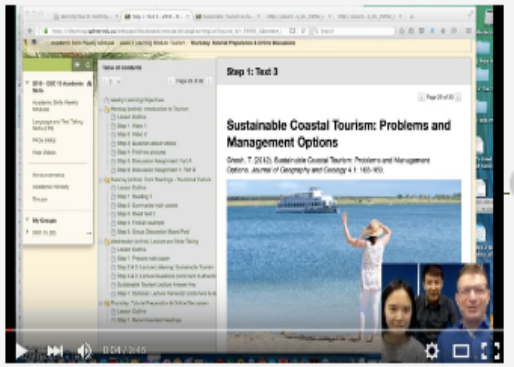
Files

Unit of Study Tools

How-to-do online tasks: Academic Skills Course

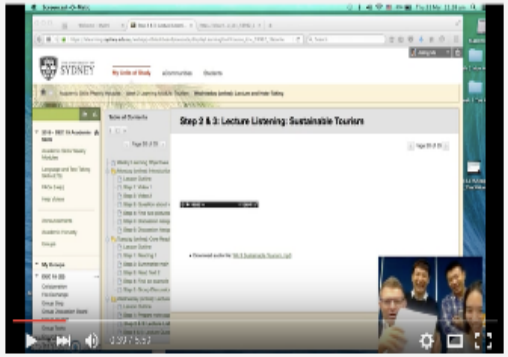
AS: Thu Wk 2 Recommended Readings and Discussion Preparation Task

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



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,

Firefox File Edit View History Bookmarks Tools Window Help

Tue 22 Mar 11:25 am

Welcome - MyUni | Edit My Blackboard Profile

https://ui.cloud.bb/profiles/me/edit?sid=afe0a2fa-569c-4ea9-b481-0ca6df6f9dc9&source=learn

Search

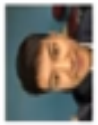
Tim Li
DEC 15

Preview My Profile Card

Connect with...

Facebook Twitter

Picture



Change Picture

* How do you want your name displayed in your profile?

Tim Li

What are you studying?

DEC 15

What would you like to share about yourself?

I LOVE CET

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.

lidaoming817@gmail.com

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.

RECORDED WITH SCREENCAST-O-MATIC

5:17 / 8:13

CC

5. IVQs

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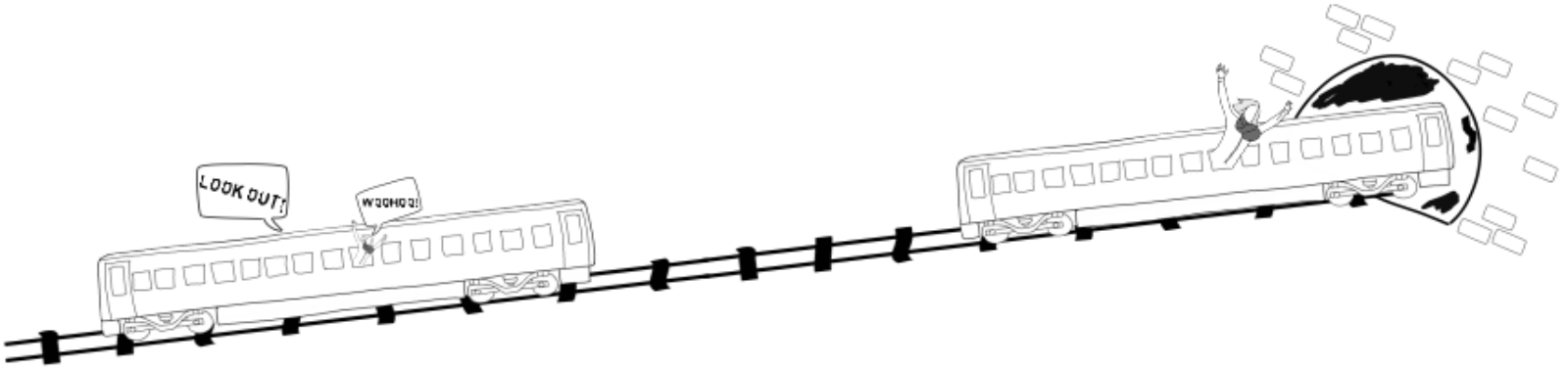
5. In-video questions (3 mins)

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

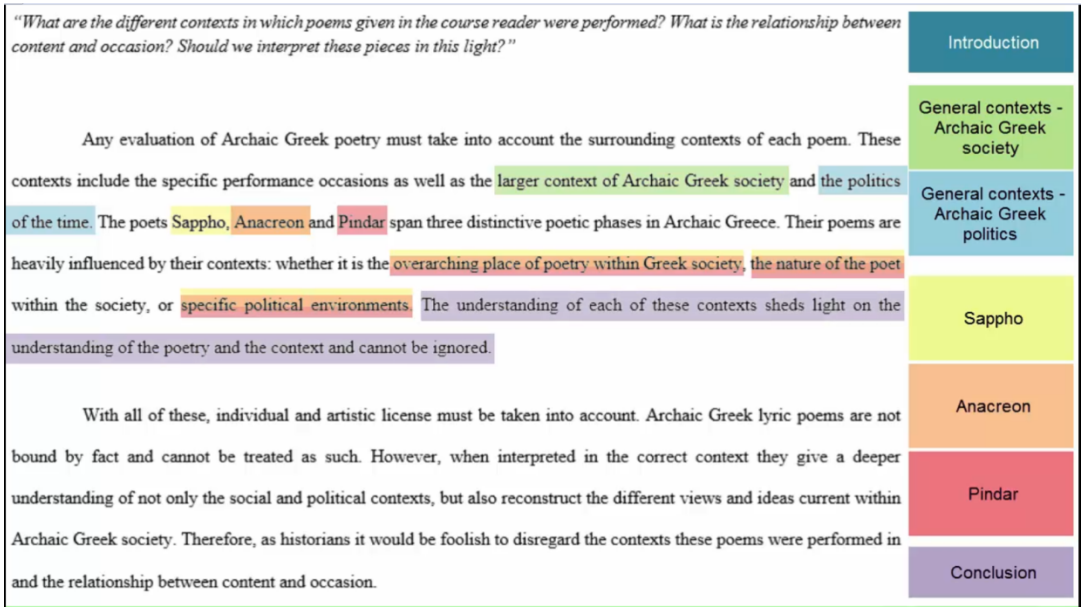
DANGER!

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



- More complex
  - Stop motion
  - Screencasts/Pencasts
  - Video Scribe

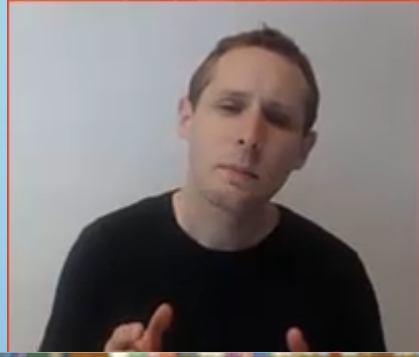
6. Adding animations

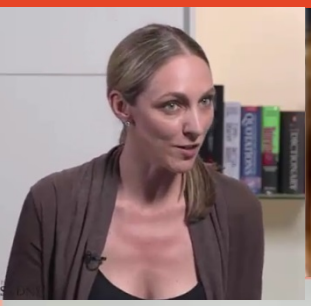
Multimedia Principles

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 ?

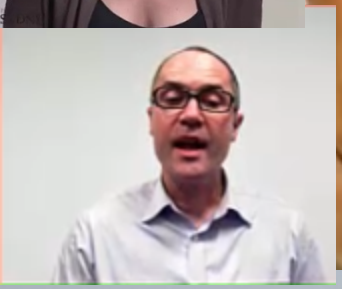
(Mayer & Moreno, 2002)

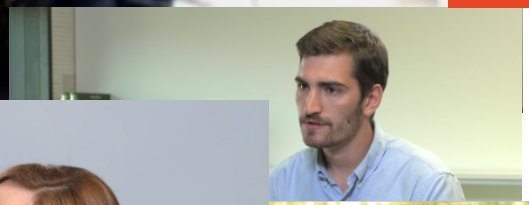
Amy Lee Russell
Student, The University of Sydney

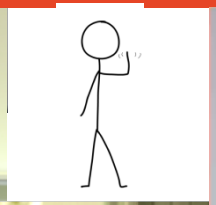


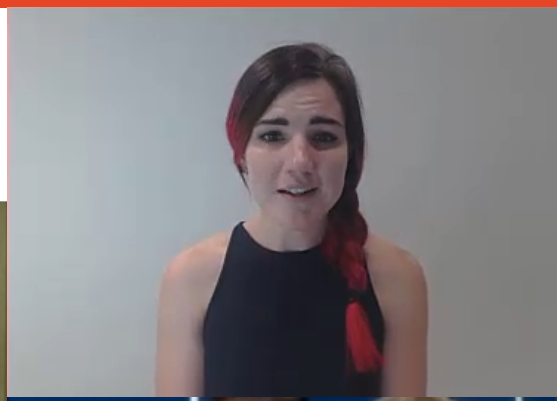


Professor Philippa Pattison
Deputy Vice Chancellor (Education), the University of Sydney

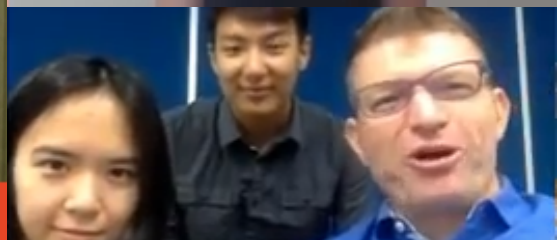






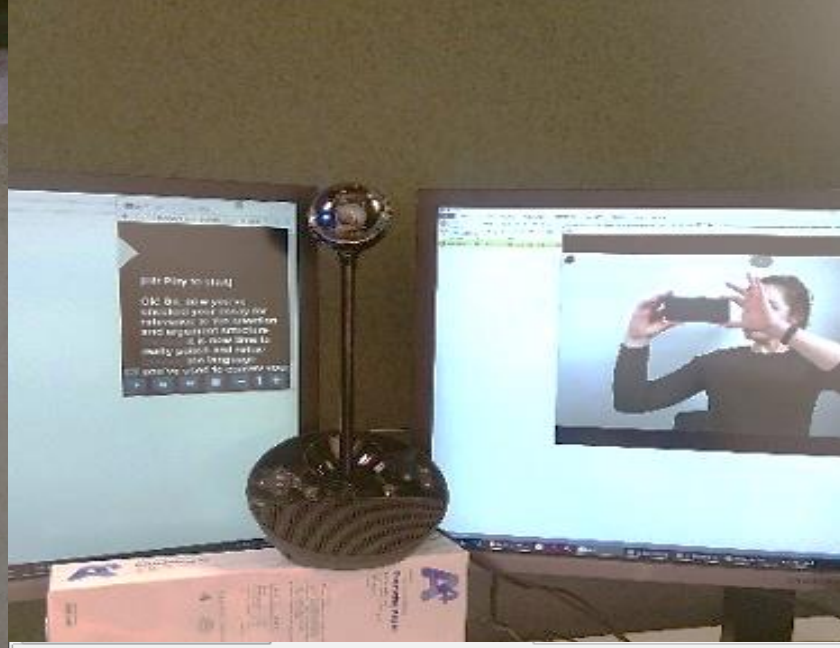


Pat Norman
Assistant Librarian, The University of Sydney Library



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

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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 SnagIt, Jing, Camstasia) http://www.teachertrainingvideos.com/