

# Making Videos for Education and Instruction

Julia Guy & Michael B McNally

Marigold Library System and TRAC  
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Except some images

## Who we are



**Julia Guy**

BFA in Acting, U of A  
MA/MLIS Student, U of A



**Michael B McNally**

Associate Professor  
Faculty of Education, U of A

# Background

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DigitalNWT



Opening Up Copyright

... and LIS 526: Instructional Practices in LIS

# Democratization of Video

What making videos used to look like...



...and what is plausible in 2020.



## Best Practices

- Have learning objectives
- Use scripts
- Use conversational narrative
- Include interactivity
- Avoid jargon and chunk content
- Keep videos short (~3-4 min)
- Avoid text filled blocks

# The Wall of Text

Large blocks of text are highly disengaging. While including a full quotation that is particularly significant is fine, it should be used sparingly as lengthy blocks of text can challenge viewers. Literally reading blocks of text is disengaging, but if there is variation between what is being said and what is written then the viewer ends up splitting their attention between the two and the video becomes less effective.

Given the visual and auditory nature of the medium, and the fact that in most contexts users can go back and 'rewind' or replay parts of a video there really isn't a need for dense walls of text, as this slide has likely shown.

# Video Benefits and Challenges

## Benefits



Visual (and auditory)



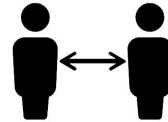
Varied medium



Viewer control

## Challenges

Distanced

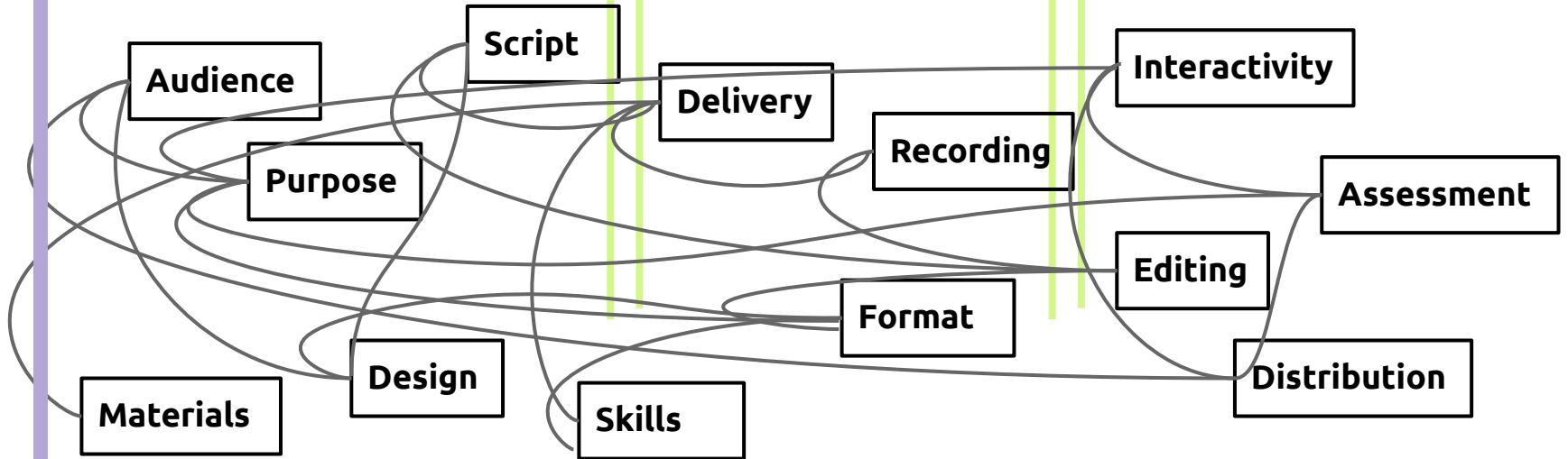


Demanding

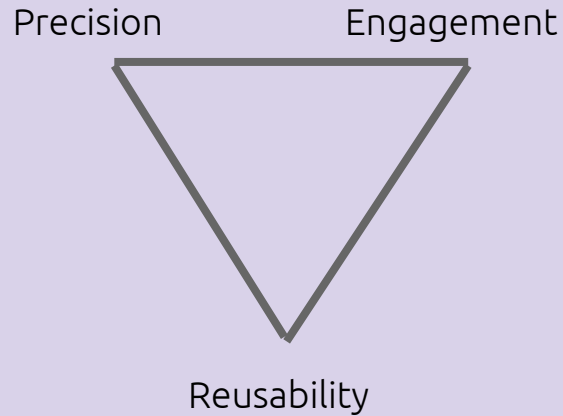


# The Three Parts

Pre-Production → Production → Post-Production







**Joseph's 'Iron Triangle'** - an insight from  
Opening Up Copyright (Joseph et al., 2019)

## Audience

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Accessibility issues and considerations (subtitles, descriptive video etc.)

Does everyone have internet or access to a computer for this?

Is this something others might adapt/improve? (Is there a secondary audience)

# What do you want to accomplish?

## PURPOSE

Why are you making a video?

What should it do?

E.g. warn, prepare, inspire, motivate, welcome etc.

## OBJECTIVES

Break it down to specific goals.

What are the Learning Objectives for the viewers?

How do you want viewers to feel?

How do you want to come across?

Educate

Entertain

Engage

# Universal Design and Open Design



## Universal Design

Aims at developing barrier free learning contexts

Key considerations:

- Support assistive devices
- Arrange content to reflect importance
- Use navigation guides



## Open Design

Incorporate the work of others, and enable others to adapt your own work

Key considerations:

- Open licencing
- Making inputs available (e.g. scripts and slides)

# Instructional Avatars



Visual alter ego's (instructional avatars) can be used to:

- Increase engagement
- Broaden instructional diversity
- Juxtapose ideas

However, can be time/software intensive to create

# What You need

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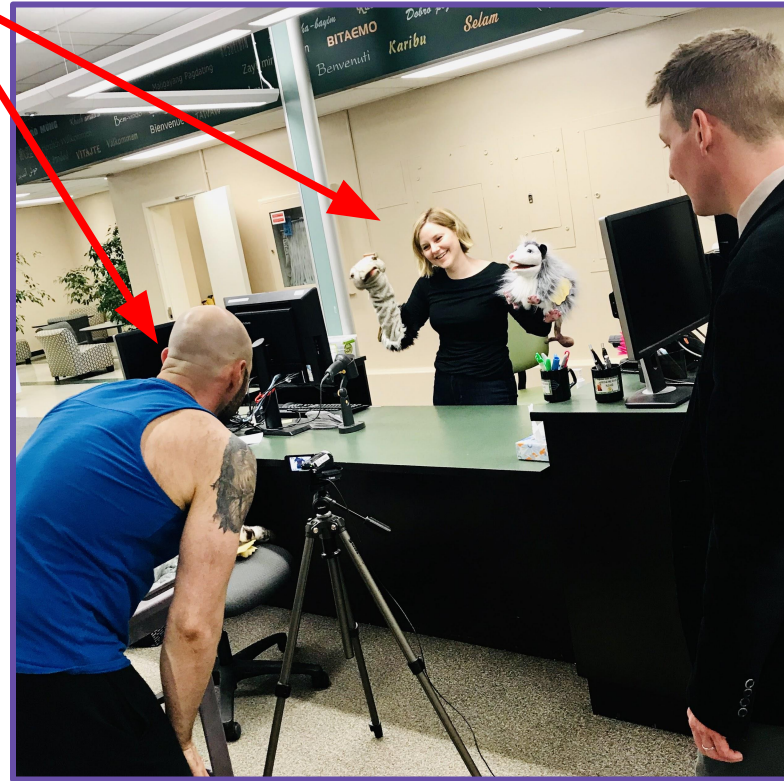
- Required: **Microphone** and **computer** (the former may be built into the latter)
- Preferred: **Camera** (could be webcam or phone) and **video editing software**
- Optional: Lighting, backdrop/stage, props

But also consider input content (e.g. images, sounds)



# Skills!

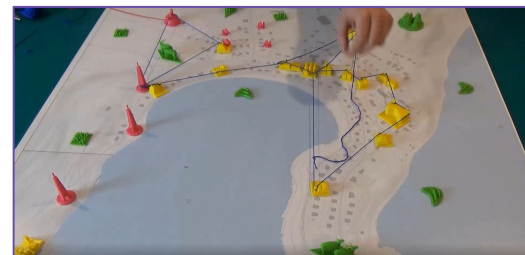
## Professional Actors



Both photos courtesy Céline Gareau-Brennan

# Types of Videos

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# To Script or Not To Script?

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## Good things about scripting:

- You don't miss anything
- Usually more concise
- Allows you to plan visuals
- You can make them available

## Challenges with scripts :

- Delivery can sound monotone or rehearsed
- Interviews should not be scripted
- Time consuming



# Script Writing Tips:

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Keep sentences and language concise and straightforward

Consider tone (e.g. authoritative vs. approachable)

Read it aloud

Time it (read aloud) at the actual pace you will be delivering it

Short is always better

Come back to audience and purpose of the video

Think of the visuals as you go

# Filming/Recording

- Find a quiet space
- Make a schedule (according to light and sound) and a detailed plan
- Prepare beforehand (memorize, mark script etc.)
- Position the camera slightly above eye level and mic directly in front of you if possible
- Maintain vocal volume/ mic location, physical positioning lightning, outfit/hair, background for continuity
- Do a test
- If you make a mistake go back to the start of the section/shot
- If possible only save good takes or use cards to number takes
- Record a bit of white noise in case you need it for editing

# Delivery

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## Gaze

- Look in lens as if looking into eyes
- Memorize
- Avoid looking down
- Hold gaze before and after each section

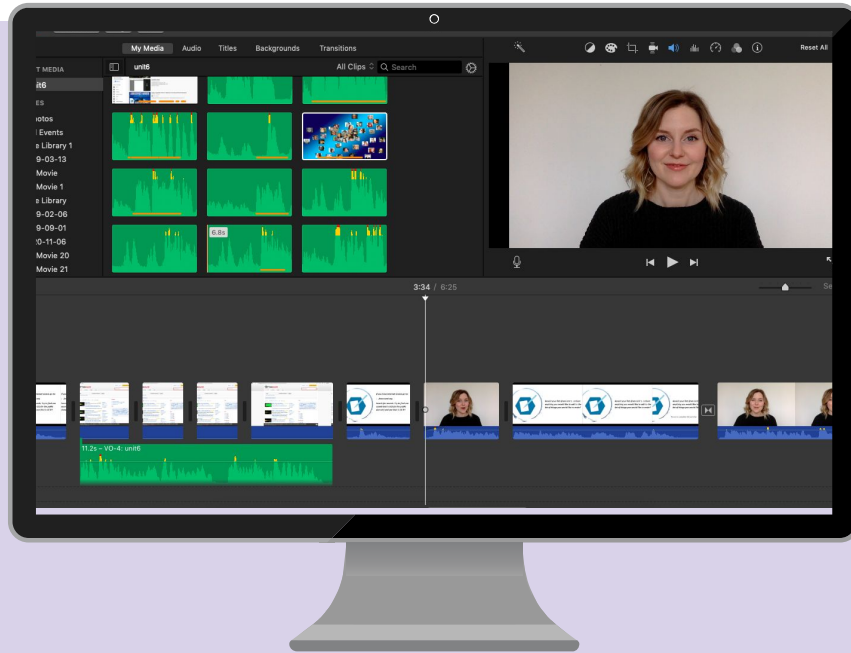
## Being Natural

- Image you are talking to a real person
- Have an intention in mind (E.g. to welcome, to be understood, etc.)

## Clarity

- Maintain vocal energy throughout thoughts
- Articulate. Especially the ends of words (focus on the Ns)
- Determine speed based on audience and complexity
- Focus on the meaning of the thought -not the way you sound
- Stress only important words

# Editing



Keep a file with all of the raw footage in case you delete something by accident

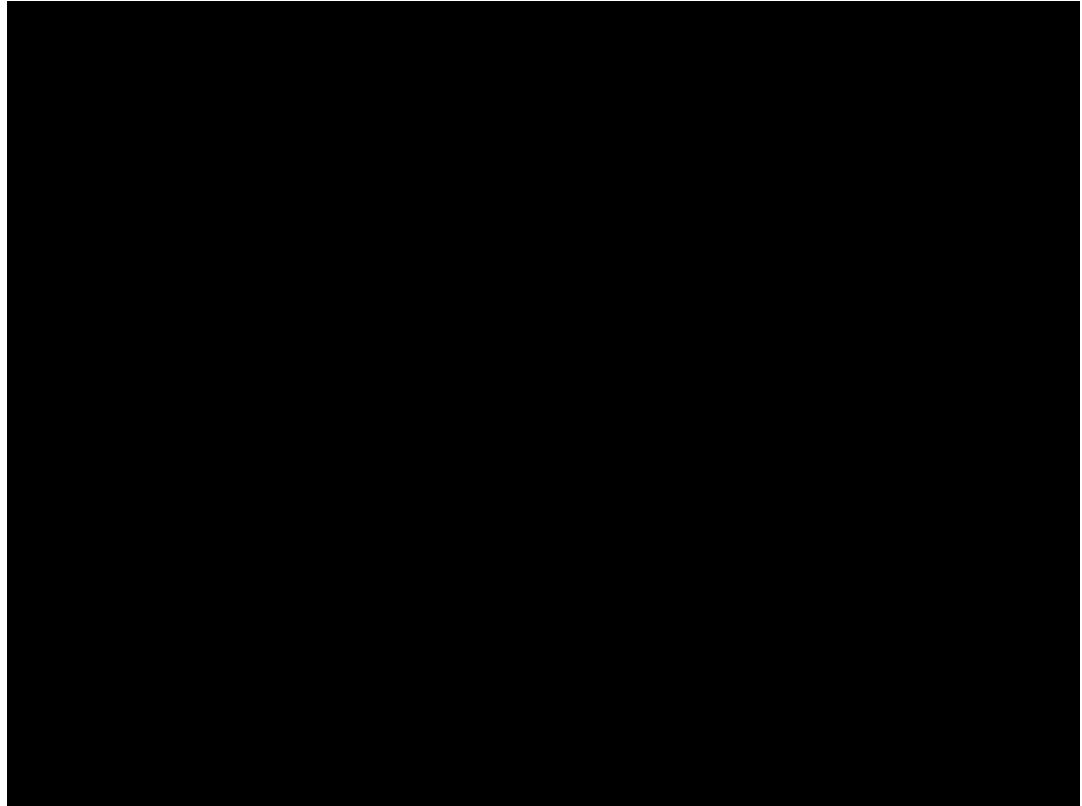
Turn the volume up loudly as you are editing and check for consistency

Cast yourself as the viewer

Cut it if it doesn't serve the purpose

Keep it dynamic by adding in images, animations etc. to keep people's attention

# Interactivity





## Distribution

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- Most contexts a video sharing website (e.g. YouTube) or learning management system

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- For low broadband contexts consider
    - USB, CD or DVD

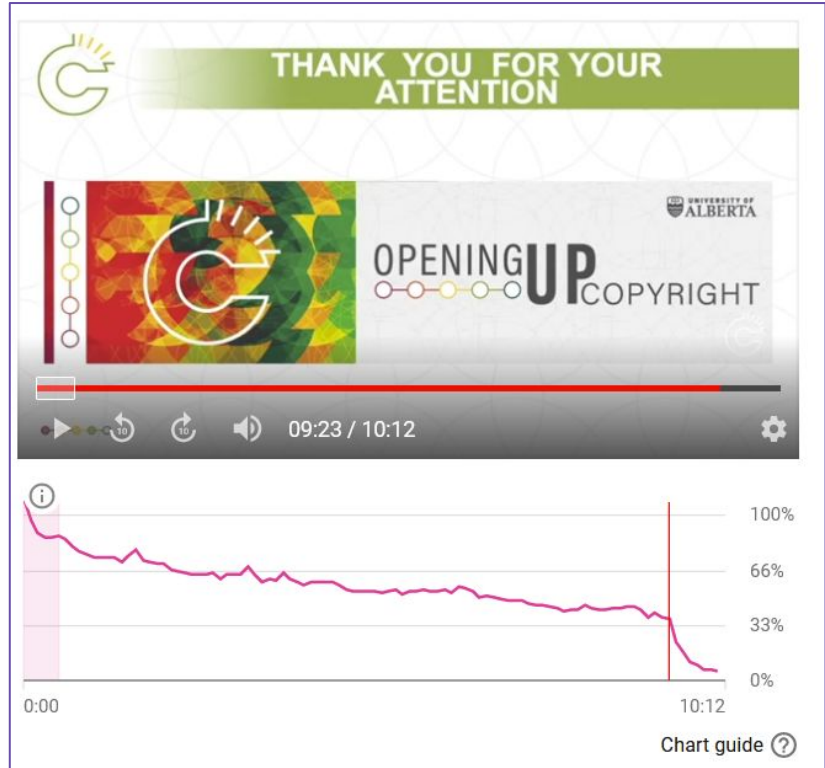
- Also consider file quality (e.g. 720p v. 1080p v. 4k) and impact on file size

# Assessment

## Areas for assessment

- Effectiveness of the video for instruction
- Affective quality of the video

Consider whether distribution platform allows for analytics



## Examples

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0:00-0:52 - DigitalNWT

- Stock footage, screen recording, direct address

0:52-1:47 - OUC

- Slides with narration

1:47-2:52 - OUC

- Puppets





## Examples II

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0:00-0:32 - LIS 526

- Instructional Avatar

0:33-3:24 - DigitalNWT

- Activity Demonstration

## Concluding Thoughts on Video



# Thanks!

Does anyone have any questions?

[jguy@ualberta.ca](mailto:jguy@ualberta.ca)  
[mmcnally@ualberta.ca](mailto:mmcnally@ualberta.ca)

# Sources and Credits



## Image Credits:

Slide 4

Frank Schulenburg. 2008. "Screenshot: Production of the first Wikipedia Video Tutotrials."  
[https://commons.wikimedia.org/wiki/File:Wikipedia\\_video\\_tutorials\\_-\\_making-of\\_\(screenshot\).jpg](https://commons.wikimedia.org/wiki/File:Wikipedia_video_tutorials_-_making-of_(screenshot).jpg)

Slide 7

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Victografic, ES. N.d. "Various Folder." <https://thenounproject.com/term/various-folder/168974/>  
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Md Saiful Alam Saif. N.d. "Social distance." <https://thenounproject.com/term/social-distance/3381238/>  
Gilbert Bages, ES. N.d. "Creativity." <https://thenounproject.com/term/problem-solving/194992/>

Slide 11

Shashank Singh. N.d. "Unlock." <https://thenounproject.com/term/unlock/2160899/>

# Sources and Credits



## Image Credits:

Slide 13 (Both photos)

Courtesy Céline Gareau-Brennan. 2019.

Slide 15

Daniel Turner, GB. N.d. "Shakespeare." <https://thenounproject.com/term/shakespeare/50024/>

Slide 22

YouTube [Analytics]. 2021.

Slide Templates:

Minimal Cham by Slidesgo <https://slidesgo.com/theme/minimal-charm#variant-103>

Zombie Ideas Debate by Slidesgo: <https://slidesgo.com/theme/zombie-ideas-debate>

All other materials DigitalNWT, Opening Up Copyright, or Public Domain

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## Sources

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Joseph, Kris, Julia Guy, and Michael B. McNally.(2019). "Toward a critical approach for OER: A case study in removing the 'Big Five' from OER creation." *Open Praxis*, 11(4): 355-367. <http://dx.doi.org/10.5944/openpraxis.11.4.1020>

Joseph, Kris, Julia Guy, Amanda Wakaruk, Adrian Sheppard, and Michael B. McNally. (2020). "Know your audience(s): Collaborating for copyright education." *International Journal of Open -Educational Resources*, 2(1): 79-98. doi:10.18278/ijoer.2.1

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***Fin.***