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Workshop: Producing educational videos: design and workflow issues

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Producing educational videos: design and workflow issues

Graham R Gibbs

University of Huddersfield
Video of video examples

- https://www.youtube.com/watch?v=bRUzot2fEtY&feature=youtu.be
- 12 mins.
Writing a script

- Like writing a lecture

**BUT**

- Needs dialogue for actors (if used)
  - Or headings to extemporize to (if you are the speaker)

- Needs visualisation (charts, diagrams, settings, actions etc.)
Three act narrative structure

- Aristotle
- Common in documentaries
- Act 1. Inciting incident
  - The quest of the protagonist
  - The protagonist’s desire or goal
  - Sets up the story
  - Establishes the main characters.
Act 2. Development

- Obstacles
- Difficulties
- Complexities
- Conflict
Act 3. Resolution

- The goal is reached
- A satisfactory ending
Karen Everett diagram

- US documentary maker and lecturer in film studies.
<table>
<thead>
<tr>
<th>Words</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene 1</td>
<td></td>
</tr>
<tr>
<td>Weber’s account of bureaucracy</td>
<td>Picture of Weber, image of an office</td>
</tr>
<tr>
<td>Who was Weber, when he lived, general idea of</td>
<td></td>
</tr>
<tr>
<td>Hierarchy in a bureaucracy</td>
<td>Diagram of a hierarchy. Animate supervisory relations</td>
</tr>
</tbody>
</table>
Storyboard

- Actual images or sketches of each scene. With text description.
- Use arrows to indicate movement of actors
- Use arrows to indicate camera movement
  - E.g. Zoom = frame plus arrow
- Can work with a storyboard artist who draws images
  - Discuss each scene with artist
  - Possible student role as storyboard artist
- Shows the visual logic of the video
- And location of the scene
What does the video contribute

- Explanations
  - From a talking head to diagrams/animations
- Real world contexts
  - Documentary/anthropological film
- Pacing of material and highlighting (as in lectures)
- Common mistakes/misconceptions
- Multimedia reinforcements
  - Mayer – voice and text, voice and image etc.
Workflow

- Write
  - Academic has to do this. Quality controls

- Perform
  - Can be academic or actors/readers etc.

- Record
  - Technical staff, experts, needs equipment

- Edit
  - Post-production, video editing, enhancements add other assets. Can be done by technical experts, but needs academic input

- Publish
  - Online in VLE, local video repository or YouTube
Equipment

- Sound is most important.
  - Get good mic (e.g. USB condenser or Lavaliere)
  - And digital recorder (iPhone, Zoom, Tascam)

- Video
  - Getting cheaper, mobile phone to professional cameras

- Lights
  - Often office and rooms lights is enough

- Editing software
  - iMovie or similar, Premiere, FCPX, built into Camtasia, Explain Everything
Help

- Jisc
- http://www.jiscdigitalmedia.ac.uk/infokit/video-creation/video-creation-home
- http://www.jiscdigitalmedia.ac.uk/infokit/video-planning/video-planning-home
- Lynda http://www.lynda.com/ (if your university subscribes)
- Lots of videos on YouTube
Part 2 Develop a design

- Work in pairs, acting as critical commentator on each other’s development.

- Using a video idea (prepared beforehand) develop a video script and a visual storyboard for a short video.

- Consider the use of various additions such as:
  - text, animations, sound, callouts and their pedagogic functions.

- Written/drawn on PC or on paper accompanied with some consultation of exemplars online.

- 20 mins approx.
Part 3 Discussion

- Feedback from you on design issues
- How to use your video in teaching e.g. other activities it will be embedded with
- Use existing videos?
- 15 mins.