

Creating and using video content

Contents

Why video?	1
Why video? The benefits of using videos in education	1
Video and the flipped classroom	3
Definition of flipped learning:	4
Transcripts	4
Housekeeping	4
uiAccess website	5
Screencasting with Camtasia Relay	5
Recording from webcam	6
Guides	7
Using the video	7
Stream Service	8
Using video	8
Blackboard integration	9
TV and radio recorder	10
Useful resources	11

Why video?

Why video? The benefits of using videos in education

Flexibility – your learners have control of the content. They can watch wherever and whenever they like as long as they have access to the appropriate tools (e.g. a computer, a smart phone or a tablet). They can pause, go backward, jump forward, mute, etc. The control belongs to the learner.

Multiple applications – video has the power to communicate and deliver various types of content:

- tutor introductions
- conclusion/summary
- interviews (with subject experts)
- course-related footage (especially events that cannot be replicated in the classroom)

Creating and using video content

- case studies/ mock examples
- lectures/summaries of lectures (archive footage)
- demonstrations/ role-plays
- feedback (specific or general)
- student-created content (allows for creativity)

Emphasis and clarity – video contains audio-visual cues crucial to understanding, such as expression, intonation, movement – which cannot be conveyed as effectively by text and or still images.

Staff contact – video helps students connect with the tutor. This should never be downplayed. For remote students in particular, actually seeing the tutor gives a sense of belonging.

Accessibility – transcripts and captions can be made available to all.

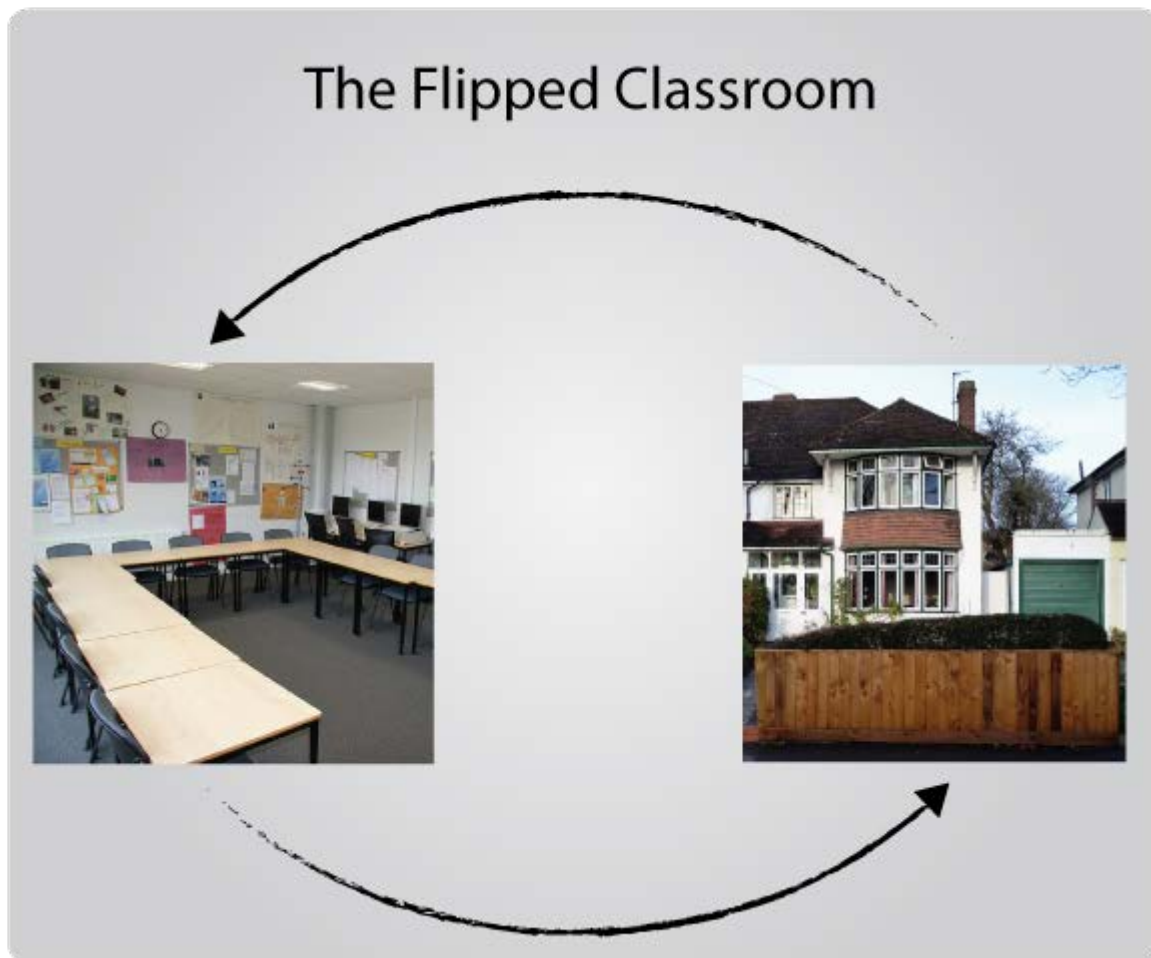
Sustainability – By utilising video for the delivery of core material, the tutor’s time is freed up in subsequent sessions to allow more time for engaging with students.

Familiarity – Students are used to ‘laws’ of video production and are immersed in video content from traditional broadcast sources and online streaming videos. By making use of a delivery medium that is familiar to students it should be easier for them to engage with and understand the content.

Geographic ubiquity - Almost all computers, laptops, mobile and tablets can download and play video. In addition to enabling students to dictate the pace of learning the use of video also allows students to engage from a distance. This is especially important in a distributed university and it ensures that all students will experience the core teaching material in the same manner.

Creating and using video content

Video and the flipped classroom



'Classroom' by James F. Clay from Flickr ([CC-BY-NC](#)) and 'My childhood home' by Dave_S from Flickr ([CC-BY](#)).

In 2011, Salman Khan the founder of the Khan Academy gave a [Ted Talk](#) on the potential of video to revolutionise education. One of the points he focused on was the possibility of using video as part of a flipped classroom. In Khan's model video content would be used to allow students to engage with and digest teaching content in their own time. This would take place prior to attending a class or coming together with fellow learners and the time that would normally have been spent in class would now be used to take part in activities or discussion relevant to the learning.

The flipped learning model requires a shift from an instructor-centred approach to a learner-centred approach and provides a flexible approach allowing students to learn at their own pace and in their own time. This shift has the potential to create a more dynamic class environment that can be used to explore ideas and topics in greater depth.

Creating and using video content

Definition of flipped learning:

“Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

[Flipped Learning Network \(FLN\)](#)

Transcripts

It is important that any audio or video you create is accompanied by a transcript.

The primary reason for doing this is to ensure that your materials meet the legal requirements for accessibility. It is important that no student is disadvantaged therefore alternative versions of audio and video are essential.

Where a script has been used in production it may be possible to use it to meet this requirement, where no script exists then a transcript will have to be created.

Where videos are used that include demonstrations or activities a text description should also be supplied.

The inclusion of transcripts and text descriptions are of benefit to all students and not only those with additional needs. The transcripts and text descriptions provide alternatives where a student is unable to access videos due to technological reasons and also allow choice for those who prefer to read content.

A video example with transcript is in the html resource but here is the transcript:

Housekeeping

Heather Rothery, Head Housekeeper Rufflets Country House Hotel, page 4:

“I’m Heather Rothery. I’m head housekeeper here at Rufflets Country House Hotel. It is an independent hotel with 24 bedrooms and 2 self-catering lodges and I have been here for 21 years now. But the hotel has changed and developed over the years and I’ve grown with it. My father was in the Forces so we moved around quite a lot and when I came back I did a BTEC in hotel and catering, and decided that I liked housekeeping the most.”

Creating and using video content

uiAccess website

More advice and guidance on transcripts can be found on the [uiAccess website](#).

Screencasting with Camtasia Relay

A screencast is a screen capture of the actions on a user's computer screen, typically with accompanying audio.

[EDUCAUSE](#)



'[Screencast setup](#)' by Manuela Hoffmann from Flickr. [CC BY-NC-ND](#).

Optimal video length for student engagement = 6 minutes

[edX](#)

Screencasting provides a quick and effective way to create rich media content and can be used to create resources that fulfil a variety of purposes. Some examples include:

- **Replicating traditional lectures:** a traditional presentation can be shown on screen with an audio commentary used to present the spoken component of the lecture.
- **Demonstration:** a demonstration on the screen, either a previously recorded video or a process in an application or program can be narrated to create a learning object. This form of screencast is very common for demonstrating how to use software.

Creating and using video content

The University has invested in a product called [Camtasia Relay](#) that will allow all staff with access to a microphone or headset to create high quality screencasts and upload them to the [Stream Service](#). To download the software visit the Camtasia Relay website, enter your usual University login details, and select the option to download the Camtasia Relay Recorders. Algonquin Academic have created a [useful video guide](#) on how to use Camtasia Relay to create screen casts.

As with other video and audio recordings it is advisable to limit single screencasts to around 6 minutes as research has shown this to be to [optimum duration](#). Longer topics can be presented through a series of screencasts that have been broken up into discreet chunks and contextualised in the virtual learning environment.

Recording from webcam



['Screencast setup'](#) by Manuela Hoffmann from Flickr. [CC BY-NC-ND](#).

Microsoft Movie Maker - Using Sound Recorder (1 min 53 secs). See the online resource for video tutorial.

Dedicated recording equipment is not always required to create videos. With the use of a webcam and a microphone it is possible to record videos straight to your computer using Windows Movie Maker. This software is included in most installations of Windows, but if it

Creating and using video content

is not included on your work computer please contact IT support and ask them to install it for you.

If you do not have access to a microphone and webcam these items can often be supplied by local IT support.

Guides

- [How to record video from a webcam with Windows Movie Maker](#) (Weblink)
- [Recording with Webcam in Movie Maker 2012 \(PDF\)](#)
- [Video Editing with Microsoft Movie Maker](#) (Needs re linked once it goes live)

For situations where only audio content is required the Windows Sound Recorder can be used to quickly create content. This software should be available on computers across the UHI partnership, if it is not included on your work computer please contact IT support and ask them to install it for you.

Using the video

Video content should not be uploaded directly to Blackboard, instead it should be uploading to the Stream Service. This service functions like an institutional version of YouTube, and videos from here can be integrated into module spaces on Blackboard or pages on Mahara.

The Stream Service also serves as a location for the sharing of video content. Staff have full control over who sees their content, however, because all staff can upload to this space it is hoped that some of the videos can be used across different modules and even different courses. A general example of this could be videos on 'How to use the UHI Referencing System' created for one module could be shared on the Stream Service and used in a different module. A more specific example is the possibility that videos created for a science module demonstrating a process, a technique or some equipment, could be used as part of engineering modules. A more specific example is the possibility that videos created for a science module demonstrating a process, a technique or some equipment, could be used as part of engineering modules.

Creating and using video content

The reuse of high quality video content across programmes can add an extra dimension to a course and as part of the Flipped Classroom model can free up tutor time for engagement in more dynamic activities and interaction with students.



Image from [Pixabay](#). [CC0](#).

Stream Service

Learning and Information Services have created a number of video and PDF guides on how to use the [Stream Service](#), many of which are available on [Mahara](#). These resources cover how to upload a video to the Stream Service, how to include videos from the Stream Service on Blackboard and Mahara, adding chapters to videos, and how to remove a video from the site.

Using video

The creation of video is very important in this model of delivery, especially for building trust with students who are learning at a distance.

It is important not to underestimate the potential for making use of videos that have been created by those outside the university. Websites like YouTube, Khan Academy and Ted Talks include resources that can be used in the delivery of a module, and some of these videos are presented in a manner that can encourage student engagement.

Creating and using video content

Unfortunately not all videos are created equally, and it is important that tutors take time to ensure that any external videos they include in their modules are suitable and contain accurate information.

Blackboard integration

Blackboard aims to integrate video content as smoothly as possible. In order to achieve this they include what they call 'mashups': tools which allow the inclusion of videos in module spaces.

Microsoft Movie Maker - Adding Mashups to Blackboard VLE (3 min 4 secs). See the online resource for video tutorial.

Once the videos have been embedded they can be contextualised to give the student a suite of resources to watch, read and engage with for each session before taking part in other activities in class or using collaborative tools.



Image from [Morgue File](#).

Creating and using video content

TV and radio recorder

The University currently provides a [TV and radio recorder](#) service. This service is fully licensed and recordings from this can be used for educational use to domestic students (i.e. UK based).

Programmes broadcast on many Freeview channels can be recorded for this purpose, and recordings can be scheduled up to one week in advance.

The above service is due to be phased out and is being replaced by **ClickView** which is a cloud-based TV recording service that allows you to go back in time up to 14 days and choose from thousands of TV programmes recorded from 24 free-to-air digital channels. There is a [video here which shows how to log on](#).

ClickView has a mashup within Blackboard which enables tutors to easily embed videos within Blackboard modules. [This video demonstrates the process](#).

The process for embedding ClickView videos in Mahara and other web pages is identical to that for embedding Media Library videos in Mahara [as this video demonstrates](#).



['630831 - Radio Times - 31st August 1963 - Z Cars'](#) by

Bradford Timeline from Flickr. CC BY-NC.

Creating and using video content

Useful resources

- [UHI media services \(TV recording, Fuse, Camtasia Relay\)](#)
- [UHI Mahara - Help with Helix](#)
- [Basic Cinematography: How To Light An Interview \(3 Point Lighting Tutorial\) - YouTube](#)
- [Basic Filmmaking Techniques E01 - Camera Position and Framing - YouTube](#)
- [Animoto tool](#)
- [“Straight to Camera Talking Head” versus “Documentary Style Interview”](#)
- [Cool and Credible Web Video: Old Rules, No Rules, or New Rules?](#)
- [Jisc video guide - conducting video interviews](#)
- [Best practices for using and creating video](#)
- [Jisc video guide](#)
- [Video As A Learning Tool: A Mixed Blessing?](#)
- [Educational Video Production: When educators become Producers](#)
- [The Impact of Video in Education Infographic](#)
- [The Effective Use of Video in Online Courses Infographic](#)
- [Video use and Higher Education: Options for the future](#)
- [Let's use video to reinvent education – Ted talk by Salman Khan](#)
- [BBC Active – Education videos: ten ways to use them well](#)
- [What is Flipped Learning?](#)
- [The University of Queensland – The pedagogical benefits of video](#)
- [Flipped-Learning Toolkit: Overcoming Common Hurdles](#)
- [Flipped Institute – How to flip the classroom](#)
- [The University of Queensland – Flipped Classroom](#)