

Creating and using video content

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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)
- 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.

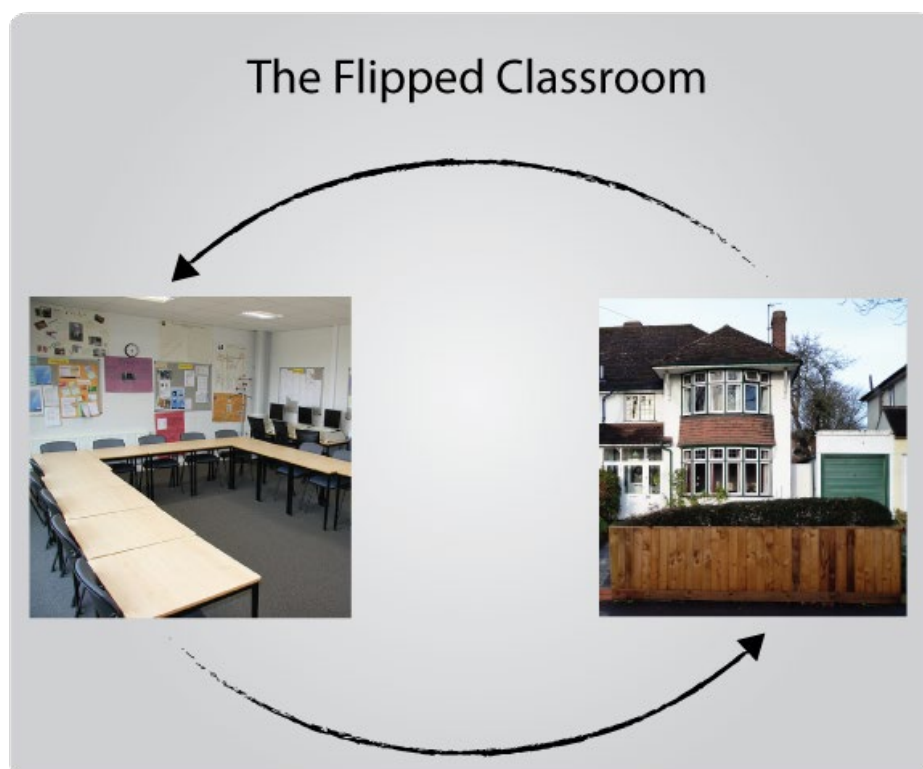
Familiarity – Students are used to 'laws' of video production and are immersed in video content from traditional broadcast sources and online streaming videos. By making use of a

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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, mobiles 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.

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.

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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.

UHI has a variety of core technologies, including Brightspace and Medial, that can help staff facilitate this shift.'

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:

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“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.”

[uiAccess website](#)

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

Screencasting with MEDIAlecture

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:

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- **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.

One element of UHI's streaming server software, Medial, is a screen capture program called MEDIAlecture. This software, available to all UHI staff (and students) allows for the recording of high quality screencasts which will be uploaded directly to the streaming server. MEDIAlecture allows you to record just your voice, your screen and your voice, a webcam and your voice or all three.

The EDU has created illustrated guidance on the use of MEDIAlecture. To see it and learn about using Brightspace to record video content, visit page 3 ('MEDIAL – Lecture recording') of our [Quick start guide to MEDIAL and ClickView](#).

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 video in Brightspace

There are various ways to add video to Brightspace but the VLE also features a function for *recording* video: Video note.

Important note: As the name suggests, this tool was created to give staff a means of quickly creating short videos (up to 3 minutes) in Brightspace; however, during the pandemic of 2020, D2L increased the capacity of the Video note tool to **30 minutes**, and this change has since been made permanent. Ideal for welcoming students to your module, giving announcements, feedback or detailed lecture content, the tool includes automatic closed captioning.

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Download

D2L have put together a very useful one-page guide called '[Best practices: Web cam recordings](#)'.



MarcWinter / [Pixabay](#)

Video

Record short videos for your courses with [Brightspace](#).

Using video

Video files should not be uploaded directly to Brightspace, instead it should be uploading to the [streaming server \(Medial\)](#). This service functions like an institutional version of YouTube, and videos from here can be integrated into module spaces on Brightspace, Yammer or any other UHI core technology capable of accepting web links.

One benefit of a streaming server is that videos stored there can be used across multiple modules. A general example of this could be videos on 'How to use the UHI Referencing System' created for one module being linked out to from a variety of other modules. A more specific example could be videos created for a science module demonstrating a process, a technique or some equipment being used as part of an engineering module.

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.

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Using external video content

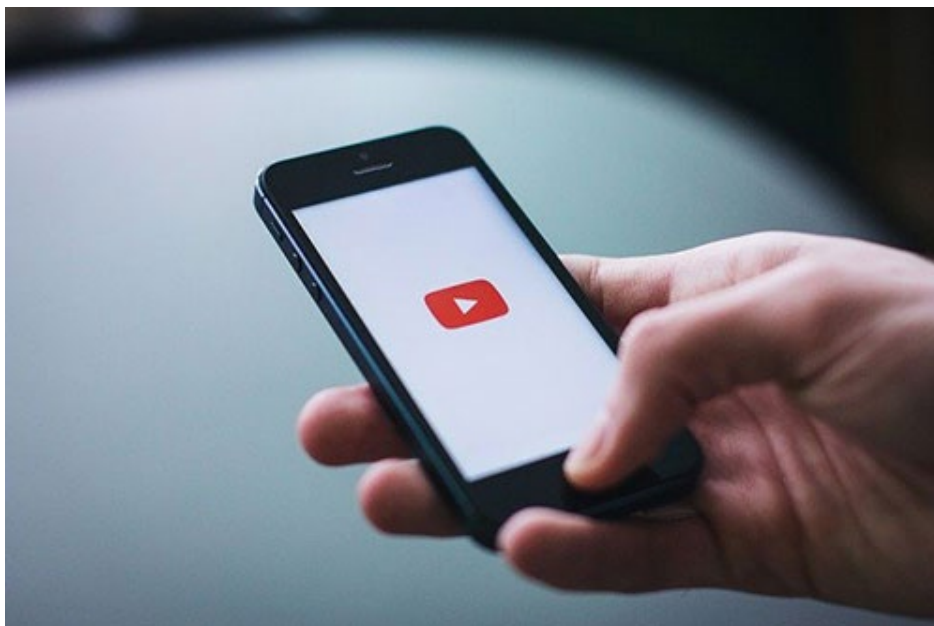
The creation of video by UHI staff is very important in a flipped model of delivery, especially for building trust with students who are learning at a distance. However, it is important not to underestimate the potential for making use of videos that have been created by those outside the university.

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.

For illustrated guidance on embedding external videos in Brightspace, visit page 12 ('Adding videos') of our [Brightspace HTML editor guide](#).

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

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Recording TV programmes

One of UHI's core technologies, ClickView, offers a cloud-based TV recording service that allows you to record TV content which can then be embedded in Brightspace. Using ClickView you can go back in time up to 14 days and choose from thousands of TV programmes recorded from 24 free-to-air digital channels.

Visit page 4 'ClickView' of our [Quick start guide to MEDIAL and ClickView](#) to learn how to make productive use of this powerful tool.



Mmohamed_hassan / [Pixabay](#)

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Filming advice and tips

UHI's Llewelyn Bailey has produced a set of videos on video production basics. The videos explain film and photographic concepts and provide advice, tips and tricks on creating your own videos.

[Rule of Thirds](#)

[Dealing with mistakes](#)

[Equipment](#)

[Lighting](#)

[180 degree rule](#)

[Camera positioning and framing](#)

[Recording tips](#)

[Audio](#)

[Shot types](#)

Advice on filming outdoors:

- Only do it if the weather permits as you will need specialist equipment to film in inclement weather. So, if it's raining, snowing, sleeting or anything similar, don't film outside.
- If recording audio then follow the advice in the video about audio: use a clip-mic if you can and if not place the mic close to the subject speaking; use the wind filter on your mic; don't face the direction wind is coming from, instead put the speakers back to it or put something next to the speaker that acts as a wind break; if you can then record audio separately using an audio recorder and clip-mic, always remember to create a sync point if you do; and most importantly, always do a sound check before recording, so you know the audio being recorded is good.
- Bring a battery pack so you can charge up your equipment, if you don't have one then make sure everything is charged before leaving and bring spares.

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- For lighting follow the advice in the lighting video about using the available light sources, a reflector can be very useful for outdoor filming, so get one or make one if you can. The sun is a huge light source and can be utilised effectively, even on a cloudy day.
- Lastly, be safe. Make sure you aren't doing anything dangerous just to get that perfect shot, make sure your equipment is safe when using it and safely packed away when not and make sure you have the proper protective and personal equipment for the environment you will be in.