

# Best Practices for Creating Videos

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## Step 1: Planning

To have a sense of how you'll create and use the video; ask yourself these questions:

1. What is the intent of the video? (i.e., what purpose is it serving?)
2. What technology is best? (Ask the Sakai team at [sakaihelp@durhamtech.edu](mailto:sakaihelp@durhamtech.edu), if you're unsure)
3. How are you going to use it?
  - Assignments?
  - Lecture?
  - Intro?
  - Check-Ins? Updates?
4. What equipment do you need?
  - Microphone? Headphones?
  - Webcam?
  - Laptop? Desktop? Phone? Professional?
5. What length of time will the video be?
  - ~10 min is ideal
  - Use series of segmented videos, or break up the video with activities/questions
6. Tips for creating a narrated lecture
  - Focus on what students need to know and give them the tools/understanding to apply this info
  - Things to remember when creating slideshows
    - Present only essential text (this will make students take notes as they would in the classroom rather than relying on the slide for all of the important information and will cut down on the instructor simply reading their slides)
    - Explain complex ideas with the basic text (most people understand things more when they hear someone say it rather than read it)
    - Include some type of picture or graphic on each slide (this will help students remember the content better), but try to avoid flashy illustrations or graphics, they can be distracting
    - Make sure your tone is conversational (this makes it feel more natural and is more likely to reflect the classroom experience)
7. How will you incorporate social presence?
  - Generate intimacy through voice/speech, non-verbal language, opportunity to show concern and interest
  - Try to reflect the same experience as the classroom
  - Strong instructor presence=positive student attitude to course
  - See handout for examples of different opportunities for social interactions

## Step 2: Development

1. Script the video
  - Jot down your thoughts and ideas or an outline to guide you (this helps avoid rambling)
  - Try to pique interest to grab their attention and draw them in
    - Example: A thought provoking question that will be answered later in video
  - Good for transcript notes and accessibility purposes

2. Make purposeful use of video – here’s some ideas:
  - **An introduction video:**
    - Instructor Info
      1. Share something personal to build trust and credibility
      2. Starting point in building relationship with students and establishing presence
      3. Reflect on student success, show you care and your role as a mentor, and support for your students
    - Course/Unit Info
      1. Broad scope
      2. Textbook/Materials/Resources...and how to access
      3. Navigating the site
      4. Course Expectations
      5. Units—give the students a mental image of what will be covered (good idea to present learning outcomes/objectives or an outline at start of video)...this helps with engagement and problem solving
      6. Virtual Field Trips
  - **A modelling video:**
    - Role Play
      1. Behavior, technique, or practice
      2. Good/Correct way vs. Bad/Incorrect way (i.e., have 2 videos and have students explain the differences)
      3. Feedback—conversational, overall class performance
      4. Put questions on exams to help retain info, and how to think out sample questions
    - Show & Tell
      1. How a process takes place
      2. Verbal and non-verbal cues
      3. Adds mental images
  - **An explanation or informational video:**
    - Difficult concepts
    - Bridge understanding—between textbook and students’ understanding, basic videos help with foundations, or have students create videos to show application of information
  - **A feedback video:**
    - Guiding students towards success
    - Collective (overall class performance, ideas that many students missed or struggled with)
    - Individual (personalized interaction that tells student what they can improve upon)
    - Guest speaker or opportunity for students to ask questions (and record for those who cannot attend)
    - Feed forward—identify concepts that students do not understand and provide better explanation for future students (edit videos/communication)

### Step 3: Delivery

- Make video interactive—feedback, prompts, questions
- Use as the assignment before the assignment

### Step 4: Reflection

- Evaluations (instructor/course--consider both midterm and final evaluations)