

# VIDEO PRODUCTION

## DOs

- It's good practice **to plan** an outline for what you will be talking about in each video. Try to clearly map out what you will cover in your video.
- **Inspiration**: make it entertaining and inspirational. Regardless of the content, try to make the learners relate to it; grab their attention.
- **Simplicity**: keep it simple, focused and straight to the point. Less is more. Get to the point quickly and try to reduce the amount of text on the slides so the students focus on your audio explanation rather than start reading your slides and stop focusing on the audio narration.
- **Narrative**: keep your style as fluid and adaptable as possible. For instance, you can address them directly by saying e.g. "I hope you are having a nice week, why don't we get into the concepts then we will discuss how to translate that to tangible examples.", You can even anticipate common student questions and mention "some students ask me..." and respond to them in the video.
- **Drawing a Picture**: try to always choose words that stimulate the learners' imaginations to draw mental pictures of what you are conveying. Examples and stories or anecdotes are helpful in keeping learners engaged as well as conveying the message in a clearer manner.
- **Transitioning**: include transitions to clarify that you are moving from one concept to another, or from one application to another, so that learners easily follow through from start to finish seamlessly, such as "after we discussed so and so concept, let's move into more application-based examples"
- **Examples**: use examples wherever necessary or helpful to elaborate on the concept and help learners apply the concept to real life examples.
- **Duration**: learner's attention spans are getting shorter and shorter. If you have long content... chunk it into shorter online lectures that would be between 6 and 9 minutes each. Interactive activities can be planned into these lectures, to accommodate longer durations, while maintaining acceptable student engagement levels (Brame, 2016).
- **Testing**: Check the **acoustics** of the location in which you're shooting. Is there an echo? If so, try and find somewhere else to shoot. You can fix a lot of audio problems by creating a quick 30-second test.

## DON'Ts

- **PATRONIZE**; A common mistake for online educators is to treat the learners as kids or as idiots. It's better not to talk down to the learners. Treat them as grown-ups.
- **REPEAT** what you are showing on screen.
- **HAVE** a **NOISY background**: it is not only about audio. Learners can be distracted by visually noisy backgrounds as well; ex: A big and busy library, moving objects, etc...
- **CREATE** a recording while **tired** as you are likely to look disengaged and may sound monotone/boring.