20: CREATING VIDEO FOR BLENDED LEARNING

WELCOME TO THE VIDEO FOR BLENDED LEARNING TUTORIAL!

In this tutorial, you will learn:

- Strategies for designing effective video in a flipped or blended learning classroom
- Tips for shooting video
- How to get started with free video editing and online presentation tools

If you have not used one of our training tutorials before, view the instructions for using it as a self-paced tutorial or as a resource for classroom instruction.

Before taking this tutorial, you should be familiar with:

- Flipped classroom and blended learning concepts

To begin, select from the menu below or simply turn to the next page.

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INTRODUCTION

The use of videos in a blended or flipped classroom helps increase students' knowledge retention, improve understanding, create enthusiasm, and provide motivation for learning. Videos can include more than just "talking head" lectures. Instructors can use videos to take students on virtual field trips, demonstrate procedures, perform scientific experiments, and a multitude of other activities. Most importantly, videos offer an additional learning strategy for students and provide a positive form of redundancy—the duplication of a learning component that increases the chances of student success. These additional resources do not have to be limited to instructor-produced videos—instructors can have students create videos as class assignments. This can substantially increase your library of learning resources, while also turning students into mini-experts on the assigned topic.

What about using publicly available video, such as those available from Khan Academy (http://www.khanacademy.org) or TeacherTube (http://www.teachertube.com)? You certainly can! However, before choosing an existing video or creating one of your own, think about the learning objectives, the in-person classroom activity, and the needs of your particular students.

PLANNING YOUR VIDEO PRODUCTION

Ask the following:

- **What information do students need before they engage in an in-class activity?** Offer this information in the video portion of the lesson.
- **What information will the activity help them discover?** You do not need to cover this information in your video.
- **Are there skills or procedures students need to follow?** Use the power of the medium to clearly show students what they need to do. For example, you can use close-ups or slow motion to help students see what is happening as you demonstrate the skills they will use in class.
- **Will my video engage my students, spark their curiosity, and motivate them to explore and discover answers to their questions?** While face-to-face lectures allow instructors to interact with students and take advantage of teachable moments, instructors can also connect with students through video. Start small, and as you get to know the abilities of the media as well as how your students react, you will find many ways to engage.

PREPARING A SCRIPT

After determining the content for the video, you're ready to prepare a script. Scripting helps you decide what you need to say and show in your video. Make good use of the visual nature of video—plan to include images, graphics, and physical action.

Preparing a script also ensures that you cover the topic in a concise way. Aim for your video to be about 2 to 3 minutes long, and no more than 10 minutes in length. Shorter videos are easier to edit, and they are more likely to hold your students' attention.

The following pages show an example of how you might design and script a video for a flipped classroom.

Sample Video Script

Class/unit: FACS Preparing Food

Learning objective: Match cutting techniques to their descriptions.

Strategy: Use the video to demonstrate and emphasize safe use of knives so that students can spend more time practicing their cutting techniques in the classroom.

Video content: I will describe and demonstrate the safe ways to use knives. Outline:

1. Store knives safely with blades protected.
2. Keep blade pointed away from you. Hold knife pointed down when carrying.
3. Place object you are cutting on a cutting board, don't hold it in your hand.
4. When cutting, hold item firmly on cutting board with one hand, fingers curled under.
5. Concentrate on what you are doing!

Screen	Visual	Audio
1.	Picture of someone who has just cut themselves while chopping vegetables. (Find a copyright-free photo on the web, or stage your own photo using medical moulage.)	Hi everyone. This looks painful, doesn't it? In our next class we're going to practice our knife skills. In this video, I'll talk about the safety guidelines we all must use when working with knives. Following these guidelines will help us avoid being this person who just got cut.

Screen	Visual	Audio
2.	Text: 1. Store knives properly in a wood block, not in a drawer. Close up of knives in wood block.	First, make sure all your knives are properly stored. Keeping them in a block is best for safety, and the best way to keep the blades sharp.
3.	Knives jumbled in a drawer.	Here's how knives should NOT be stored. If I reach my hand in here, I've got a good chance of accidentally getting cut by one of those sharp edges.
4.	Text: 2. Keep blade pointed away from you. Hold knife pointed down when carrying. Me holding knife and demonstrate motion of cutting in the proper direction, and holding knife with blade down.	Next, when you hold or use a knife, use the handle and keep the blade pointed away from you. If you're carrying the knife, keep the blade pointed down.
5.	Text: 3. Place object you are cutting on a cutting board, don't hold it in your hand. Me demonstrating with a potato on a cutting board.	Next, when you go to cut something, always place it on a cutting board. This way it is stable and won't slip around while you're trying to cut.
6.	Demonstrate holding it up in the air to cut toward my hand with a red x over the image.	Don't try and use your hand as a cutting board!
7.	Text: 4. When cutting, hold item firmly on cutting board with one hand, fingers curled under. Me demonstrating with the potato.	Our fourth rule is to cut using a cutting board. When you're cutting an item, hold it firmly on your cutting board and curl your fingers under like this. We'll practice this in class, but the idea is that if your fingers are curled under your blade is less likely to slip and chop one of them off.
	Text: 5. Concentrate on what you are doing! Image: back to the person who cut their finger.	Finally, really important, always pay attention and concentrate on what you are doing when you are working with knives. It just takes a nanosecond for that knife to do some damage.

Screen	Visual	Audio
8.	Me with the butcher block of knives.	Okay, those are our safety guidelines for knife use. Be prepared to follow these in class! I'll be giving a short quiz at the start of class and it's 5 points for everyone who can list all 5 of these safety guidelines.

As written, this video wouldn't be longer than about three minutes. Notice that this script will involve some editing of the clips that are scripted so that they can flow together in one video. You'll find out how to do that in a later segment of this tutorial.

PRACTICE EXERCISE 1

Write your own script for a flipped class or blended learning situation. Remember to keep it short—about 2 or 3 minutes works well. Follow the steps below:

1. Define the content for your video. Make sure you keep the content as "need to know" and save the "nice to know" for another time.
2. Strategize how you can best:
    a. Get students engaged with the content.
    b. Show what students need to see.
    c. Explain what students need to hear.
3. Make an outline of what you need to say and do in the video.
4. Write a script.
5. Create or find any additional visuals you will use. These may be graphics, PowerPoint slides, physical demonstrations, animations, etc.
6. Practice your script so that your delivery is clear and succinct.

You may use the template on the following page for your script.

Video Script Template

Class/unit:

Learning objective(s):

Strategy:

Content and outline:

Screen	Visual	Audio
1.		
2.		
3.		
4,		
5.		
6.		
7.		
8.		

TOOLS AND TIPS FOR SHOOTING VIDEO

With your blended or flipped instructional strategy in mind and your script in hand, you're ready to shoot video. What equipment will you need?

- **Camera**. This can be as simple as your smartphone, iPad, or webcam attached to your computer. You could also create your presentation using your existing PowerPoint slides or images, and you may not need an external camera at all.
- **Tripod.** Make sure your camera stays steady while recording. The best way to do this is with a tripod.
- **Microphone**. External microphones typically produce better results. Check with your school's technology department. Good microphones can be relatively inexpensive.
- **Software.** Upload your video to your computer, where you can edit using any tool you prefer. You may also want presentation software, screen-casting software, or other applications that allow you to create the visuals that you need.

These basic tools can get you off to a good start. As you become more comfortable producing videos, you can better determine the hardware and software needed to adequately address the video's content and your particular goals.

Tips for Recording Video

You don't need to be a Hollywood director to create a good video for your students. Keep the following tips in mind:

- **Become familiar with how your equipment operates.** Do a few trial runs so you know how to focus the camera, position the camera at a proper distance, adjust your audio levels, and so forth. You don't want to record your whole lecture and then find out it was out of focus the entire time, or that nothing you said is audible.
- **Find proper lighting.** This is especially important when demonstrating a physical task or procedure with important details.
- **Keep the background simple.** Take a look at what students will actually see from the camera's point of view. Avoid visual distractions in the background, such as irrelevant writing on the whiteboard.
- **Record in an area where you won't be interrupted.** Consider putting up a "Do Not Disturb" sign. Turn off your smartphone. Listen for noises, such as fans or air-handling systems, which you normally don't notice but that could become annoying to someone watching the video.
- **Speak clearly.** Be mindful of your speaking mannerisms. Avoid long pauses, using many "ums," or speaking too slowly or too quickly. Following a script can keep you on track, even if you don't want to write out word for word what you plan to say.

A long list of resources can help amateur videographers make wonderful videos, but video production does not need to be complicated. Keep the content simple, direct, and relevant.

To begin, prepare a list of the equipment you will need.

	Equipment Item	Have	Need to Get
1.			
2.			
3.			
4.			
5.			

Practice by recording a short one- or two-minute lecture or demonstration. Whatever you record, review the video and make notes about what worked well and what you would like to do better next time. Refer to this information when completing the practice exercise at the end of this tutorial.

USING WINDOWS MOVIE MAKER TO EDIT VIDEO

If you feel intimidated by the video editing process, start by recording and uploading a brief, unedited lecture. Student comprehension of the content is more important than the inclusion of bells and whistles. However, editing can improve video quality.

Windows Movie Maker is just one of many free and low-cost video editors.

VIDEO TUTORIAL:

Watch this series of videos to learn how to produce a video using Windows Movie Maker. These videos take you from preparing to work with Windows Movie Maker through exporting your completed movie for publication. Each video is about 4-minutes long.

The five videos are:

1. Getting Organized: http://youtu.be/BjY1B_iZnsY
2. Polish Your Movie: http://youtu.be/7ATPNBXPwz0
3. Record Your Narration: http://youtu.be/xtYlwP7JVkU
4. Duration and Titles: http://youtu.be/AWcqOtsXdmE
5. Music and Export: http://youtu.be/KsuQSBVigTQ

NOTE: Video demonstrations were not created by the Oklahoma Department of CareerTech.

Use video footage from the previous exercise to practice creating videos with Windows Movie Maker. Consider:

• Using the editing tools to remove any portions that are not needed
• Adding titles
• Including background music
• Dividing the video into shorter segments
• Inserting questions for students to consider

ADDING INTERACTIVITY

A video used for flipped or blended learning can become an active learning experience for your students. As you become more comfortable scripting and producing videos, you can also incorporate interactivity.

The following YouTube video shows an example of how to use video to engage and motivate your students.

VIDEO EXAMPLE:

This 2-minute video shows an example of a way to encourage students to solve a math problem.

http://youtu.be/YMNuM2QWlOQ

NOTE: Video demonstrations were not created by the Oklahoma Department of CareerTech.

USING VOICETHREAD TO INCREASE STUDENT INTERACTION

Voicethread (http://voicethread.com) provides an option for creating a flipped class lecture that encourages student interaction. This tool allows you to easily produce an online presentation with narration. Students can view the presentation and add their own comments with audio, text, and even mark up the presentation.

Voicethread is simple to use and limited services are available for free. You cannot upload large video files to Voicethread. It is best used with still images and graphics rather than video files. If your video primarily shows you talking in front of the camera, Windows Movie Maker is the better choice.

A video that describes this service is available on the Voicethread website at https://voicethread.com/howto/.

VIDEO EXAMPLE:

Watch this 3-minute video to learn how to sign in to Voicethread, upload your content, and record comments to your presentation.

http://youtu.be/yjEpFBFnsnI

NOTE: Video demonstrations were not created by the Oklahoma Department of CareerTech.

VIDEO EXAMPLE:

This video describes the steps for creating a Voicethread video:

https://www.youtube.com/watch?v=NsewqAE45QQ

Watch this 4-minute video to see how to use Voicethread to generate an online discussion of a topic.

http://youtu.be/2S3n34nEI1w

NOTE: Video demonstrations were not created by the Oklahoma Department of CareerTech.

The Voicethread website has many examples in their digital library. Watch a few of these videos for ideas on how to incorporate Voicethread into your online classroom.

IMPORTANT NOTE: Be sure to experiment with Voicethread's sharing capabilities before you give an assignment to your students. As with all free applications, it may behave differently than expected.

PRACTICE EXERCISE 2

Design, script, produce, and edit a video or online presentation for a flipped class or a blended learning strategy. To create your video or presentation, remember to use the following steps:

1. Design your flipped class strategy first so that you can determine the information that students need to get from your pre-class presentation.

2. Decide how you will produce your video or presentation. Create a script.

3. Produce your video or presentation, including any editing required. Remember to keep your final product concise and around 2 to 3 minutes long.

4. Share your video or presentation with colleagues. Include a description of how your video or presentation will work with the in-person elements of the lesson.

5. Ask for feedback on the following questions:
   • What was done well?
   • What needs improvement?
   • Did it accomplish the intended objective? Why or why not?

6. Review the feedback and think about how you will continue to develop your skill with this instructional strategy.

SUMMARY AND RESOURCES

In this tutorial, you learned and practiced how to create a video or presentation to use with your flipped classroom or blended learning strategy.

There are many resources available to educators. Ask your colleagues or review Educational Technology sites or journals for suggestions and recommendations made by other educators. Two free and easy-to-use resources include:

- Windows Movie Maker, an editing tool
- Voicethread, an online presentation and interactive discussion tool

HOW TO USE THIS TUTORIAL:

This tutorial can be used as a self-paced lesson or as a lesson plan in a classroom setting.

- *As a self-paced lesson.*

  If this is a completely new skill for you, work through the tutorial from beginning to end. However, if you have some prior experience with the topic, use the menu hyperlinks on page one to jump to a topic that you want to learn.

  Most topics include hyperlinks to video demonstrations. While the videos are useful, you don't have to watch them. All the information that you need is listed in the tutorial text and step instructions.

  Use the exercises at the end of the tutorial to practice the skill. This will help to correct any misunderstandings or mistakes before you use the skill in your classroom.

- *As a lesson-plan for a classroom.*

  When teaching this skill in a classroom, use the tutorial for:

  - ✓ **Motivation**—Use the tutorial introduction as a springboard for a deeper exploration of how instructors might use this functionality in their classrooms. Encourage discussion and contributions from your students.
  - ✓ **Demonstration**—Once your learners understand the purpose and pedagogical value of the functionality, demonstrate the steps of the relevant tasks as listed in the tutorial, using your computer and an overhead projector.
  - ✓ **Practice**—Use the tutorial example as a basis for student practice. Assist as necessary.
  - ✓ **Reference**—Encourage learners to use the tutorial post-session as a reference when using the functionality.

Return to the tutorial main menu.

We would appreciate feedback on this tutorial! Please send comments or suggestions to:

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