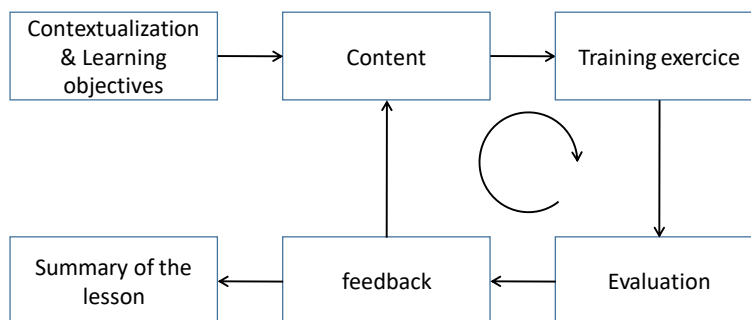


How to create a Video Tutorial

General structure of a tutorial



Case study



<https://www.coursera.org/learn/basic-statistics/lecture/uyXsM/3-11-more-conditional-probability-decision-trees-and-bayes-law>

A tool for teachers: EdPuzzle

<https://edpuzzle.com/>

What principles are violated here?

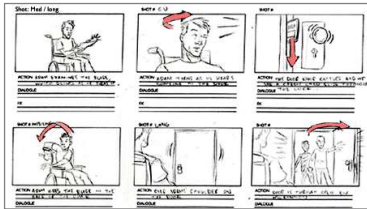
Hemodialysis uses a special filter called a dialyzer that functions as an artificial kidney to clean your blood. The dialyzer is a canister connected to the hemodialysis machine.

During treatment, your blood travels through tubes into the dialyzer, which filters out wastes, extra salt, and extra water. Then the cleaned blood flows through another set of tubes back into your body. The hemodialysis machine monitors blood flow and removes wastes from the dialyzer. Hemodialysis is usually done three times a week. Each treatment lasts from 3 to 5 or more hours. During treatment, you can read, write, sleep, talk, or watch TV.

Check all that apply:

- Attention divided in space
- Personalization
- Segmentation

Phases



Planning phase



Acquisition phase



Editing phase

Planning phase

Create the text script.

- It will avoid dispersion
- It will avoid repetition
- It will avoid the video to be long

Create the storyboard ("shots").

- Helps the person who is recording: he will know what to expect (what will be the movement of the teacher)
- Helps the editor: what to use of the raw film



Video acquisition phase



Use notes and supporting documents

- Print the script in large cardboards;
- Hold them at the level of the head of the presenter

Check the equipment.

Camera, microphone, cables, bateries

Rehearse before recording.

Observe your posture, your voice, the scenery

Record more than once

Having more than one take (more than a version) may help in the editing phase

Speak with pauses and clearly

Know some technical aspects

Screen resolutions, native formats, codecs and bitrates...

Record solely what should be recorded, nothing more

- Don't record the Windows taskbar in a screencast.
- Don't show the place where the recording is taking place



Video editing phase



Video editing is like decorating a Christmas tree: you can always make it more appealing if you want to spend lots and lots of time

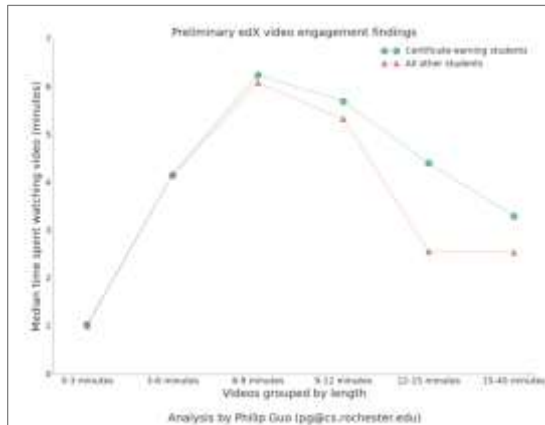
There is almost no limits on the things we can do when editing a film; a compromise is necessary

Example: we can film an interview with just one camera or with two cameras. Using two cameras makes the editing much, much more long

Be careful with the distractors

Don't add superficial things to make the video more "motivating"

Video Length



(Guo, 2013)

“The optimal video length is 6 minutes or shorter — students watched most of the way through these short videos. In fact, the average engagement time of any video maxes out at 6 minutes, regardless of its length.”

“Traditional in-person lectures usually last an hour, but students have much shorter attention spans when watching educational videos online. “

Finding	Recommendation
Shorter videos are much more engaging.	Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.
Videos that intersperse an instructor’s talking head with slides are more engaging than slides alone.	Invest in post-production editing to display the instructor’s head at opportune times in the video.
Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.	Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.
Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.	Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.	If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.
Videos where instructors speak fairly fast and with high enthusiasm are more engaging.	Coach instructors to bring out their enthusiasm and reassure that they do not need to purposely slow down.
Students engage differently with lecture and tutorial videos	For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.

Table 1. Summary of the main findings and video production recommendations that we present in this paper.

(Guo et al., 2014)

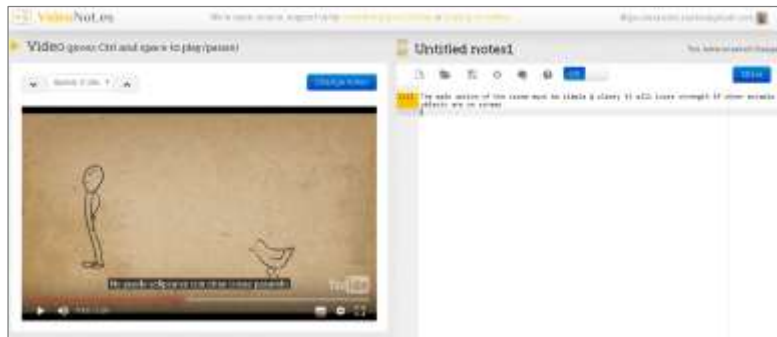
Tools

A tool for teachers: EdPuzzle



<https://edpuzzle.com/>

A tool for students: Videonotes



<http://www.videonot.es/>

How videonotes work (and why is useful for flipped classroom contexts) :

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

Additional resources

Prof. Richard E. Mayer - On the role and design of video for learning:

<https://www.youtube.com/watch?v=S3fYg6OuTIA>

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