

Welcome to today's **University Business** web seminar

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# **Train Faculty to Create Effective and Accessible Course Videos for Academic Continuity**



**Kurt Eisele-Dyrli**  
Web Seminar Editor  
*University Business*



**Ryan Eash**  
Instructional Designer  
TechSmith

**Thank you for joining us! The web seminar will start promptly at 2:00 ET.**

# Welcome to today's **University Business** web seminar

## Train Faculty to Create Effective and Accessible Course Videos for Academic Continuity

*Thank you for joining us!*  
*The web seminar will start shortly at 2:00 ET.*

### **For technical support:**

Use the Chat panel at the right of your screen. Select the name of our event producer, Jason York, and type your message.

"Chat" for tech support

### **No computer speakers? Prefer to listen privately?**

Dial the phone number and access code posted in the Chat window.

"Q&A" for panelist questions

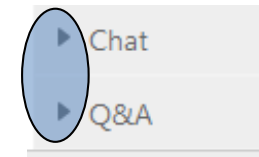
### **To submit a question to our panel:**

Use the Q&A panel at the right of your screen. Send your question to All Panelists, the default option.

Ask:

### **Don't see a panel?**

Click the "expand panel" triangle in front of the panel name.



### **Need to access the presentation at a later time?**

Everyone will receive an email with links to the slides and the archive recording.

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*This web seminar is sponsored by:*



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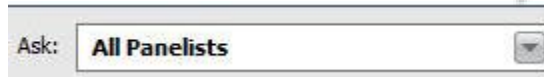
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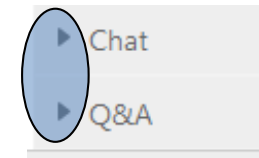


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## Snagit

Screen Capture and  
Recording Software

*29+ Million Users*



## Camtasia

All-in-One Screen Recorder  
and Video Editor

*28+ Million Users*



## Relay

Educational Video Creation  
and Sharing Platform

*1+ Million Videos Created*



## Video Review

Video Collaboration &  
Feedback Tool

*I'm still fairly new, but  
growing quickly*

***#WeAreAllinThisTogether***



# My Background and Experiences



- Joined TechSmith in February 2007
  - Instructional designer, trainer, education evangelist, learning and development specialist, customer success manager, instructional designer

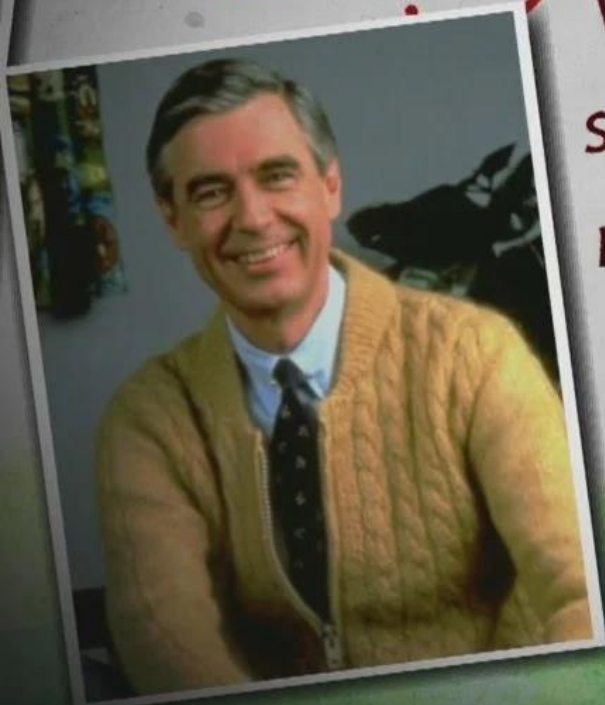


- Adjunct instructor at Lenoir-Rhyne University since 2014
  - *Online Teaching and Instructional Design (OTID)* program



- 10-years in EDU
  - 5-years teaching elementary level
  - 3-years teaching K-8
  - 2-years in higher-ed

# MISTER ROGERS' NEIGHBORHOOD



"When I was a boy and I would  
see scary things in the news,  
my mother would say to me,  
'Look for the helpers. You will  
always find people who are  
helping.'"

Fred Rogers



## Our Agenda

- ✓ Where to Start?
- ✓ Overcome Fears
- ✓ Educational Video Types
- ✓ Don't Sacrifice Engagement
- ✓ Quizzing and Conversations
- ✓ Accessibility - Add Captions
- ✓ Resources
- ✓ Q&A

***#WeAreAllinThisTogether***

# Poll Question



How well do you feel your faculty are doing with creating educational videos because of the shift to remote learning?

Very Satisfied  
Somewhat Satisfied  
Somewhat Dissatisfied  
Very Dissatisfied



# Poll Question



What barriers most often stand in the way of your faculty creating quality video content? *(select your top 2)*

Time

Intimidation by technology

Difficult to accept change

Lack of resources or assistance

Other

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*Where to start?*

## Employ Your Rock Stars

### *Employ your rock stars*

Have some rock-star instructors? Faculty who have been creating videos for a long time can sometimes be the best promoters of your new software system. Encourage them to contribute a few video tips, and mentor other faculty to create their first videos.



***#WeAreAllinThisTogether***

# Video Checklist

## Key Course Videos to Include

For a quality online presence, go beyond basic lecture recordings. Include these videos in each online course to ensure quality connections with students and an engaging instructional experience.

### Intro Video

- ☐ Introduce yourself to students; explain goals for the course.

### Course Navigation Video

- ☐ Let students know where to find important course documents, how to login to the LMS, and other key systems.

### Walk Through Course Documents

- ☐ Quick, informal 'explainer' videos keep personable interactions frequent.
  - ☐ Syllabus
  - ☐ Course Schedule
  - ☐ Project/assignment details (as applicable)
  - ☐ Lab procedures (as applicable)

### Core Course Video Lessons

- ☐ Aim for shorter, focused videos on each topic or concept, around 7-14 minutes long each.

### New Topic or Unit Videos

- ☐ Record weekly class announcements that give context to what's coming up next, and share excitement about course topics.

### Feedback Videos

- ☐ Record feedback as video; narrate comments on assignments, projects, hands-on skills, etc.

### Student-Created Videos

- ☐ Challenge students to create videos for reports, theorem proofs, group projects, or have them create their own welcome videos to promote peer connectedness.

## Video High-Engagement Strategies

Build these interactive elements into your online videos for a course experience that challenges students, increases engagement and outcomes, and uses digital tools to help analyze student participation and progress.

### Get To Know Students By Name

- ☐ Within feedback videos and elsewhere throughout the course, learn your students' names, interests, and how they're doing in your course. Personalized attention helps students feel connected and stay engaged.

### Include Webcam

- ☐ Video lessons feel more personal when students can see your facial expressions. Try picture-in-picture (PIP), or toggle between full-screen webcam and screen video.

### Insert Colorful Images And Graphs

- ☐ Keep students' interest in video lessons with engaging visuals that demonstrate tough concepts.

### Use Mobile Video

- ☐ Use your smartphone or other mobile device to capture real-life instructional footage anywhere. Illustrate practical skills and knowledge within your video lessons. Or, record quick videos to check in with students.

### Embed Graded Quiz Questions

- ☐ Assign grade points to in-video quiz questions. This encourages participation and will help you gauge how students are learning.

### Hand-Write Key Points

- ☐ As opposed to showing only type-written text in your presentation slides, write or draw concepts during your video, for an 'in-person' instructional experience. An inexpensive graphics tablet and stylus work well to illustrate concepts on top of your slides or other documents.

### Add Closed Captions

- ☐ Not only does this comply with ADA guidelines, you'll reach students who learn more effectively with both audio and visual cues, who otherwise struggle to understand the speaking style of the instructor, and those who prefer to watch lessons on a crowded bus or other noisy place.

### Measure Participation Online

- ☐ View engagement for each student, and the class as a whole, based on video views and quizzes. Report quiz results directly to the LMS gradebook, to make the process easier for students and faculty.

### Review Analytics

- ☐ Make sure your video platform has the latest analytics to let faculty see which students are watching videos, which are struggling, and when they need help.

## Accessibility - Video Captioning Guidelines

Get the most accurate captions by capturing quality audio in the first place, enunciating throughout your videos, and keeping videos short.

### Set up to record quality audio

- ☐ Better audio enables more accurate captions. When possible:
  - ☐ Record in a quiet room
  - ☐ Shut windows and doors
  - ☐ Turn off background music
  - ☐ Avoid nearby HVAC units
  - ☐ Use an inexpensive lavalier or USB mic

### Speak slowly and clearly

- ☐ This lets a caption engine recognize your words and phrase patterns, or likewise makes it easier for a human captioner to understand what you're saying.

### Create shorter, focused videos

- ☐ Shorter videos not only make captioning easier, they also are better at keeping students' attention.

TechSmith® | TechSmith Relay

## Checklist—Create Effective Course Videos

- Key Course Videos to Include
- Video High-Engagement Strategies
- Accessibility—Video Captioning Guidelines





## Look for Quick Wins



*Start small and gain confidence ...*

*... one video at a time!*

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# *Overcome Fears*

## Overcome Fears



Learn to like the sound of your own voice.

Believe it or not, that really is how you sound when you talk.



Don't worry about being perfect.

If you make a mistake, or say the wrong thing, correct yourself and move on.

**Be Authentic!**

*“They want to see me - the real person...”*



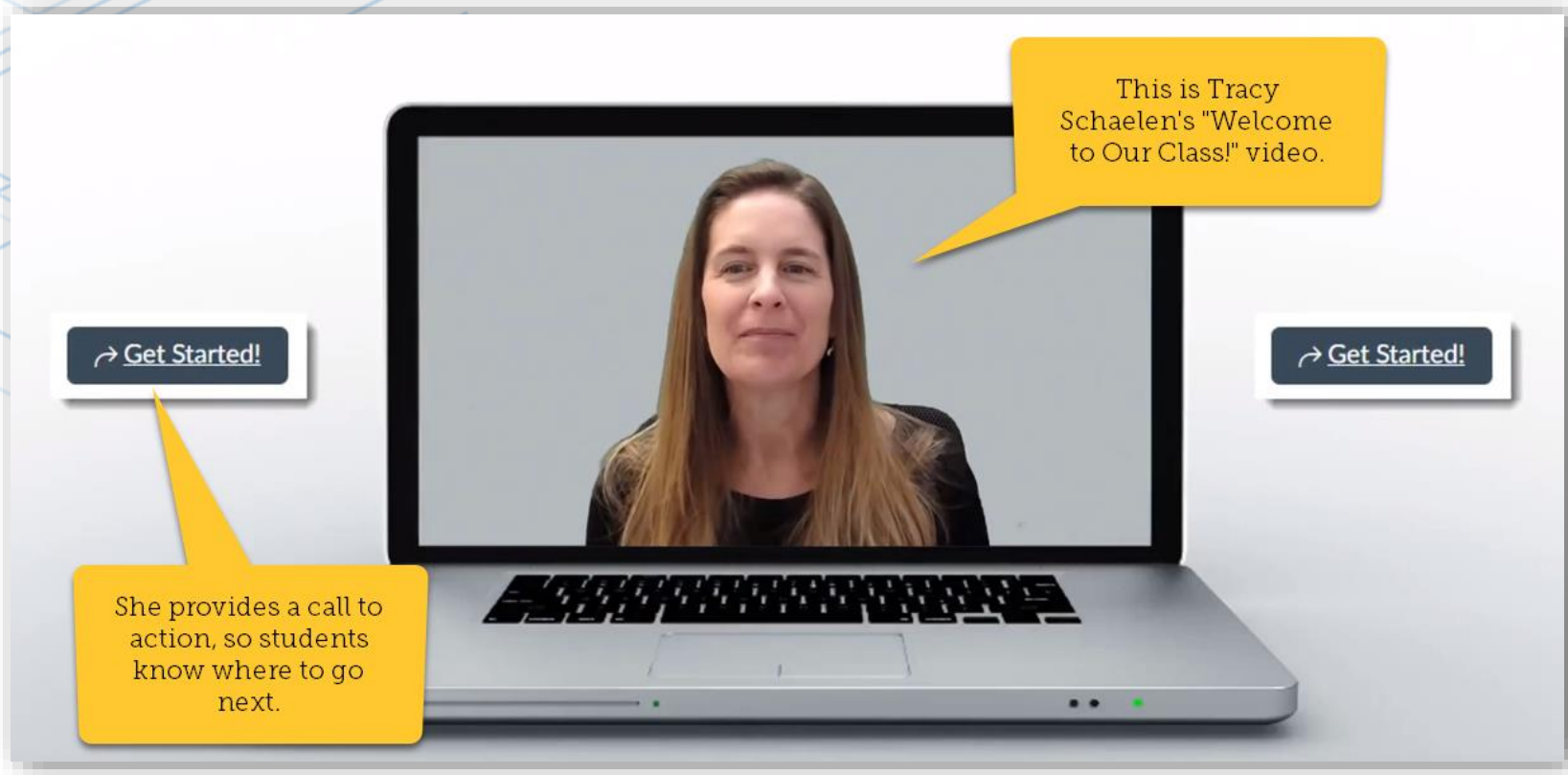
“Students really don’t care if I make a mistake, have a bad hair day, or sneeze on video. They want to see me—the real person, not a professional spokesperson. Have you ever noticed that making a silly mistake, telling a dumb joke, or stumbling over a chair in a face-to-face classroom endears you to your students? They see you as a fellow human being, and they love you for it.”

— Tracy Schaelen, Distance Education Faculty Coordinator,  
Southwestern College

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# *Educational Video Types*

## Introduction or Welcome Videos



- 1) A great way to encourage faculty that may be apprehensive about creating videos.
- 2) Tip: Keep it short and concise.

<https://www.youtube.com/watch?v=hRZdkkCm2CU> (only 24 seconds)

## Introduction or Welcome Videos



Tracy used Camtasia for her video, but with the Relay Recorder, it's super easy to create a webcam only video.



## Weekly Topic or Encouragement Videos



### Weekly Check-in Videos:

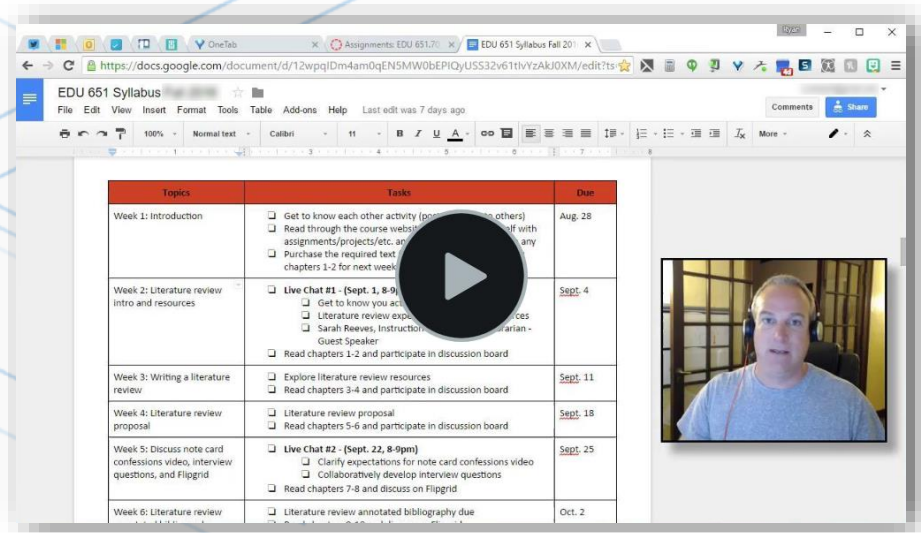
- Easy way to remain engaged with students.
- Consistent communication.
- Becomes expected from students.

### Video format and content:

- Target 5-minutes or less. *\*Short and concise*
- Use your webcam to continue “humanizing” the class.
- Make the videos meaningful. If they aren’t, then students will stop watching them after week 2.



# Weekly Topic or Encouragement Videos

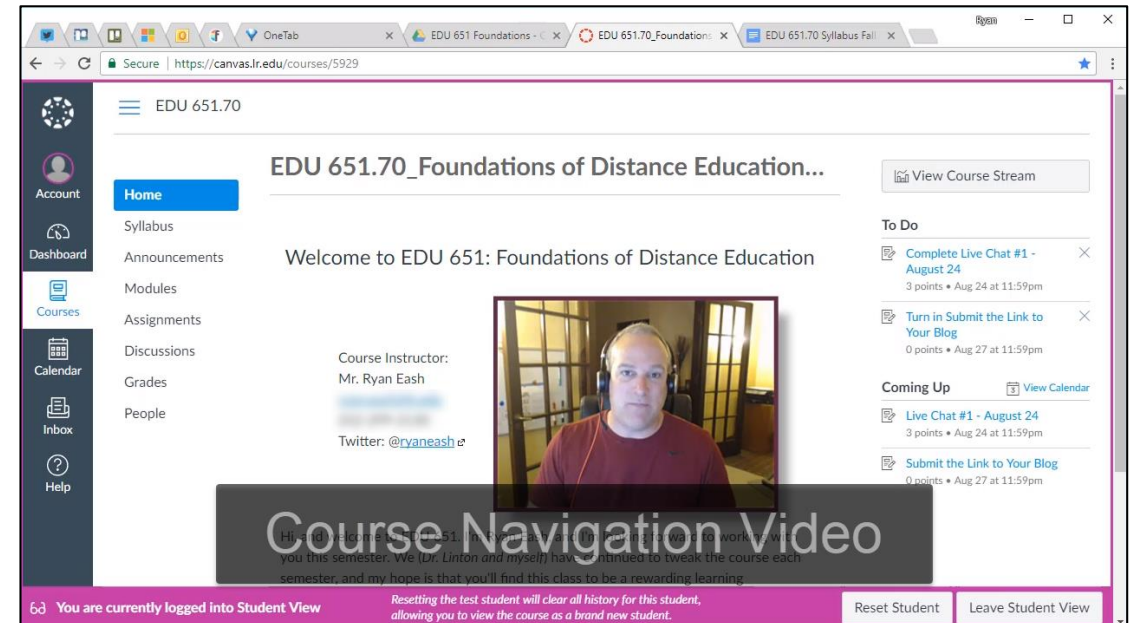
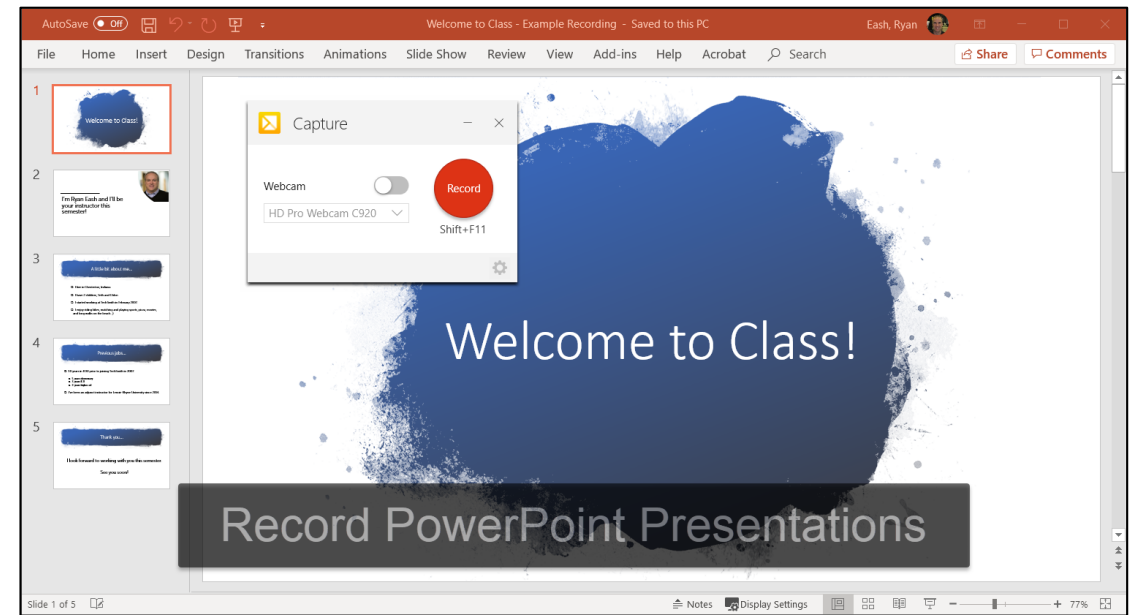


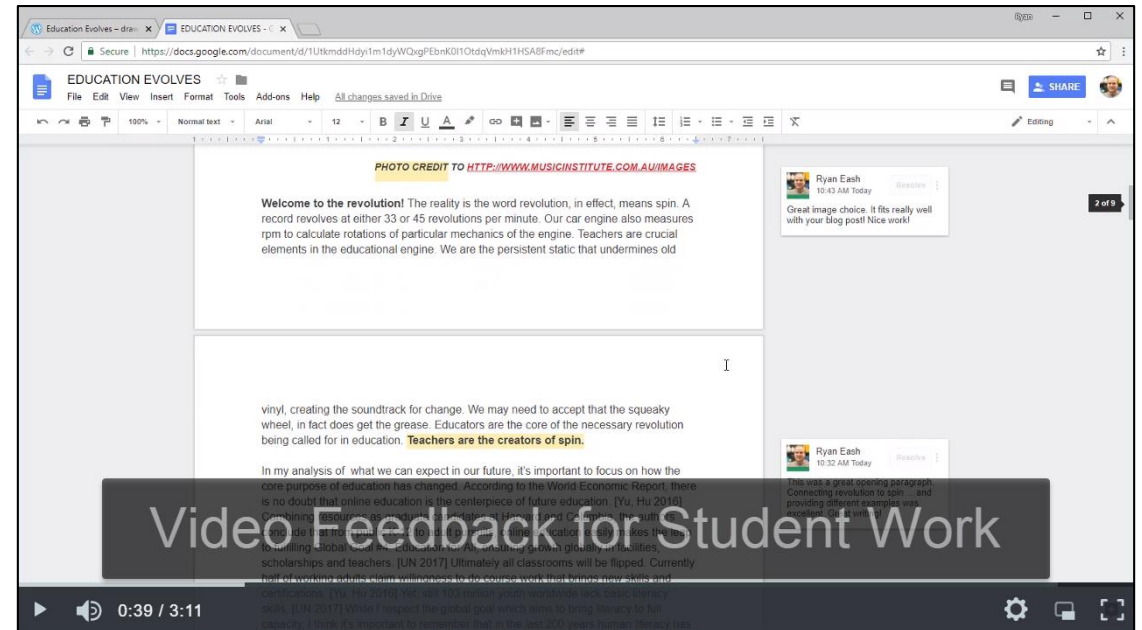
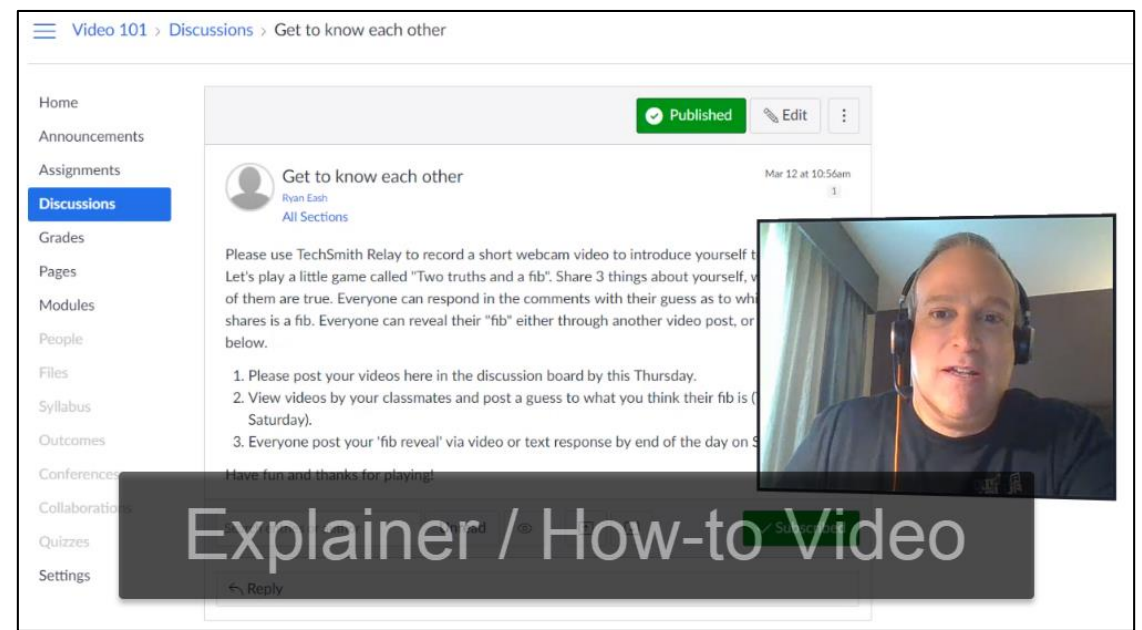
*You never know when a short, encouraging, 30-second video is exactly what some students may need on a particular day.*

## Ideas for what to include:

- ✓ Show where they are in the syllabus ... what's coming up this week?
- ✓ Answer questions that came up from individual students during the prior week - help minimize repetitive questions.
- ✓ Remind students of assignments coming due.
- ✓ Share examples for upcoming projects.
- ✓ Demonstrate tips on how to use a tech tool.
- ✓ Walk through some online resources.
- ✓ Praise your students for their hard work during the prior week.

**#WeAreAllinThisTogether**





# Poll Question



What Learning Management System (LMS) are you using?

Blackboard

Brightspace (D2L)

Canvas

Moodle

Other (please share in chat)



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# *Don't Sacrifice Engagement*

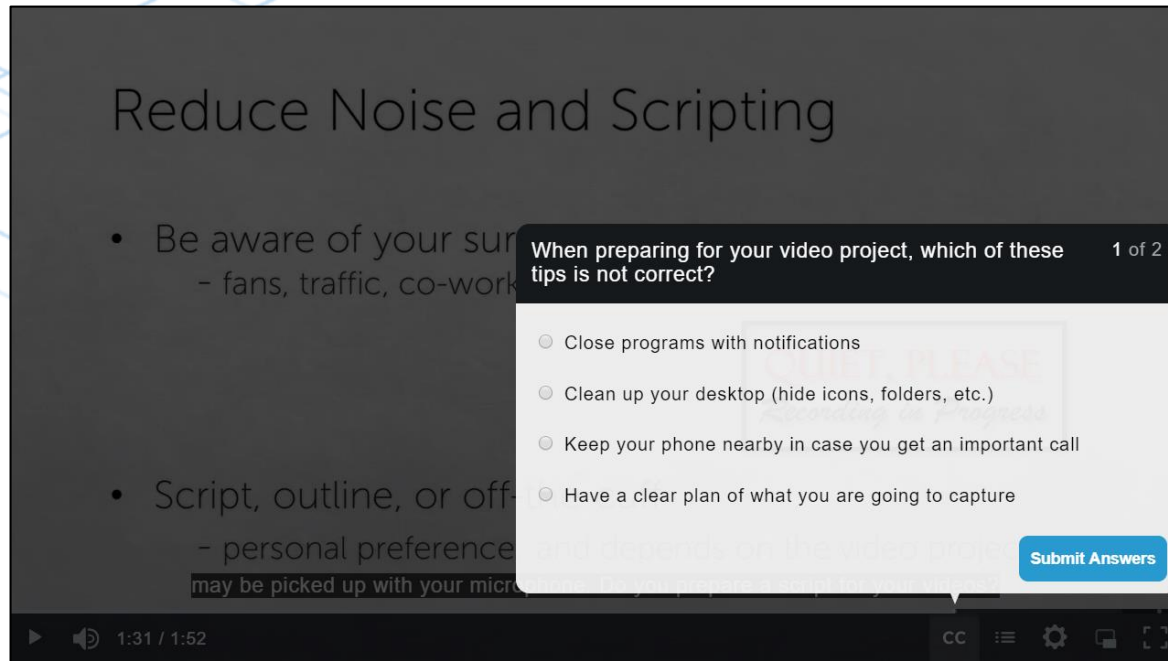
## *Quizzing and Conversations*

## Quizzing for Engagement

*“Enhancing videos with quizzes improves student engagement, reduces mind-wandering by 50%, increases notetaking by 300%, and improves learning outcomes by 30%.”*

- Harvard Research Published in Proceedings of the National Academy of Sciences (PNAS)  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3631699/>

# Quizzing Advantages

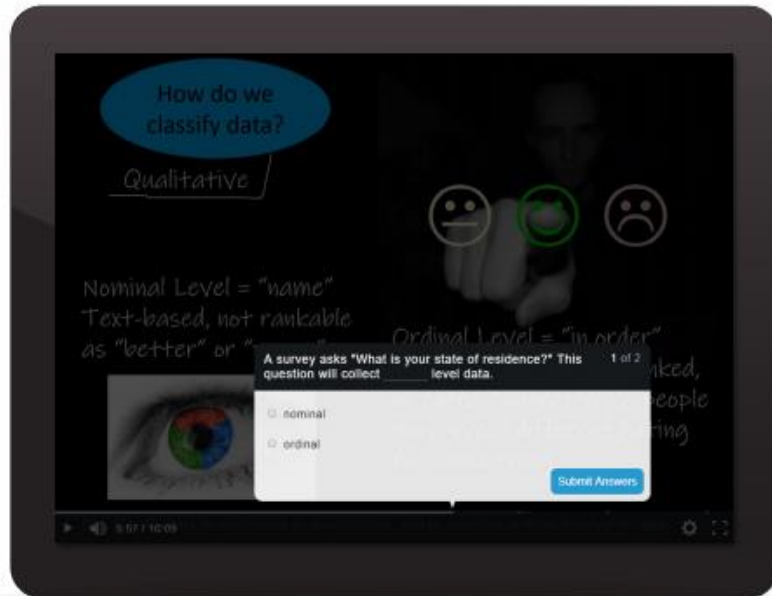


## Advantages to adding quiz questions:

- ✓ Helps make content engaging.
- ✓ Gives students immediate feedback.
- ✓ Helps faculty understand knowledge gaps.
- ✓ Students can't press 'Play' and walk away. They must interact with the video.
- ✓ Can be graded or not-graded.

# Take a Grade or Use for Test Prep?

- **Tie grade points to quiz results.** Tracie Lee, Lecturer in the College of Business and Economics at Boise State University, adds quizzes to videos to engage students with interactivity and check for understanding. Notably, she has found that if there are no points associated with a quiz, students won't take it. Instead, she ties quizzes back to their participation/attendance grade. This has proved to be effective in increasing engagement as well as helping her measure comprehension. "Short videos with embedded quiz questions let students interact with the material and get instant feedback on their understanding of a concept," said Tracie. "It's amazing how their scores on the video quizzes track how they will do on their exams."




*As seen in Tracie Lee's Business Statistics 207 video, interactive quizzes throughout measure student comprehension while increasing engagement in the lesson.*



# Create Conversations for Student Engagement

Wound Procedures Demonstration - Wound Procedures 03

Receive Notifications ☒ [Manage Media](#)



Search comments

**Reed Agner** 3:32  
When removing the dressing should we document any information if everything looks normal?  
Reply 0 Edit  
Show 1 reply

**Reed Agner** 5:15  
Great tip to 'dog ear' each piece of tape to help with removing it later.  
Reply 1 Edit

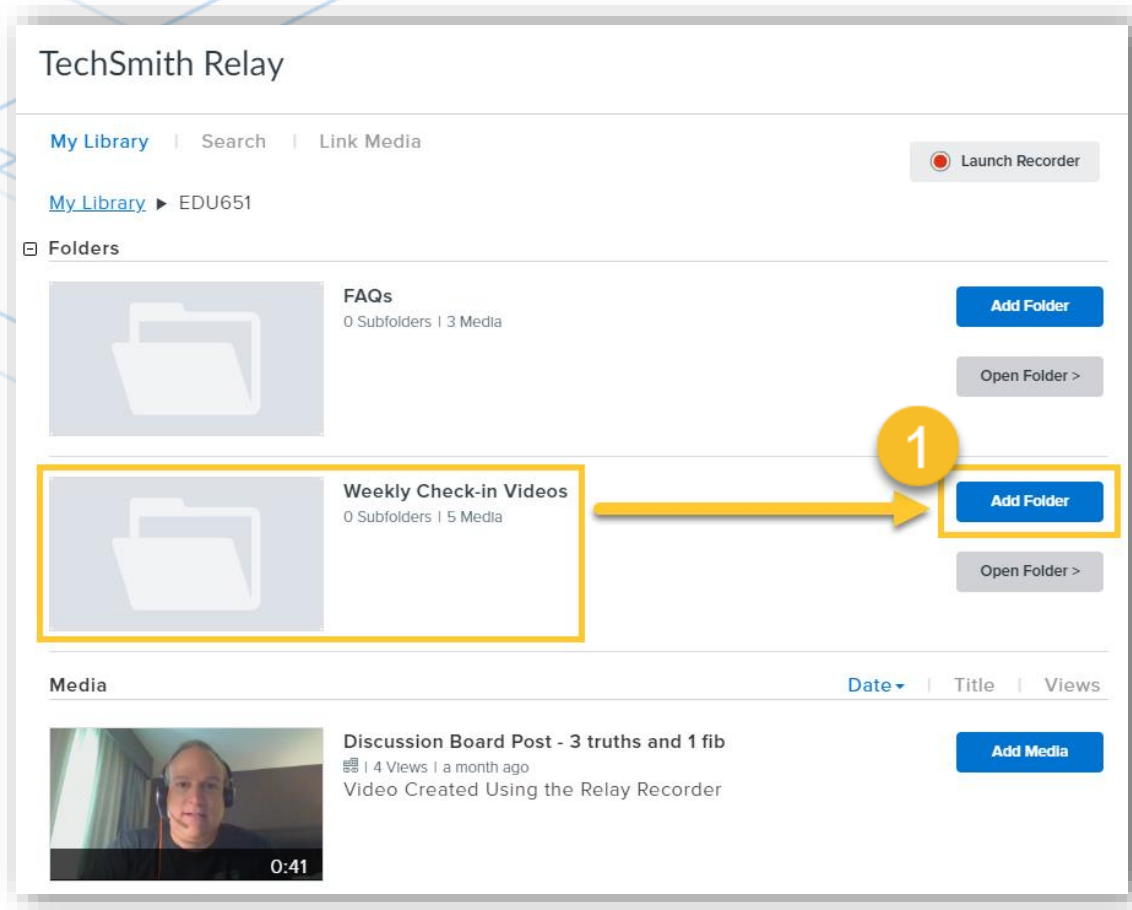
**Ryan Eash** 9:08  
I should have mentioned this earlier, but make sure the patient has the call button in their hand in case you need them to call a nurse to come in and assist with anything.  
Reply 0 Edit

RE Add a comment

Submit

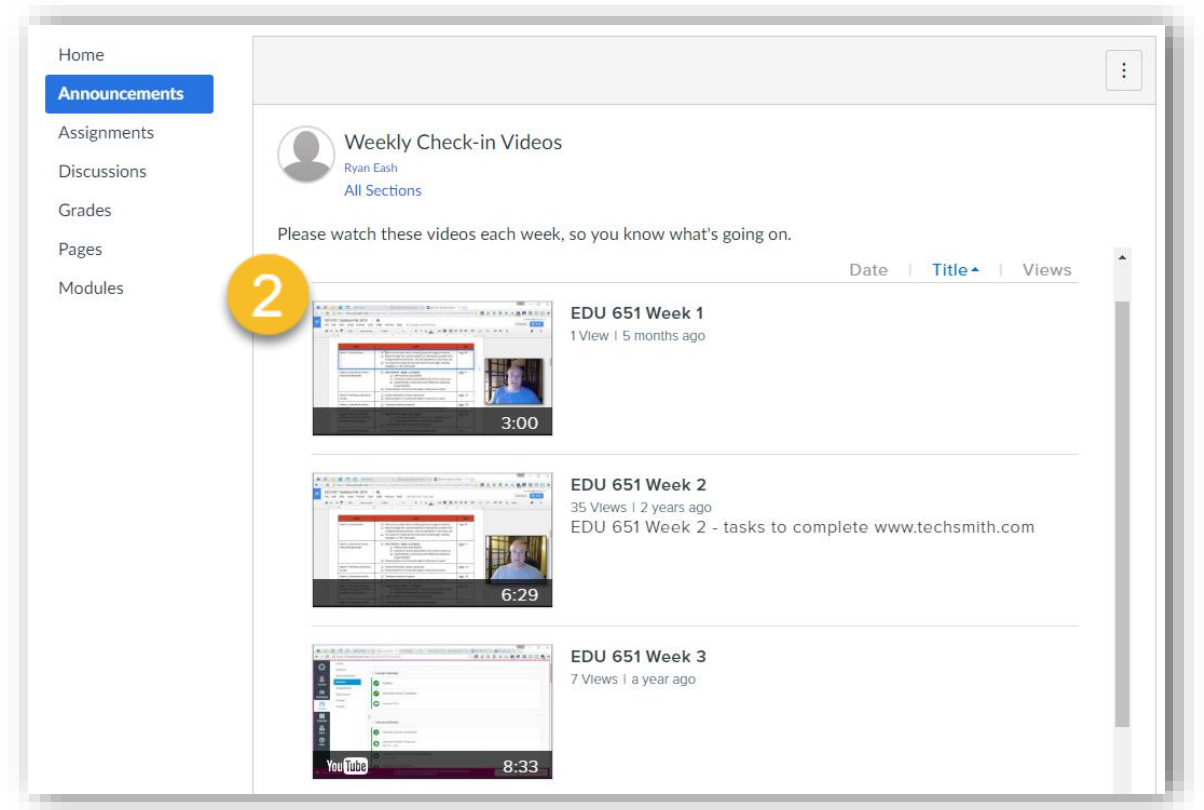
Turn a video into a class discussion, where students can ask questions and answer each other via in-video commenting.

# Share Learning Content With Ease

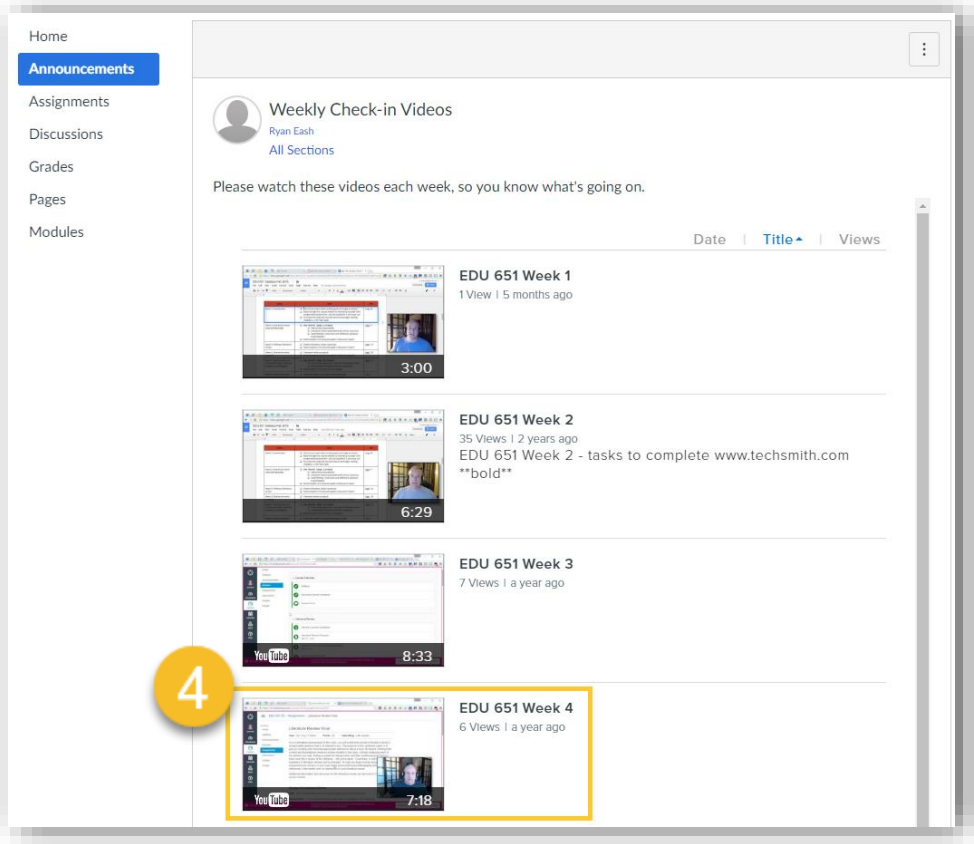
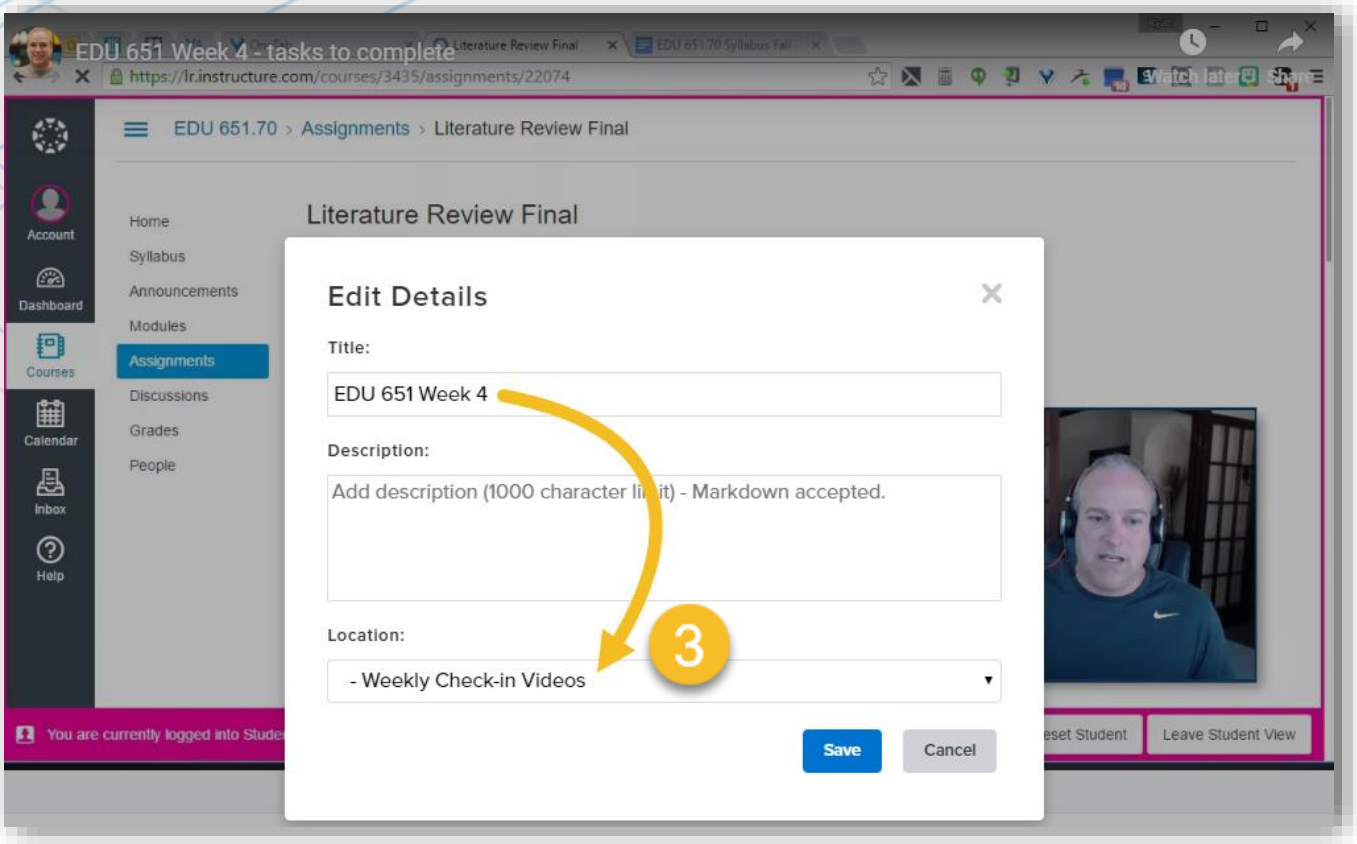


## Minimal effort for faculty:

- Share an entire folder in your LMS.



# Share Learning Content With Ease



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# *Accessibility*

## *Add Captions*

# Accessibility

## Why do students use closed captions?

	frequency
Helps me focus	1001
Helps me retain the information	963
Helps overcome poor audio quality	958
I watch videos in sound sensitive environments (e.g. a library)	650
Helps me with difficult vocabulary	418
I have difficulty with hearing	288
My professor has an accent	285
Other (please describe)	155
English is my second language	112

7

Benefits of using captions ...  
... beyond ADA Compliance.

# Accessibility

## Sample Comments of Perceived Learning Benefits of Closed Captions

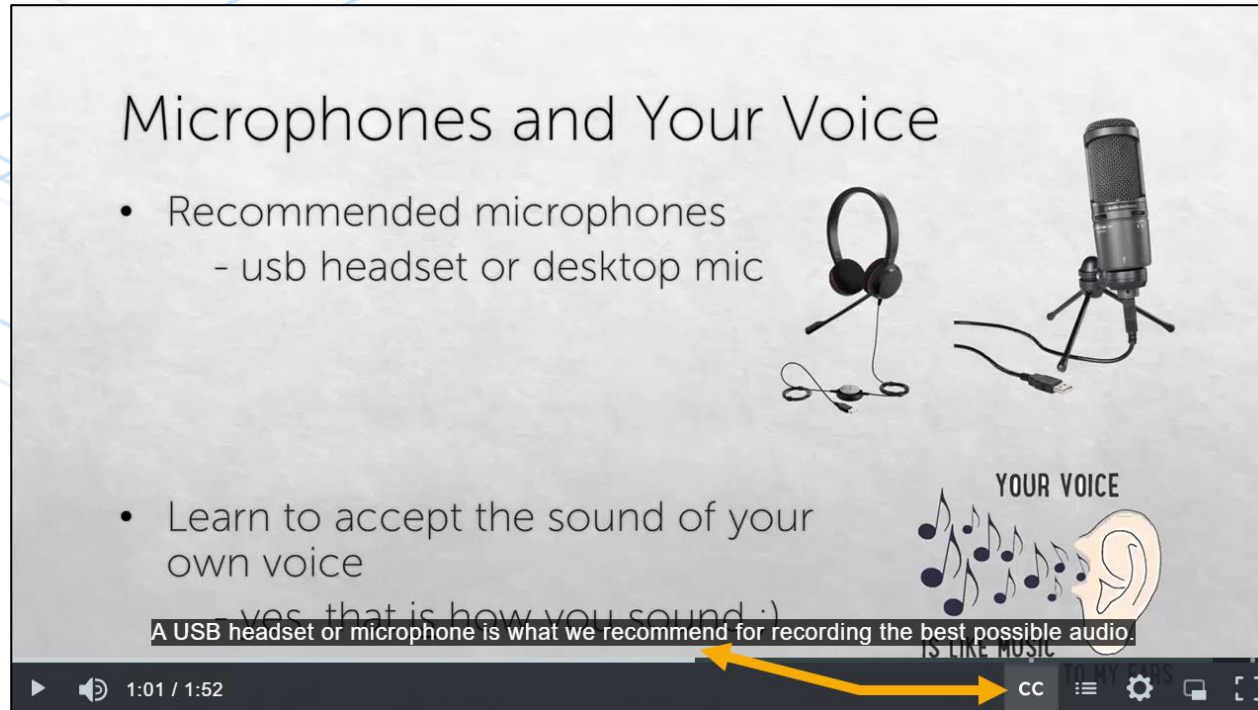
- **Accuracy:** “If I need to write down notes, I know exactly how to quote a video.”
- **Comprehension:** “It can help me deeply understand the lecture.”
- **Retention:** “By simultaneously reading and listening to the content, I am able to retain the information better.”
- **Engagement:** “They help me to focus on the video instead of just tuning out the noise.”

12



Benefits of using captions ...  
... beyond ADA Compliance.

# Accessibility - Closed Captions



Guide your faculty to:

- ✓ Auto-generate captions for each video.
- ✓ Use clear titles and descriptions.
- ✓ Be verbally descriptive or include audio description tracks.
- ✓ Get others involved to help with captioning ... even students.
  - Northwood University is doing this.



# Caption Editor - ADA Compliance Checker

Save & Exit

Preview

Last saved at 4:17 PM


Import

Export

Publish

## Microphones and Your Voice

- Recommended microphones
  - usb headset or desktop mic



- Learn more about your own voice
  - y

A USB headset or microphone is what we recommend for recording the best possible audio.

5.176 s

13 SIC

TO MY EARS

00:00:54 00:00:55 00:00:56 00:00:57 00:00:58 00:00:59 00:01:00 00:01:01 00:01:02 00:01:03 00:01:04 00:01:05 00:01:06

A USB headset or microphone is what we recommend for recording the best possible ...

There a

Read reviews and ask for su

+

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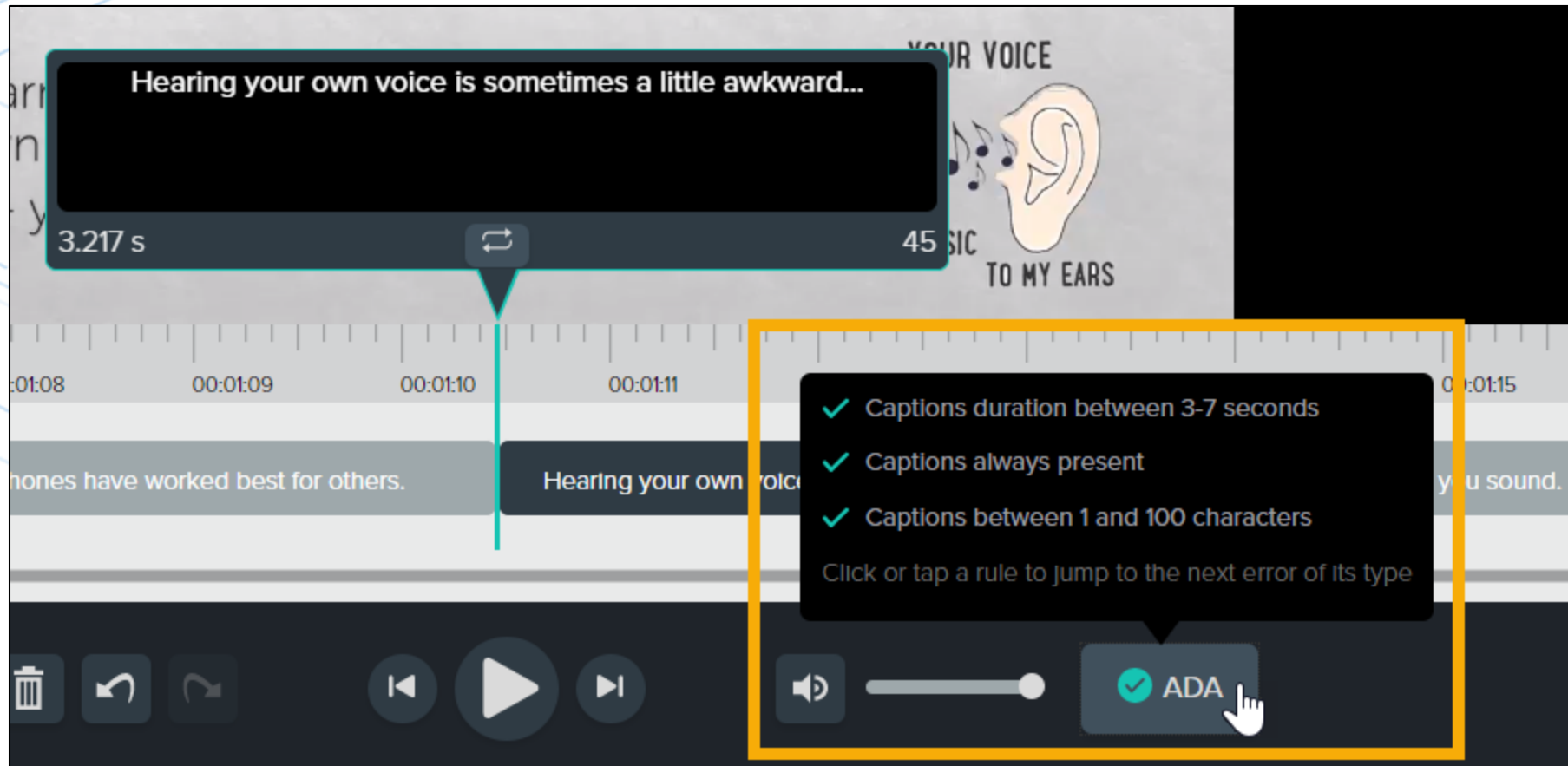
🔊

ADA

?



## Caption Editor - ADA Compliance Checker



# Captions Make Your Video Searchable

The image shows a YouTube video player interface. On the left, a dark sidebar titled "Best Practices Audio" contains a search bar with the text "microd" and a close button. Below the search bar, there is text about USB headsets and microphones, followed by a list of bullet points. A yellow arrow points from a text box to the search bar. The main video area shows a blurred background with the title "Reduce Noise and Scripting" and a subtitle "Be aware of your surroundings". A red box with the text "QUIET, PLEASE Recording in Progress" is overlaid on the video. At the bottom, a video player control bar shows the time "1:41 / 1:52" and a "CC" button. A yellow box highlights the "CC" button.

Best Practices Audio

microd

A USB headset or microphone is what we recommend for recording the best possible audio.

Read reviews and ask for suggestions on what microphones have worked best for others.

- Be aware of your surroundings

may be picked up with your microphone. Do you prepare a script for your videos?

Reduce Noise and Scripting

QUIET, PLEASE  
*Recording in Progress*

• Script, outline, or off-the-cuff

- personal preference...and depends on the video project

free of umms, I will generally prepare a script and record my audio separately.

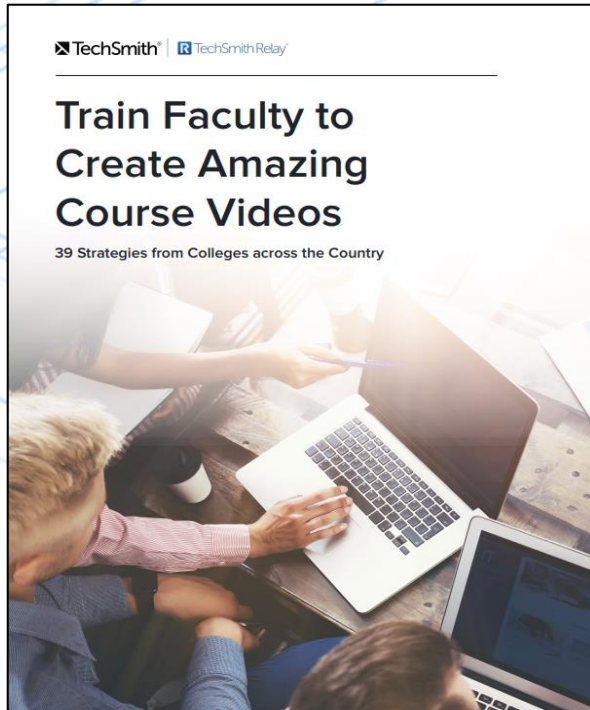
1:41 / 1:52

CC

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# *Resources*

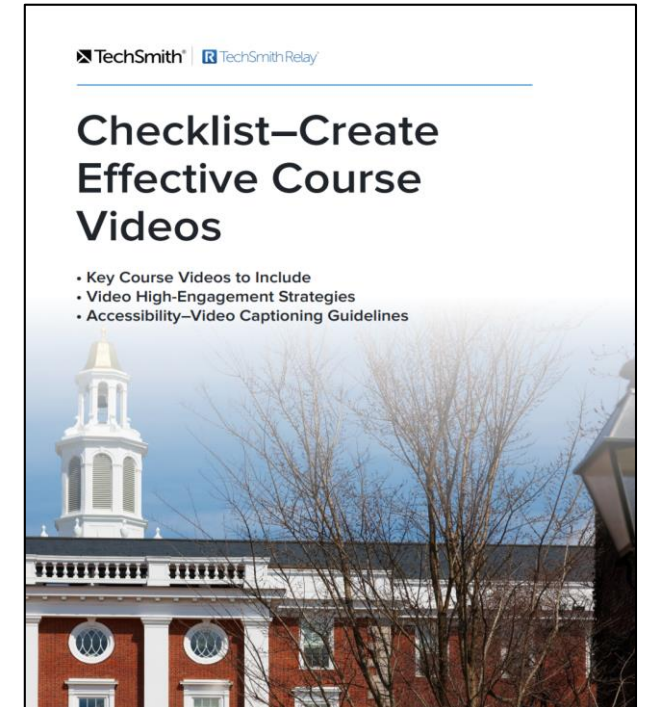
# Resources



[bit.ly/train-faculty-create-videos](https://bit.ly/train-faculty-create-videos)



[bit.ly/remote-work-resources](https://bit.ly/remote-work-resources)



[bit.ly/checklist-course-videos](https://bit.ly/checklist-course-videos)

***#WeAreAllinThisTogether***



All existing **Relay** customers will be provided an expanded site license with campus-wide access through June 30, 2020.



Temporary extended trials of **Snagit** and **Video Review** will be available through June 30, 2020.

Visit this page to sign up and gain access:  
<https://discover.techsmith.com/remote-techsmith/>

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*Comments or Questions?*



Please let me know if I can help.



***Ryan Eash***

*Instructional Designer*

*[r.eash@techsmith.com](mailto:r.eash@techsmith.com)*



Show what you know

***#WeAreAllinThisTogether***

# Train Faculty to Create Effective and Accessible Course Videos for Academic Continuity

## Q&A

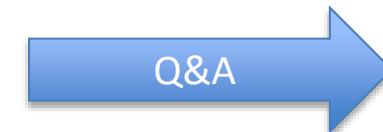


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Have a question for our presenters? Submit it through the [Q&A](#) at the right.

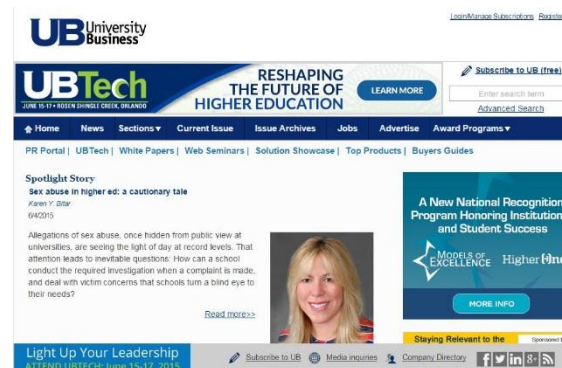


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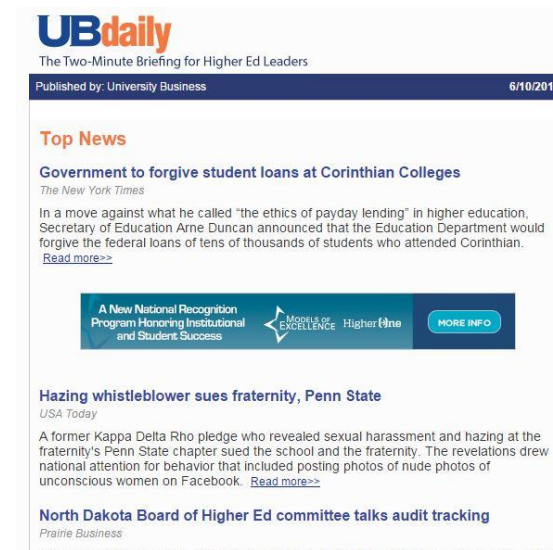
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<http://www.UniversityBusiness.com/Web-Seminars>

You will also receive an email with a link to the slides.