Instructional Video
Planning, Producing & Assessing/Evaluating

Dr. Susan Manning

Dann Hurlbert

Grab the Handout!
WHAT CAN INSTRUCTIONAL VIDEOS DO FOR YOU?
Who’s Here?

- Teach at a University?
- Teach at K-12?
- Educational/Academic Technologist or Specialist
- Create Instructional Videos?
- Support those who create instructional videos?
1 Minute Review

Mindless
Slow-Moving
Carelessly Crafted
Feedback via Google Forms

Instructional Video Quiz

This short video will offer three key points to developing instructional videos. The accompanying quiz will give you some idea of whether or not you learned anything—visit what you'd like to learn more about.

* Required.

Please watch the below 59 second video and be prepared to answer the subsequent 3 questions.

**Mindless Slow-Moving Carelessly Crafted**

After one minute, what percent of YouTube viewers are still watching a video?  
- 29%
- 99%
- 99%
- 0%

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Score</th>
<th>After one minute, what percent of YouTube viewers are still watching a video?</th>
<th>The first thing you need to consider before creating an instructional video is what?</th>
<th>The second thing you need to consider before creating an instructional video is what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/12/2017 11:12:37</td>
<td>3 / 4</td>
<td>59% What your learning goal is.</td>
<td>How you'll assess the learning.</td>
<td></td>
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<tr>
<td>5/12/2017 15:30:38</td>
<td>3 / 4</td>
<td>59% What your learning goal is.</td>
<td>How you'll assess the learning.</td>
<td></td>
</tr>
<tr>
<td>5/18/2017 8:59:54</td>
<td>2 / 4</td>
<td>0% What your learning goal is.</td>
<td>How you'll assess the learning.</td>
<td></td>
</tr>
</tbody>
</table>

https://goo.gl/forms/TQdMZrrZ0mo7ckWa2
What is the 1 thing you’d like to get out of our workshop?

6 responses

- How to make the visuals more appealing.
- Tips on making instructional videos more engaging.
- A sense of how long it takes to do this, strategies for easy updates when vids need updating, strategies for engaging their attention.
- How to create effective videos.
- How to incentivize students watching videos without making the grade too costly.
- I’m a complete novice so am interested in learning the basics and how to think about videos.
Proponents say Video aids in

- Student Motivation
- Learner Engagement
- Retention
- Conceptualization
- Academic Achievement
- Punctuality, Halitosis, Social Life, Relationship with Your Parents, Spiritual Well-Being, Favorite Sports Team’s Record Improved, Odds of winning the lottery, Likelihood of being asked to present at this conference again...
So, is video the BEST answer?
The Best Instructors Still...

- Have extensive content knowledge
- Have passion for subject
- Are organized and prepared
- Use effective/engaging delivery
- Connects with students
- Has a sense of humor
- More . . .
Spectrum of Instructional Video

Low production resources

Pre-Production

Production

Post-Production & Delivery

High production resources

In your PJs

Flipping

Archive/Reuse

For public view
Retention Increases

Dale Edgar’s Cone of Experience

- Read
- Hear
- View Images
- **View Videos**
- Attend Exhibitions
- Watch Demonstration
- Participate in Workshops
- Design Collaborative Lessons
- Simulate or model a real experience
- Design/Perform a presentation/Experiment
Retention Increases

then

**PROCESS & APPLY**

- Participate in Workshops
- Design Collaborative Lessons
- Simulate or model a real experience
- Design/Perform a presentation/Experiment

Dale Edgar’s Cone of Experience

View Video
Dann’s Planning Process:

1. Know the learning objective.
2. Know assessment strategy.
3. Create Script/Outline.
Susan’s Planning:

1. If there were one or two points to remember 2 years from now, what would they be?

2. Is there an everyday object or metaphor I can use?
LEARNING GOALS

After viewing this video, students will be able to

- identify five key provisions of the clean air act
- outline the procedure for calibrating a gas chromatograph
- calculate the probability that two sample means will...
- explain which economic and political factors contributed to...
- design an experiment to determine the effect of...
- formulate a resume in [the foreign language] for a job application

http://www2.tulane.edu/liberal-arts/upload/Student_Learning_Outcomes.pdf

http://learning.nd.edu/remix/build/goals.html
ACTIVITY: Write a . . .

1. Learning Goal
2. Assessment Strategy
Bloom’s Taxonomy & Video Types

Dann Hurlbert, Carleton College
Ben Gottfried, St. Olaf College
Video Type:

- CREATING
- EVALUATING
- ANALYZING
- APPLYING
- UNDERSTANDING
- REMEMBERING

Complexity: Low Med Hi

A Video Taxonomy

- Absences
- Content Review/Preview
- Variation of Instructor Delivery
- “Expert” Insight / Alternate View
- Time-Location Control
- Demonstration
- Add Depth to Content
- Methodology & Philosophy
- Discussion Advancement
- Detailed Process Instruction
- Provide/Explain Assignments
- Instructor, Peer, or Self Evaluation
- Student Portfolio Material
- Time Saver & “It’s in the can”
Susan Manning  
Education, UW Stout (Single Camera)

Al Montero  
Political Science, Carleton (PPT & Teleprompter)

Ashley Hodgson  
Economics, St. Olaf (Webcam)

- Absences
- Content Review/Preview
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- Time Saver & “It’s in the can”

TALKING HEAD / LECTURE CAPTURE
Video Type: Talking Head / Lecture Capture

Complexity: Low  Med  Hi

- Absences
- Content Review/Preview
- Variation of Instructor Delivery
- “Expert” Insight / Alternate View
- Time-Location Control
- Demonstration
- Add Depth to Content
- Methodology & Philosophy
- Discussion Advancement
- Detailed Process Instruction
- Provide/Explain Assignments
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- Student Portfolio Material
- Time Saver & “It’s in the can”
Encouraging Video for Course Introductions

- The Value
- Optional
Marty Baylor
Physics, Carleton (Lightboard)

Palmar Alvarez-Blanco
Spanish, Carleton (Skype & Recorder)

- Absences
- Content Review/Preview
- Variation of Instructor Delivery
- "Expert" Insight / Alternate View
- Time-Location Control
- Demonstration
- Add Depth to Content
- Methodology & Philosophy
- Discussion Advancement
- Detailed Process Instruction
- Provide/Explain Assignments
- Instructor, Peer, or Self Evaluation
- Student Portfolio Material
- Time Saver & "It’s in the can"

Expert interviews
Video Type: Expert Interviews

Complexity: Low Med Hi

- Absences
- Content Review/Preview
- Variation of Instructor Delivery
- “Expert” Insight / Alternate View
- Time-Location Control
- Demonstration
- Add Depth to Content
- Methodology & Philosophy
- Discussion Advancement
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Sarah Meerts
Psychology, Carleton (Mac, Screenflow)

Absences
Content Review/Preview
Variation of Instructor Delivery
“Expert” Insight / Alternate View
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Demonstration
Add Depth to Content
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Time Saver & “It’s in the can”

Susan Manning
Education, UW Stout (Flip Grid & Jing)

Matt Wiebold
Physics, St. Olaf (ipad, Explain Everything)

Screencasts
Screencasts as Feedback Tool

- Personal
- Visual
Screencast Software

- Screenflow (Mac)
- Camtasia
- Quicktime
- YuJa, Tegrity, Panopto, 3Play Media, Echo
- Jing
- Snaggit
- VLC
- Skype or Facetime + ecamm Call Recorder  
  - Or other Conference Call Software, Zoom, etc.
- Other

Video Type: Screencasts

Complexity: Low Med Hi

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Absences
• Content Review/Preview
• Variation of Instructor Delivery
• “Expert” Insight / Alternate View
• Time-Location Control
• Demonstration
• Add Depth to Content
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Instructional How-To’s

Kelly Connolle
Art, Carleton (3 Video Cameras)

Fred Hagstrom
Art, Carleton (3 Cameras)

Stephen Mohring
Art, Carleton (3 Cameras)

Absences
Content Review/Preview
Variation of Instructor Delivery
“Expert” Insight / Alternate View
Time-Location Control
Demonstration
Add Depth to Content
Methodology & Philosophy
Discussion Advancement
Detailed Process Instruction
Provide/Explain Assignments
Instructor, Peer, or Self Evaluation
Student Portfolio Material
Time Saver & “It’s in the can”

+ Apple’s Recent

How to shoot on iPhone 7.

Instructional How-To’s
Video Type: Instructional How-To’s

Complexity: Low Med Hi

- Absences
- Content Review/Preview
- Variation of Instructor Delivery
- “Expert” Insight / Alternate View
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- Demonstration
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Peter Bohacek
Henry Sibley HS (highspeed camera, FCP)

HM Prison and Probation Services
(2 cameras, Editing Software)

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Case Studies & Simulations
Ka Wong
Asian Studies, St. Olaf (video camera, stills, imovie)

Dann Hurlbert
Carleton (Toast, Video Editing software)

- Absences
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Documentary/Film Analysis
**Type:** Case studies/Simulation Documentary/Film Analysis

**Complexity:**
- Low
- Med
- Hi

<table>
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<tr>
<th>CREATING</th>
<th>EVALUATING</th>
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<th>APPLYING</th>
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- Instructor, Peer, or Self Evaluation
- Student Portfolio Material
- Time Saver & “It’s in the can”
Absences

Content Review/Preview

Variation of Instructor Delivery

“Expert” Insight / Alternate View

Time-Location Control

Demonstration

Add Depth to Content

Methodology & Philosophy

Discussion Advancement

Detailed Process Instruction

Provide/Explain Assignments

Instructor, Peer, or Self Evaluation

Student Portfolio Material

Time Saver & “It’s in the can”

Student Comprehension Demos
Showcase Student Work (and your institution’s)

Collection Stories

The Sublime
Julia Olson '13

Imagining the Unknown
Michelle Abecasis '13

The Subconscious
Gabrielle Peterson '13

Food
Scott Kelly '13

Student Comprehension Demos
Video Type: Student Comprehension Demo

Complexity: Low  Med  Hi

- Absences
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Good Examples = Re-Use*
ACTIVITY:
What 5 Goals Will Your Video Meet?

- Absences
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- Demonstration
- Add Depth to Content
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What level of Blooms will it achieve?
“I just need you to make me quick 10 minute video.”
1 Minute of Video = \textbf{3-33hrs}

- Plan/Script: 1-3 hours
- Recording: 1-3 hours
- Editing: 1-10 hours
Duration: 59%

Watch a YouTube video for 1 min
only 58% watch 3-4 minutes

*Higher viewership for certificate seeking viewers and when stakes are raised

+ hook your viewers in the first 30 seconds

Duration:

3 min avg

6 min max

edx: videos under six minutes resulted in significantly greater learner engagement (Guo, 2014).

http://blog.edx.org/optimal-video-length-student-engagement
Modern Shot Duration

2.5 Seconds

https://www.wired.com/2014/09/cinema-is-evolving/
“Five years from now, on the web, you’ll be able to find the best lectures in the world. It will be better than any single university.”  

Bill Gates, 2010

Was he right?
Tips for Editing Video

http://blog.ted.com/10-tips-for-editing-video/
Choose the Best Camera Angle: Closer = Better
Keep Changing the Visual In a Relevant Manner
Edit Your Mistakes
Step Away From Your Edit
Script / Outline

Script or Outline

1. Self & Topic Intro. (2-4 sentences, 15-20 seconds)
2. Desired Learning Outcome (15-20 seconds)
3. 1-3 Cognitive Steps (2-4 minutes)
4. Review/Summary (15-20 seconds)

*Keep assessment separate from video.*
ACTIVITY:

Using the Instructional Video Storyboard write a short script or outline for your video

1. Hi, this is ______ again. In this video we’re going to . . . (2-4 sentences, 15-20 seconds)
2. You should know, apply, be able to, interpret, etc. . . . (15-20 seconds)
3. First, we’re going to . . . Then . . . and finally . . . (2-4 minutes)
4. To Summarize . . . (15-20 seconds)

*Remember: avoid specific assignments/grades/points/dates/limiting factors
Value of the Visual

Planning

Value of Visual (various studies)
- 60% Visual vs 40% Attitude
- 93% Non-Verbal vs. 7% Verbal
- 55% VISUAL/BODY LANGUAGE
  + 38% TONE OF VOICE
  + 7% WORDS SPOKEN

Insight:
Reinforce important Concepts with Images/Text

Not Adding Text: USE YOUR BACKGROUND
Plan Visuals

• 2nd Camera or Re-Shoot Close-Ups

• Screencast Program/Software

• Insert PPT Slides or Still Images

• Reinforce Key Points with On-Screen Text
Plan Visuals

Optic Chiasm

behavior, a pattern of approach and withdrawal from the male rat. Typically, paced mating behavior is quantified by measuring the time elapsed between receipt of a mating stimulation and return to the male (contact-return latency) and the likelihood of withdrawal after each stimulus (percentage of exit). Both measures increase as a function of the intensity of the preceding mating stimulation (mount < intro mission < ejaculation; [Blaustein & Erskine, 2002]) and reflect the influences of both motivational and sensory components [Erskine, 1992; Erskine, Lehman, Cameron, & Polston, 2004]. As female rats acquire sexual experience, the display of paced mating behavior shifts (Jones & Pfau, 2014; Lovell et al., 2007; Meerts, Schairer, Ferry-Thompson, Johnson, & Strnad, 2014; Meerts, Strnad, & Schairer, 2015). Sexually experienced female rats return more quickly to the male after intromission, exhibit shorter intervals between intromissions, and spend more time with the male than rats mating for the first time (Meerts et al., 2014; Meerts et al., 2015). Interfering with the relay of sensory input (Meerts et al., 2015).
Framing & Rule of 3rds

Try to place subject at one of these four circles.
Psychology of Framing:
Camera at or slightly below eye level to connect with viewer
Psychology of Framing:

Low Angle
You’re “above” your viewer

High Angle
You’re “below” your viewer
Get Close:

Adds Interest, Accentuates Details, Reinforces Key Points

Important Points

Hitchcock’s Close-Ups: https://vimeo.com/137761623
Producing

Filming

- Reinforce Key Points Visually (text, images)
Avoid Distracting Backgrounds
ACTIVITY:

1. Draw/Sketch or Describe Visuals You Could Use
Lighting.
Shadows Make Things Scarier

Which Baby is Scarier?
Add Light to Focal Point
Eliminate Shadows
Sound
Onboard Mics Suck

Audio Technica AT2020

Sennheiser Mini Shotgun

Logitech USB Desktop Mic

Logitech C930 Webcam
“-9 for YouTube” says Kevin Muldoon

http://www.kevinmuldoon.com/audio-levels-youtube/
Avoid Distracting Backgrounds
Camera Options

Required: 1920 x 1080 or greater

Basic:
Webcams, Logitech C930
Flip Cameras/.mp4 camera
Phones

Higher Level:
Panasonic AG-AC90
DLSRs
DJI Osmo for Moving Shots

Other’s Preferences?
Editing / Post Production

Software Options:
- Adobe Premiere
- Final Cut Pro
- Avid Pinnacle Studio
- Sony Vegas
- Screencasting Software
  - Screenflow or Camtasia
- Lecture Capture Software
- iMovie for iPhone
- *No WMM
In a Nutshell

• Plan Well
• Film Well
• Light Well
• Keep the Edit Simple
• Like a Resume:
  o Clean, Focused, Polished
Susan’s Lessons

- Get over the sound of your voice.
- Get over your crooked nose.
- Sit in front of a window.
- Try to get your animals/children/co-workers to be quiet.
- Being scripted is not always enjoyable.
- Record the same thing 3 times.
- Be careful not to over edit.
Thoughts on Delivery

- Your Institutions LMS
- Public Host (Vimeo/YouTube)
- Ads or other distractions?
Captioning Thoughts

• Yes.
  o AutomaticSync.com (CaptionSync)
  o Rev.com
  o Amara
  o +if it integrates with your LMS or Lecture Capture System

• Great Language Students Practice!

You Can Do This, Too:

Simple is fine.

Faculty-driven helps.

Student labor is a plus.
QUICK BREAK?

Then on to Assessment.
Assessing/Evaluating

- Quantitative, Qualitative, and Analytics
You Assign a Video

C02-Powered Cart

© Peter Bohacek 2012
Design an Assessment

- Essay
- Quiz
- Problem Set
- Oral Presentation
- Simulation/Demonstration
- Debate
- Informal Survey
- Create Video
- Teach it
- Mind Maps
- Poster
- Journal or Blog
- Discussion
- Puppet Show
- More . . .
Video can offer Quantitative Analysis

• For the Group: How Many Views? Hot Spots?

![Graph showing number of views for selected video]
**Quantitative Analysis**

- For Individuals: Who’s Doing What? Views & Hotspots

<table>
<thead>
<tr>
<th>User</th>
<th>Views</th>
<th>Total Play Length</th>
<th>Play Percentage</th>
<th>View Graph</th>
</tr>
</thead>
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<tr>
<td>Student 1</td>
<td>1</td>
<td>00:20:15</td>
<td>99.03%</td>
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<tr>
<td>Student 2</td>
<td>1</td>
<td>00:17:05</td>
<td>99.03%</td>
<td><img src="image2" alt="Graph for Student 2" /></td>
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<tr>
<td>Student 3</td>
<td>0</td>
<td>00:00:00</td>
<td>Not Available</td>
<td><img src="image3" alt="Graph for Student 3" /></td>
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Video can guide toward

Qualitative Analysis

<table>
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<tr>
<th>Student</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td><img src="#" alt="Result" /></td>
</tr>
<tr>
<td>Student 2</td>
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<td>Student 11</td>
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</tr>
<tr>
<td>Student 12</td>
<td><img src="#" alt="Result" /></td>
</tr>
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</table>
Video Quizzing Sample
3 Videos/Assessments

After you watch the short PEPS Note video, please complete the assignment, below. Then, after you've completed the assignment, check yourself off in the "quiz" that follows.

Moodle Quiz

PEPS Note

After you view the video, take the Finding Answers Quiz.

PEPS & Academic Technology
Finding Answers

Our Quick Tips Book is a great resource. Here's a link to it—but you can also find a few in the office.

Replace this with the FINDING ANSWERS QUIZ

Phone Call & PEPS Note Assignment
PEPS Note: Check Yourself Off

Demonstrate Skill

Practice & Demo

Your primary piece of equipment is the Panasonic AG-AC90 camera.

For this module,
1. Watch the quick video training:

Media Production
Operating the Panasonic AG-AC90 Camera

2. Get a camera from the camera drawer in WCC30, set it up, and practice with it.
3. Take the quiz, below.

Panasonic AG-AC90 Quiz
Video as the Assessment

*XLR Uses:*
- Stationary Speakers
- Acoustic Pickup

Equipment Use
Translation / Pronunciation

Software or Coding Demo
How Video (with Analytics) Helps You

• **Verify** (did they watch it?)
  o Can’t do this with reading, without a quiz

• **Clarify** (can you see areas where they struggled?)
  o See hotspots--ask questions in class about the video that reveal this.

• **Amplify** (now reinforce your key concepts)
  o You know they’ve watched. You know what they know & what they struggled with, so your video can help you teach more/use classtime better.
Plus, It’s In... The Can
(Available for re-use when designed well)
Did we answer these?

<table>
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<th>6 responses</th>
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<tbody>
<tr>
<td>How to make the visuals more appealing.</td>
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<tr>
<td>tips on making instructional videos more engaging</td>
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<tr>
<td>A sense of how long it takes to do this, strategies for easy updates when vids need updating, strategies for engaging their attention.</td>
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<tr>
<td>How to create effective videos.</td>
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<tr>
<td>How to incentivize students watching videos without making the grade too costly.</td>
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<td>I’m a complete novice so am interested in learning the basics and how to think about videos.</td>
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A Couple Other Things

- NYU Guidelines for Video in Teaching and Learning

- Fun Video/Software Use: Call Bulls#it:
  [http://callbullshit.org/ep2/?publisherID=WarriorPoets](http://callbullshit.org/ep2/?publisherID=WarriorPoets)

- Cool Video Tool: 360 Interactive Camera

- Fun use of Video: What Happens Next?
“Teaching is fundamentally about human interactions and that can’t be replaced by technology.”

John Bergman, from “Why Teachers Matter More in a Flipped Classroom”
Seriously. This is the end.
<table>
<thead>
<tr>
<th>Answer Options</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor plays it during class</td>
<td>63.4</td>
<td>671</td>
</tr>
<tr>
<td>For help in understanding course material</td>
<td>59.3</td>
<td>628</td>
</tr>
<tr>
<td>Assigned as homework prior to class</td>
<td>43.2</td>
<td>458</td>
</tr>
<tr>
<td>Assigned as supplemental material</td>
<td>41.4</td>
<td>438</td>
</tr>
<tr>
<td>To see the steps necessary to do something successfully (like in a tutorial)</td>
<td>34.3</td>
<td>363</td>
</tr>
<tr>
<td>To see a practical example of a theoretical concept</td>
<td>31.8</td>
<td>337</td>
</tr>
<tr>
<td>To get another perspective</td>
<td>29.4</td>
<td>311</td>
</tr>
<tr>
<td>As part of a research assignment</td>
<td>25.1</td>
<td>266</td>
</tr>
<tr>
<td>To illustrate a point in a presentation you are making</td>
<td>17.7</td>
<td>187</td>
</tr>
<tr>
<td>Never had to watch a video for class and don’t look for it independently</td>
<td>5.0</td>
<td>53</td>
</tr>
</tbody>
</table>
### Table 3. Faculty Video Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBC, Websites for online video, “my own collection”</td>
<td>13</td>
</tr>
<tr>
<td>Filmmakers directly</td>
<td>17</td>
</tr>
<tr>
<td>YouTube</td>
<td>17</td>
</tr>
<tr>
<td>Foreign distributors</td>
<td>20</td>
</tr>
<tr>
<td>Independent distributors (e.g., Bullfrog Films)</td>
<td>23</td>
</tr>
<tr>
<td>Library</td>
<td>24</td>
</tr>
<tr>
<td>PBS/Public television</td>
<td>37</td>
</tr>
<tr>
<td>Commercial distributors (Amazon, B&amp;N, Virgin)</td>
<td>43</td>
</tr>
</tbody>
</table>

(Multiple responses allowed)
### Table 1. Faculty Video Anticipated Use

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will upload more video and use more mobile devices.</td>
<td>7</td>
</tr>
<tr>
<td>I'm too unskilled to know if video use will accelerate.</td>
<td>7</td>
</tr>
<tr>
<td>I will make more of my own videos, use Blackboard and other content</td>
<td>10</td>
</tr>
<tr>
<td>management systems, plan more interactive classes</td>
<td></td>
</tr>
<tr>
<td>I need more video transfers and want to use video comparatively.</td>
<td>10</td>
</tr>
<tr>
<td>I will have more guest performances/public screening of video.</td>
<td>13</td>
</tr>
<tr>
<td>I want to make video more accessible.</td>
<td>17</td>
</tr>
<tr>
<td>I will stream more video.</td>
<td>23</td>
</tr>
<tr>
<td>I want to find better material for my students and improve the way I</td>
<td>27</td>
</tr>
<tr>
<td>distribute video to them</td>
<td></td>
</tr>
<tr>
<td>I will use more online video.</td>
<td>40</td>
</tr>
<tr>
<td>I will be using more video overall.</td>
<td>43</td>
</tr>
</tbody>
</table>

(Multiple responses allowed)
“Simple” 3 Point Lighting

https://i.ytimg.com/vi/j_Sov3xmgw/g/maxresdefault.jpg
"Students look for videos that:
● [are] meeting their information needs
● will keep their attention
● [include] charismatic speakers

“Students are [more] likely to watch a video that is off topic but has a good speaker than a video that is on topic but has a boring speaker.”

Elisabeth Leonard,
SAGE White Paper
"Video empowers students, as they can view videos in their own time frame, managing the frequency as well as how much of a video they desire to watch."

Elisabeth Leonard
SAGE Publishing White Paper