

# Video Toolkit

Leiden University



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# Introduction

This video toolkit will provide you with the basics for creating a video that you can use in your teaching. You can make videos for different purposes: to implement as part of an online course, in an on-campus programme or to communicate about your research. You can create videos for an open access learning environment (like a MOOC platform) or for a programme only accessible through the University (like Blackboard or Brightspace).

In this toolkit we will guide you through the whole process of creating a video in 5 steps:

- Step 1: Orientation
- Step 2: Video formats
- Step 3: Prepare
- Step 4: Record
- Step 5: Finish

We hope you are excited to start producing your own educational videos. Looking for more inspiration? This toolkit offers examples of a variety of educational videos, all produced at Leiden University, and many useful tips to get you going!

# Step 1: Orientation

## 1.1 Why should you use video and is it right for you?

Is video the right tool for you? Or does another medium better fit your learning goals? Students can watch videos everywhere and anytime. Video can also help to engage and motivate your learners. Educational videos can help students to memorize things, since they are able to watch a video multiple times.

Does video fit your learning goal?

- **What do you want to achieve?** Video is best used for knowledge transfer and repetition of content. Unless you want your students to create a video themselves in the context of an assignment, it will be difficult to use video if you want your students to apply, analyse, evaluate or create information. **Video is a means to communicate in a visual way.** The information or content needs to be suited for being depicted visually. **Do you want to stimulate interaction?** Then connect an interactive learning activity to your video.
- **An educational video does not stand alone**, but is part of a course (online or offline) or teaching programme, so keep this in mind when deciding to create a video.

*More information:*

If you have any questions about video and whether this is the right medium for you, feel free to contact the [video coordinator](#) of your faculty.

### Sources

Hansch, A., Hillers, L., McConachie, K., Newman, C., Schildhauer, T., & Schmidt, P. (2015). Video and Online Learning: Critical Reflections and Findings from the Field.

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2577882](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2577882)

Manifesto Videos in Higher Education, Reutemann, J & Centre for Innovation - Leiden University (2018) <https://www.audiovisualresearch.org/digital-education/manifesto/>

## 1.2 How to use video in your teaching?

In this section, we will take a closer look at *how* to use video in your teaching. We will therefore look at your target audience (who), the learning goals and objectives (what) and the context you want to use your video in (how), and how these factors together influence and determine your design.

### Target audience: Who is the video for?

Who are your learners? Are your learners all registered students who signed up for an on-campus course, or are they situated throughout the world? Are they familiar with the use of online study materials, or do they need some extra motivation and guidance in order to study effectively with online materials? Before you start creating video content, it is important to determine who you are creating content for, and how it will help them.

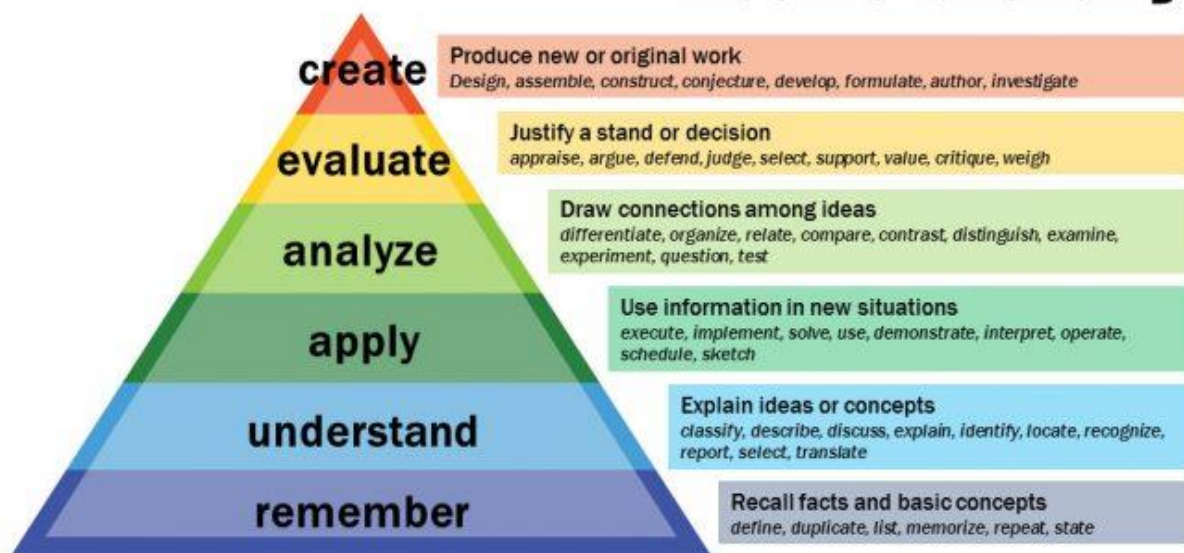
When you think about your target audience, try to answer the following questions:  
What are the characteristics of my learners? What are their personalities and cultures like?  
What motivates and frustrates them?

### Learning goals and objectives: What do you want them to learn?

Now that you have thought about who your learners are, you can take a look at what you want them to learn. What are your learning goals and objectives? *Learning goals* are the overarching or higher-order things you want the student to learn. *Learning objectives* are the concrete and specific parts which are more easily assessed. Sharing your learning goals with your learners manages their expectations.

In order to formulate your learning goals and objectives, you can use Bloom's Taxonomy. Bloom's Taxonomy splits up the learning goals and objectives, based on the cognitive processes involved in order to attain them. For more information on useful teaching approaches, check out the [Teaching and Learning Guide](#).

## Bloom's Taxonomy



**Context: How are you going to use your video?**

Before you start creating your video, it is important to know how you plan on using it. You might have thought about this when identifying your target audience. For example: will your students watch videos as part of an online course? Or will they view knowledge clips to prepare for a face-to-face session?

Try to answer the following questions when you think about the context of your video:

- What are you going to use the video for? (flipped classroom, extracurricular, blended course, fully online course, other?)
- Will the video be a compulsory item or serve as an extra resource in your course?
- When are your learners supposed to watch the videos?
- How are you going to share the video with your learners? (Share open on social media or on a password protected platform)
- How many videos do you want to record and how do they connect to one another?
- How are you going to evaluate the impact and implementation of your video?

**Want to learn more about the didactical theories and research used?**

If you want to learn more about the theories and research behind these didactical aspects, have a look [here](#).

To read more about Bloom's taxonomy check [this page](#).

## 1.3 How to find and re-use existing video materials?

Before you start creating text and visual content for your educational video, make sure you have a clear picture of your learning objectives and how you are going to assess these. When you have established these, you can further develop what you want to teach. Keep in mind that there is already a lot of material out there from teaching colleagues worldwide for you to re-use, like videos, images etc. Re-using this material can save you time. Make sure to always give the right context and explanation when using videos from others.

If you want to find out if there is relevant material out there that you can re-use, you can take a look at the following pages:

- Our own [Leiden University YouTube channel](#).
- [OER commons](#). When you go to the advanced search you can select 'video' under the Media Format category.
- The University of Pittsburgh has created an [overview of different OER databases](#). Take a look at the Multimedia category!
- [Wikimedia commons](#) is a database of creative commons media files.

Want to check out more databases? Take a look at section [3.4 Copyright](#) of this video toolkit where we discuss copyright and creative commons.

Is the content you're looking for not yet out there? Then you can start creating your own. You can look at step 2 and 3 in this toolkit for inspiration.

# Step 2: Video formats

In this step, you will find examples and an explanation of each video format, but remember: video-making is a creative process, so don't let formats limit your imagination. Build on them to find and create your own style that fits your message.

## 2.1 Overview of different formats

Below, you'll find an overview of the different formats you can use to create your educational video. Your choice for a specific format depends on your available time, budget and the goal you want to achieve with your video. In general, a webcam video or smartphone vlog can be used when you want to give a quick update or response. For more extensive video projects, you can consider a knowledge clip recorded in a studio or even a fiction film, documentary, or animation.

For more information and advice on what format best fits your goals and message, contact the [video coordinator](#) at your faculty.

Independent of the specific format you choose, below are some things to always keep in mind:

When **designing** your video:

- Make sure you have a strong storyline and a clear message.
- In your script you will probably have spoken text but remember to think about strong visuals!
- Keep it short & sweet: stick to the most important concepts you want to address (Yes, this means you will have to 'kill your darlings').

For formats where you transfer knowledge directly by **presenting to the camera**, you will need to:

- Let your story interact with the visual material you show.
- Address the audience directly by looking into the camera.
- Practice well beforehand to save time while recording and to look natural in front of the camera.

With regard to the use of **visuals in your video** you need:

- *High resolution* images and videos .
- *Copyright free* (like Creative Commons licensed, own material or purchased stock) images and videos.
- To let the story interact with the visual material you show.
- When recording outside, keep in mind that:
  - You are dependent on external variables (like weather and noise).
  - Location shoots take more time than studio recordings.
  - You must have cleared all the rights of the people filmed on location (bring consent forms with you!).



## **Formats:**

### **1. Talking head**

#### *What?*

A talking head is a video in which the presenter is recorded from the waist up. This format usually includes visual aids like slides, a board, an object or an animation. This can be recorded in your office, at home or in the studio. If you consider recording in your office or at home, you might want to take a look at the webcam option.

#### *When to use this format? When you want to:*

- Explain theories and concepts.
- Integrate engaging lectures in your (course) design.
- Prepare your students for in depth (flipped) classroom sessions.

#### *Keep in mind that you:*

- Need a professional production studio or a quiet place with good audio and lighting.
- Have to provide strong visuals and interact with your 'on screen' images.
- Might need to learn how to use an autocue.
- Keep it short and sweet: The optimal video length is 6 minutes.

#### *Example(s):*

If you want to see an example of a talking head please go [to the website](#).

#### *Support*

You can record a talking head by yourself, for example with a webcam in your office or at home.

You can also contact your [video coordinator](#) to discuss possibilities for a professional recording, for example in a studio.

### **2. Dialogue**

#### *What?*

This format can include interviews and discussions. Usually two or more people are recorded. However, sometimes you only see the interviewee, and the questions may appear as text on the screen. This format is usually used outside of the studio. So feel free to think of a place which best fits your needs.

#### *When to use this format? When you want to:*

- Gain insights from experts in the field.
- Have in-depth discussions.
- Address questions from and misconceptions of students.

#### *Keep in mind that:*

- Experts have busy agendas and might live in different time zones.
- You do not look directly at the camera, but at your interview/discussion partner.
- You need to prepare your questions or discussion topics well, and keep them limited to avoid long post-production and too long videos.
- It must be clear who is addressing whom.

### *Example(s)*

If you want to see an example of a dialogue please go [to the website](#).

### *Support*

Keep in mind that recording a dialogue usually needs multiple cameras to capture different angles. Contact your [video coordinator](#) to find out what the options are at your faculty.

## **3. Demonstration**

### *What?*

Demonstrations can be used to show and explain a skill or procedure in a setting from practice, like a lab or (fictitious) courtroom.

### *When to use this format? When you want:*

- Your students to learn a certain skill or procedure.
- To prepare your students for an experiment.
- To use the strength of video (show don't tell).
- To model behaviour through roleplays.

### *Keep in mind that you:*

- Need to script and prepare your shoot very well, during a procedure every actions needs to be well executed and framed so you see the details.
- Have all the materials (a few duplicates to be able to repeat) and a location at your disposal.
- Prepare well, often you can only do the demonstration a limited amount of times.
- Can also ask your students to record a demonstration, in which they portray a specific skill or procedure.

### *Example(s)*

If you want to see an example of a demonstration please go [to the website](#).

### *Support*

Keep in mind that recording a demonstration usually needs multiple cameras to capture different angles. Contact your [video coordinator](#) to find out what the options are at your faculty.

## **4. Screencast**

### *What?*

When you use a screencast, you record the changes on your computer screen, and enhance this with a voice over. You can use different supporting software & hardware, like PowerPoint or a drawing tablet. In some cases this is used in combination with a webcam recording or an animation.

### *When to use this format? When you want to:*

- Explain software applications, complex models or processes.
- Give a step-by-step tutorial to show how something works.
- Easily set something up.

*Keep in mind that you:*

- Need proficient drawing skills when you use a drawing tablet.
- Should use professional screen capturing software.
- Need a good functioning computer and microphone with at least an HD screen resolution.
- Need to make a test video to see if everything is working properly.

*Example(s)*

If you want to see an example of a screencast please go [to the website](#).

*Support*

Read general tips on how to record a video yourself [here](#). You can also contact your [video coordinator](#) if you need more support.

## **5. Webcam**

*What?*

You can quite simply make videos with your webcam or smartphone. This format is used mostly when you want to give a quick response or update.

*When to use this format? When you want to:*

- Give quick feedback and announcements.
- Introduce yourself or someone else.
- Connect with your students in an informal way.
- Explain an assignment your students have to hand in (for example when you receive specific questions along the way).
- Hook into the news, or a recent event.

*Keep in mind that:*

- You use an external microphone for good sound quality.
- This format is best for short, informal videos.
- The position of the camera is very important: make sure you place the webcam at eyelevel for the most natural look.

*Example(s)*

If you want to see an example of a webcam recording please go [to the website](#).

*Support*

You can use a webcam to record yourself. See [here](#) how you can do this.

## **6. Podcast**

*What?*

Audio podcasts or audio recordings have a broad range of opportunities in education. Podcasts can be used to transfer knowledge (audio lectures), record interviews, record instructions for a field trip or to make a short radio documentary on location. Podcasts are a flexible medium, the small file size makes them easy downloadable and students can listen to them anywhere, anytime, even while doing other things.

*When to use this format? When you:*

- Have a concept or story to explain which does *not* depend on visuals.
- Want to record yourself in an easy and flexible way.
- Have several stories or interviews on which you can create a podcast series.
- Have a group of students (abroad) who do not have access to a stable internet connection.
- Would like to do a creative assignment with your students (student-generated podcasts).

*Keep in mind that you:*

- Need to have a high-quality microphone or headset that you can plug into your computer for good sound quality.
- Are depending on voice/ sound only. Make sure your text is engaging and you make use of visual language in your text, you can achieve this by making use of examples and stories.
- Should limit a lecture-style podcast to 10-15 minutes, research shows this is the maximum recommended length for educational podcasts. Nevertheless in-depth interviews or on-location podcasts can be interesting for 30 or 45 minutes when you have interesting speakers.
- Use the flexibility of the medium. Consider recording on location to create engaging content.

*Example(s)*

If you want to see an example of a podcast please go [to the website](#).

*Support*

You can record a podcast by yourself.

You can also contact your [video coordinator](#) if you need more support.

## **Sources**

Salmon, G., & Edirisingha, P. (2009) Podcasting for learning in universities. 2nd edn. Maidenhead: Open University Press, McGraw-Hill Education. Routledge.

[http://openaccess.city.ac.uk/1339/1/A%20Renaissance%20of%20Audio%20Podcasting%20approaches%20for%20learning%20on%20campus%20and%20beyond\\_article.pdf](http://openaccess.city.ac.uk/1339/1/A%20Renaissance%20of%20Audio%20Podcasting%20approaches%20for%20learning%20on%20campus%20and%20beyond_article.pdf)

Cosimini, M. J. et al. (2017) 'Podcasting in Medical Education: How Long Should an Educational Podcast Be?', Journal of Graduate Medical Education, 9(3), pp. 388–389.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5476404/>

## **7. Web lecture**

*What?*

A web lecture in most cases shows a recorded lecture, often in combination with interactive slides or a blackboard. The lecture recording can be made available afterwards or streamed live for students who cannot attend the live lecture.

*When to use this format? When you want:*

- To give students access to the lecture outside of the lecture room, for example to rewatch a lecture to make notes or prepare for an exam

*Keep in mind that:*

- This format is not designed for online courses
- If you want to use the web lecture for other purposes than for lecture review, you best shorten the lectures to a maximum of 15 minutes

*Example(s)*

If you want to see an example of a web lecture please go [to the website](#).

*Support*

For more information, check this [webpage](#).

## **8. Animation**

*What?*

Animation is a fun way to explain complicated theories and concepts, in which the visual aid plays a central role and is based around a storyline. An animation can be a stand-alone video with a voice-over but can also be used as part of a talking head video or screencast.

*When to use this format? When you want:*

- To make difficult concepts comprehensible.
- To visualise abstract concepts.
- To make a creative and attractive video!

*Keep in mind that you:*

- Need enough time to create an extensive script.
- Might need an animator/ graphic designer to help you.
- Will have to spend a lot of time and/or money to develop something of high quality.
- Using an existing animation published under open license can be a time-saving option, see [here](#) where you can find these.

*Example(s)*

If you want to see an example of an animation please go [to the website](#).

*Support*

You can make an animation yourself.

You can also contact your [video coordinator](#) to see what the more professional animation options are within your faculty.

## **9. Fiction film**

*What?*

A fiction film portrays a narrative with well thought out characters as realistically as possible with the use of actors, lighting and decor. The strength of a fiction film is being able to relay a deeper meaning in an entertaining and artistic way.

*When to use this format? When you:*

- Want to reenact a scenario of which a similar example is unavailable.

- Want a creative and engaging video concept.
- Have a plot which adequately conveys your intended educational message and content.

*Keep in mind that:*

- You need to have a plot, characters and location which complement each other.
- You are very dependent on good actors that can act out the scenario well

*Example(s)*

If you want to see an example of a fiction film please go [to the website](#).

*Support*

Recording a fiction film needs a strong storyline, and enough preparation time in combination with an extensive video crew. Contact your [video coordinator](#) to find out what the options are at your faculty.

## **10. Documentary**

*What?*

What distinguishes a documentary from other formats is that it uses people and situations in real life to give voice to different opinions, provide a statement on a societal phenomenon, and/or give insight into a world that is not easily accessible. If you want to record a documentary, it is important that you have one or several location(s) in mind which will enrich and enhance the content of your topic.

*When to use this format? When you:*

- Want to apply and analyse different theories.
- Want to derive and reflect various assumptions & opinions.

*Keep in mind that:*

- You are very dependent on the people that play a role in your documentary.
- Your visual content has to be relevant and should match your educational content.
- You need to describe the visual content in a clear and understandable fashion.

*Example(s)*

If you want to see an example of a documentary please go [to the website](#).

*Support*

Recording a documentary needs a strong storyline, in combination with an extensive video crew. Contact your [video coordinator](#) to find out what the options are at your faculty.

## Step 3: Prepare

The first phase of creating a video starts without a camera or microphone. In the pre-production phase the learning goals and content of the video are developed and put into a clear storyline. A well thought through video-script is key for effective video-making. And remember: do not underestimate the importance of good preparation. This will ultimately save you time.

### How to get it done?


Make sure you plan every phase of the production process in your calendar: preparation, recording and post-production.

With regards to the preparation: it is recommended to block dedicated time in your agenda to write down what you want to say, find your visuals and take time to do reviews and practice. Keep in mind that it is probably better to select the topics you want to turn into a video; some topics might be better suited for a different type of learning activity.

### 3.1 Script: How to start?

In preparation of your video production it is recommended to create a three-column script, which consists of the following:

1. Visual Material: In the left column you will note which images and bullet points you would like to appear
2. Audio/ Speech: in the middle column you will write the spoken text
3. Notes: in the right column you can put additional remarks, for example props you should bring during the shoot or a specific note for the editor during post-production.

VISUAL MATERIAL	AUDIO/SPEECH	NOTES
<p>Talking head + image of airplane <a href="https://pxhere.com/en/photo/1387417">https://pxhere.com/en/photo/1387417</a> (1)</p>  <p>Text on screen: aerodynamics</p>	<p>In this video I will explain the concept of aerodynamics (1)...</p>	<p>I have placed alternative images in the shared folder in case the quality is not optimal.</p>

In this way you build your story and at the same time you find ways to illustrate your spoken text with relevant images, graphics and supporting text. When creating your script, you will immediately see if you are hitting the right balance between text and visuals.

### 3.2 Script: Writing your text

The purpose of writing a script is to create a visually engaging storyline for the video. Depending on the extent of the video production, your text can be quite simple or written out

in detail. Filming in a studio or on location with a video-maker usually means you need to translate your story into a detailed three-column script. Your written text can then be used for the autocue.

### **Composition of the script**

The text for your script consists of three parts. When writing your text, consider the following:

#### **Opening**

- Start with a strong main question or hook that your students find interesting.
- You can start with a misconception, followed by 'let's find out if this is true'.
- You can ask yourself the question that your video is providing an answer for.
- Answer in the opening text what you are going to explain in the video. Tell your students why it is relevant what you are talking about.

#### **Middle**

- Write down what the answer is to the main question of the video and explain key concepts.
- Discuss one key concept per segment.
- Make explicit connections between different parts of the explanation. Rephrase shortly what you just did, followed by the new question to be answered.

#### **End**

- Summarise what the viewer has seen/heard.
- If applicable: return to the statement/question from the beginning of the video.
- Relate the content of the video to other learning material (or coming video's).

You can find the different templates to create a script and/or PowerPoint presentation for your video [here](#).

### **Guidelines for text writing:**

#### **Keep it simple**

Concentrate on simple concepts, which can be grasped immediately and will be easier to pronounce when recording.

#### **Use active language**

Write in the present tense and use words your target audience is familiar with. Want to know if your text is easy to read? Try reading it out loud. Do you stumble over particular words? Or is it hard to reach the end of the sentence without needing to pause for a breath? Then your text is too complex.

#### **Addressing the audience**

Addressing your students directly, will greatly improve the completion rate of the video. You can do this by using such words as 'we' and 'together', instead of 'I' and 'they'. For instance: "Are there any examples you could think of? One example could be..."

#### **Length of the script**



Research shows that the ideal length of an online educational video is around 6 minutes. To calculate the time of the video before recording use a word/time calculator online:

<http://www.speechinminutes.com>.

### **Ask for Feedback!**

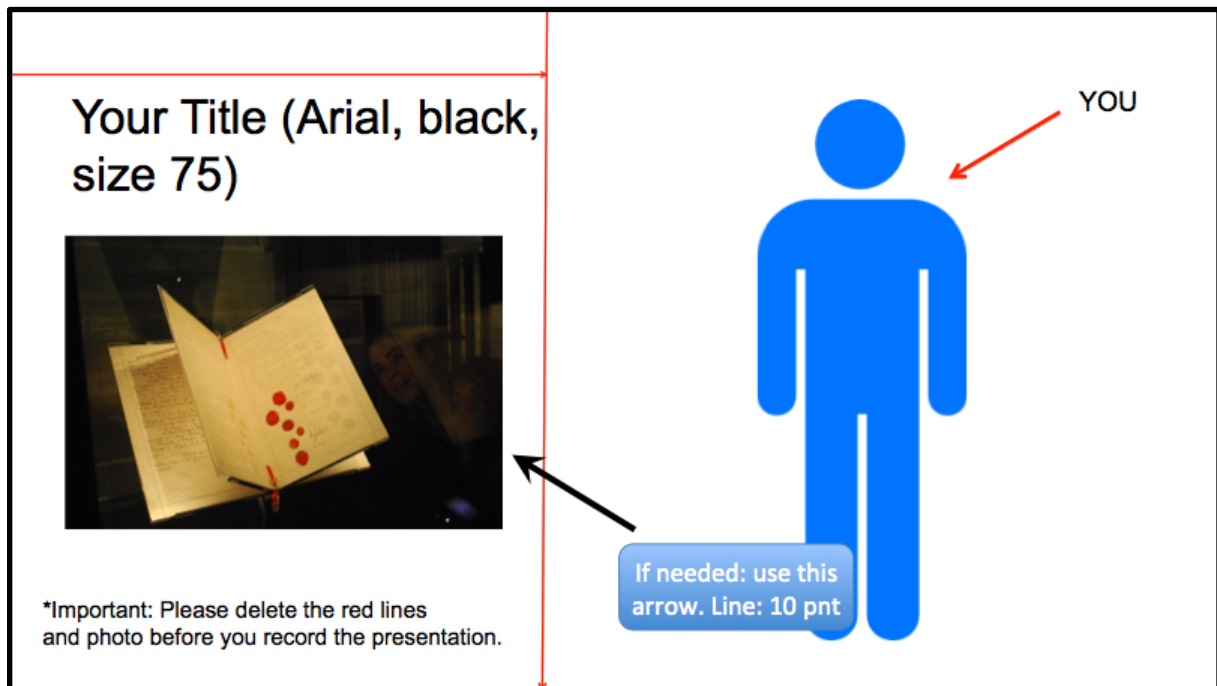
We recommend that you should always ask for a second (or third) pair of eyes to review your video scripts. You can ask an instructional designer and/or video-maker when you are working with a team. But you can also ask another content expert, an end user or a native speaker.

### **Sources**

Guo, P. J., Kim, J., & Rubin, R. (2014). How Video Production Affects Student Engagement: An Empirical Study of MOOC videos. In L@S '14: Proceedings of the First (2014) ACM Conference on Learning @ Scale (41-50), NY: ACM?

### 3.3 Script: Using visuals

The next step in preparation of your studio recording is to create a PowerPoint where bullet points, images, animations and videos go hand in hand with your storyline. The image below gives an insight in the template used at Leiden University when recording a knowledge clip in the studio.



**IMPORTANT:** this PowerPoint template is an example and can vary from faculty to faculty (ask your [video coordinator](#) which template to use).

In order to make images appear sharp on screen you need images with a large file size.

- Still images (to be used full screen) should ideally be:  
1920 x 1080 pixels (the image should at least be higher than 1MB).
- As for video: the recommended pixel size is the same (though 1440 x 1080 is also acceptable). The duration of the video should be at least 5 seconds long.

Pictures used in the video must be copyright free. This is important as educational videos are often published to be freely accessible online. See the Copyright section for more information about this.

#### **Several effects to consider for your video**

According to research, a lot of presentations are confusing and ineffective. Psychologists Mayer and Moreno (2003) did research on how to effectively present images and words.

In short, they propose the following principles:

Multimedia Principles	<b>Redundancy</b>	<b>Coherence</b>	<b>Signaling</b>	<b>Segmentation</b>
	Delete text when animation and narration suffice	Delete extraneous information	Highlight essential words and graphics	Present content in segments instead of all at once
	<b>Spatial Continuity</b>	<b>Temporal Continuity</b>	<b>Modality</b>	<b>Pre-training</b>
	Present words and graphics together	Present words and pictures simultaneously	Narration is better than onscreen words	Explain names and behaviors before you explain the entire concept

We strongly encourage you to watch [this video](#) about Mayer's research on some of the principles of multimedia training and how to put them into practice.

#### Sources

Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in Multimedia learning, *Educational psychologist*, 38(1), 43-52.

[https://www.uky.edu/~gmswan3/544/9\\_ways\\_to\\_reduce\\_CL.pdf](https://www.uky.edu/~gmswan3/544/9_ways_to_reduce_CL.pdf)

## 3.4 Copyright

All the sources (both textual and visual) you use for your educational video or online course need to meet the requirements of Dutch copyright law. Below, you'll find some guidelines for how to include references and attributions for visual resources in your video work, and where to find usable imagery and footage.

### References

When creating the content for your video, gather all the articles or resources you have used in a separate list of references. To reference articles that you used for creating your content, follow the same guidelines as referencing used in your field. For other resources, write down the URL, the applied licence, the title and the name of the author. At the end of your video, you need to attribute to the sources you used.

So if you would use the image shown below in your video, you would need to include the following reference at the end of your video (in a "sources" slide):



"Scrabble: Depth of Field" by Ella's Dad, CC BY 2.0:

<https://www.flickr.com/photos/ellasad/400754429>

(Name, author, CC licence, URL)

When teaching an online course we recommend you to mainly use open access literature, so every student can access the material.

### Intellectual property of instructor/ university

In the case of a video that is produced for open access education (such as a MOOC), the instructor will retain intellectual property of what is created. The university, being the publisher, has secondary rights and can therefore use the material as well. When the video is created as part of a teaching programme within the university, the university retains the publishing rights of the video. Don't forget that the participants in your video need to give consent. You can let them sign a release form, that your video coordinator can share with you.

### Visual resources

#### *Creative Commons licence*

When it comes to collecting imagery or music for your video it is important to check for copyright restrictions. For some images or music you will need to pay to use it, but there is

also a lot of free material available with so-called Public Domain/CC0 or Creative Commons licences. Material that is dedicated to the Public Domain is free from copyright restrictions.

You can use CC-licensed materials as long as you follow the licence conditions (more information on CC licences? Click [here](#)). Below you can find a short summary of possible CC licences and the most important licence conditions that you should take into account. Make sure the Creative Commons licence suits the intended use of the material and the end product.

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### More info

If you want advice on a particular licence (e.g. *can I use this picture or not?*), or if you have other questions with regard to copyright law, you can contact the [Copyright Information Office](#).

**Where can I find useable materials? (Links to copyright free image databases)**

### *Multimedia*

- <https://commons.wikimedia.org>
- <https://flickr.com> – Narrow the licence type down to “Modifications allowed”
- <https://pixabay.com/> - Images and videos.
- <https://www.pond5.com/free> - Public Domain media.

### *Images*

- <https://www.pexels.com>
- <https://quest.eb.com/>
- <http://finda.photo/>
- <http://thenounproject.com>
- [Images.google.com](https://images.google.com) - Click on tools and adjust the ‘usage rights’.

### *Videos*

- <https://videos.pexels.com/>
- <http://www.coverr.co>

### *Music*

- <http://incompetech.com/music/royalty-free/>
- <http://freemusicarchive.org/>
- <https://www.youtube.com/audiolibrary/music>

# Step 4: Record

Is your script ready? If you prepared well, this step will be easy. There are a few general presenting tips and tricks we want to share with you. If you apply these, you will feel totally at ease in front of a camera. Since there is a lot to keep in mind, we have made a few short checklists, to help you become the best you in front of the camera!

## 4.1 How to present in front of a camera (do's and don'ts)

- **Act naturally.** Use smaller gestures. Assume you'll be in close-up the whole time, because you usually will. Speak in your natural pace, so students can pause, go faster, or replay when the pace is too quick/slow for them.
- **Project energy but don't get too carried away** - big hand gestures, lots of movement, and fidgeting look unprofessional on camera. Enthusiasm catches on. Show your passion with the subject.
- **Pause for a couple seconds after a particularly important point.** When you do so, you give your audience an opportunity to pay more attention to this particular part. This is especially important when you ask your audience a question.
- Make sure your **sentences end on a downward inflection** versus an upward inflection. How can you tell? If your statement sounds more like a question, you're doing it wrong.
- **Maintain eye contact** in order to come across as a credible source. Looking down, away from the camera, or closing your eyes will make you look shifty and unprofessional.
- **Make chapters in the body of your script.** It gives you the opportunity for clean cuts in the middle of the video, so you won't have to do your video in one take.
- **Keep continuity in mind.** Don't change your appearance when recording a video. However, you might want to change up your clothing when recording multiple videos for a bigger project with several modules.
- **Practice makes perfect!** Before you push the record button, make sure you practise your text in front of the mirror and in front of a friend or colleague. If you are filming your video in a studio, make sure you practise with an autocue tool like [Cue Prompter](#).

## 4.2 How to record a Do-It-Yourself video?

### **Recording with your computer or tablet**

Whether you want to make a screencast or a simple voice or webcam recording, this is all possible with Kaltura, our Leiden University Video Portal.

You can learn more about the different options provided by Kaltura such as **Capture** and Webcam Recording [here](#).

### **Creating simple animations**

Animations can be a playful way to explain theories, concepts or cases in your video. There are a lot of applications and software you can use for creating your own animations.

### **Equipment and quality**

You can use different kinds of equipment, depending on whether you're going to record audio only (a podcast), a screencast, or video with a webcam, phone or camcorder. For a quick and easy recording you can use the webcam and microphone on your computer. By using an external microphone you can get a significantly better audio quality. Webcams and HD webcams provide good video quality nowadays, but you can also use a video- or photo camera on a tripod.

### **Different recording options**

Depending on the faculty you belong to, there might be different tools and accessories you can use to create a video by yourself. If you want to know what's available at your faculty, or if you have any other questions ask your [video coordinator](#).

## 4.3 Tips and tricks for recording a Do-It-Yourself video

### **Audio and location**

When you are recording your video, make sure you are in a quiet room with as little background noise as possible. Also, speak up! A lot of times you will speak softer and softer and by the end of your video you won't be intelligible anymore. So try to keep your speaking volume loud enough.

### **Keep it steady**

The way you handle the camera will affect the end result. Try to find a way to keep your camera steady, for example by using a tripod. Make sure your camera or webcam is at eye level to achieve the most natural result.

### **Light**

Always make sure the light comes from behind the camera, so it shines on your face. Do not sit in front of a window, as you will become a silhouette with too much backlighting.

### **Appearances**

Make sure you're not wearing something distracting such as very colourful clothing or busy patterns (stripes / polka dots) on camera and check that your clothing has enough contrast



with the background. Also be aware that if the light comes from above, your glasses might reflect the light; in this case your viewers can't see your eyes.

**Address your audience**

Remember: even though your students are not present when you are recording, they are the people you are talking to. Address your students, try not to act like you are talking to a camera.

## 4.4 How to record with a video crew/in the studio?



### Studio recording workflow

What do you need to record a knowledge clip in the studio? You can find below a checklist of the materials you need to bring to a studio recording. Keep in mind that this checklist depends on the kind of video you want to record. Always discuss the specifics for producing such a video with your video team! It is also essential to communicate your ideas and needs during the video recording process and post-production and make sure the resulting video is what you envisioned. If you want to know what the workflow is at your faculty, or if you have any other questions ask your [video coordinator](#).

#### **Studio recording with a PowerPoint**

When recording in the studio with a PowerPoint you'll click through your PowerPoint presentation yourself during the shoot. This way you can achieve the right timing, just as you rehearsed at home. In post-production the PowerPoint will be combined with the talking head shot, so it will serve as the background of the video.

##### *Checklist*

- Autocue text
- PowerPoint

#### **Studio recording without a PowerPoint**

If you don't use a PowerPoint during the studio recording, the editor will combine the talking head shot with the visuals from the script in post-production. Therefore it is important to clearly communicate the preferred timing of visuals in the script.

##### *Checklist*

- *3-column script*

Depending on the faculty you are working with, the workflow can be slightly different from the steps described above. It is possible to work with a PowerPoint, but it is also possible to combine the talking head with selected visuals in the post-production phase. In all cases it is best to contact the [video coordinator](#) at your faculty before you start.

## Tips on Clothing

- Think of how you want people to perceive you. What is the **impression** you want to give?
- **Patterns are a No No.** Checked, tartan, fine pinstripes, sweaters and all other fancy patterns do not work particularly well in a studio as the pattern begins to flicker on camera and becomes very distracting. Wear solids.
- If possible, **avoid pure white or black.** Go with neutral colours or pastels. The camera will boost the contrast. White on television can blind the viewer. Black and navy will look as dark as midnight. Stick to more muted colours.
- Make sure your **clothes are comfortable.** Don't pick a suit you hate because you think it looks better. If you're uncomfortable, it'll show in your face and body.
- **Avoid flashy or dangly jewelry.** Some jewelry can be worn, but the lighting might reflect off silver and gold jewelry. This can be quite distracting for the viewer.
- If you wear **contacts or glasses**, stick with contacts. You might be able to work around glasses, but if you wear glasses and have contact lenses we would advise you to wear the latter.
- **Avoid wearing green.** Especially when you present in front of a green screen. A green screen will allow to insert any background - so it is very important not to wear any green yourself.



## Continuity

For both single videos and series, it is important to keep continuity in mind. This means that if you are doing a shoot over the span of several days:

- Make sure your clothes stay the same (if you are producing an online course you can choose to change your clothes for example for every module).
- Your haircut/ model stays the same.
- If you are doing a shoot on location and there are decorative objects, make sure they stay in the same spot (for example books on a table).

## Autocue



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An autocue or teleprompter is a display placed in front of the lens of the camera, where your rolling script text can be displayed. This way you can read your text out loud while looking straight into the camera. The speed can be adapted to your speaking pace. We normally speak at a pace of ca. 110 - 130 words per minute. You can practise reading your script by using [Cue Prompter](#).

# Step 5: Finish

You have recorded your video! Now it's time to finish it. Here you will find the final tools to help you finalise and share your video. In this part you will find some tips on how to edit yourself. Depending on which tool you are using to edit and upload your video, we will also share some manuals which can help you step-by-step.

## 5.1 How to edit your video?

### Editing tools

If you want to edit on your own device, you have several options of free editing software. Keep in mind that when you are using software like Kaltura for screencast or webcam recordings or VideoScribe for animations, you can edit directly in these programmes.

For Apple devices *iMovie* is a powerful video editing programme that can be used on a Mac, iPhone and iPad. For instructions please consult the [user guide](#) provided by Apple. You could also use Adobe Premiere Pro or the simpler consumer version Adobe Premiere Elements. However, you might need a licence if you do not already have one on your computer. Look [here](#) for a beginners' user guide of Adobe Premiere Pro .

### Editing workflow

Whatever editing programme you choose to work with, an editing project generally follows the same workflow. Below you will find more information about each step in the editing process.

First, some general advice before you start editing:

- **Organise your video footage** and additional media in a systematic way.
- **Create a dedicated folder** on your computer so you can easily find material during the editing process.
- Make sure you **create a backup** of all your material.
- **Create a project and import media** within your editing programme. You will be working in this project file for the duration of the editing process.
- Make sure you **save your project regularly!**
- **Assemble and trim the video.** Start assembling your video by placing your media in the desired order on the timeline. Once the order of the video is as you want it to be, you can start trimming. In this process, you will trim the start and end of each video clip to make sure they start and end at the exact point in time that you want.
- **Add video transitions and effects.** Depending on the editing programme you are using and the desired style of your video you have many different video transitions and effects at your disposal. Keep in mind that you don't use too much. This can be very distracting for the viewer.
- **Add titles.** Now it's time to add titles.
  - *Main title.* You can decide to show the main title of the video at the very beginning or let it appear after a short introduction or teaser. A title is a great way to tell the audience something about your video, so give it some thought.

- **Sources.** At the end of your video you should add a list of your sources and name your CC licence.
- **Subtitles.** Most editing programmes will allow you to add subtitles to your video but you can also decide to subtitle your video after you have exported the final version with the help of special subtitling software. There are how to's for [Kaltura](#), [Vimeo](#) and [Adobe Premiere Pro](#). For YouTube you can choose between [automatic caption](#) or [uploading your own](#). Keep in mind that you should always review the automatic captions. Since they are generated by speech recognition technology.
- **Mix audio.** Audio is an important part of a video and can consist of voice-over, dialogue, background sounds and music. Think carefully about if and what kind of music you would like to accompany your video, for it can make a big impact. Place all additional audio on the timeline before you start mixing your audio.
  - Try to equalize the volume of the voice-over and dialogue throughout the video. If you have added music, set it to a lower volume than the spoken text.
  - You can smoothen audio transitions with the help of crossfade effects.
- **Export video.** A common supported video file format is .MP4. Other common video file formats are .MOV or .WMV.

## 5.2 How to upload/share videos based on different platforms?

- Kaltura: You can find a manual on how to use Kaltura [here](#).
- Blackboard: You can find more information on how to upload multimedia to Blackboard [here](#).
- Brightspace: You can find an explanation on how to add video content on Brightspace [here](#).

## 5.3 What's next?

Well done. You have finished your video! However, there are still a few things to check before you can start using your video in your teaching:

- Don't forget to reflect on your **learning goals and objectives**: Have you been able to incorporate them successfully? If not, try to incorporate them in the rest of your (online or offline) course design (assignments, descriptive texts). Remember to share your learning goals with your students so they know what to expect from your video.
- Does the video fit in the rest of your **course design** (online and/ or offline)? Or are there still a few things that need to be adjusted to make the course into a coherent whole? Make sure that everything connects together!

We hope you enjoyed producing educational videos! Share your thoughts and experiences with other teachers and feel free to revisit this video toolkit anytime when making new videos.