# Creating online videos of lecture material

To deliver lecture material effectively in video format, it needs to be divided into *meaningful chunks.* This resource provides a guide to designing a chunked sequence of lecture material and recording and publishing the videos.

Chunk your lectures

Slicing an existing lecture recording into 10-minute segments is not effective for online delivery. Instead, conceptualise your lecture material as a collection of **key concepts** that need to be explained and demonstrated (in video) and then learned and applied by students (in activities).

The diagram on the right provides an example of how to think about 'lecture' material as part of a sequence of learning. This is [something that many lecturers already do on campus](), and it can be easily translated to the online environment.

Source: https://science.sciencemag.org/content/322/5906/1329.full
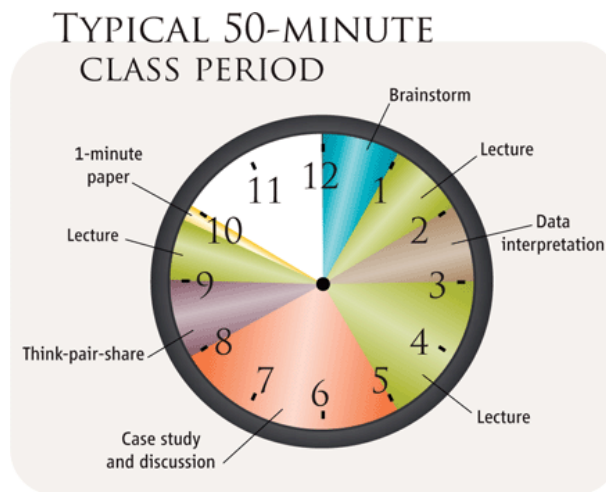
Decide on your chunks

1. Identify the **learning outcomes** for the week.
2. Identify the key concepts or skills that will need to be **explained** or **demonstrated**.
3. Identify which videos you will **make**, and which videos you will **source online**.

For common concepts or skills in your discipline area, there may already be high-quality videos available online. You can include a mix of these and videos you create yourself. Your [School Librarian]() can help you identify relevant existing resources.

Design each video chunk

Content	One key concept or skill demonstration
Timing	As short as practicable, and no longer than 15 minutes
Format	***Voice over PowerPoint (narrated slides)*** Good for explaining concepts, different theories or perspectives, or processes. The multi-modality (text, image and sound) aids learning. ***Screencast or screen recording*** Good for showing the performance of a task on a computer, e.g. searching a website, making notes, using software, or doing calculations. ***Talking head video (you on a phone camera or webcam)*** Good for connecting personally with a cohort, e.g. a unit welcome, announcements, and giving global feedback. ***Demonstration (via phone camera or webcam)*** Good for showing and explaining a skill by talking aloud while doing, e.g. techniques, movements, or interpersonal skills.
Platform	Panopto is the best platform for these video formats. Follow the guides here for [recording and uploading your videos]().

Planning	Think about each video as a story with a beginning, middle, and end.
	Write an outline of your key points: what you will *say*.
	Write a corresponding outline of what you will *show:* the visual components of your slides, screencast or demonstration.
	Plan for re-usability. Don't refer to parts of your unit that change: e.g. assessment tasks, guest lectures, activities, dates etc. You can contextualise the video content in other materials that are easier to edit (text on the unit site, short talking head videos).
	Prepare a script to minimise the number of 'takes' you will need. At a clear, moderate pace, 120 words equals about one minute of video so use that as a guide to keep your video short and to the point.
Practice	Read your script aloud and add/remove content to ensure clarity and focus. If there are specific words that should be emphasized, underline or bold them as a reminder. For difficult words, include the word and a short definition on your slide, or explain in your script. Remember you are speaking to real people: use a warm, lively tone as you would in face-to-face speech.
	Practice your slide changes, screencasting work or demonstration to minimise having to re-record.
Record	For best sound recording quality, use a headset or external microphone.
	For best video quality, adjust the room lighting, camera angle, and background view to ensure students can focus easily on you.
	Do a short test recording to check that the quality is acceptable.
	Mistakes are fine – in fact, they humanise you and make your expertise less intimidating. If you make a mistake, say "Let me try that again – I could do that more clearly", or "I messed that up – I'll try again".
	Remember you can edit if needed to get rid of a mistake. Pause to gather your thoughts and restate. You can remove the error later.
Edit	Follow these steps to remove any material you don't want.
	[Getting started: Edit a video](#) (video 2.12 mins)
	[How to edit a video](#) (article)
	You can use special effects but do so sparingly. Effects should be used as an aid to direct viewer attention or illustrate a point more effectively.
Publish	[Move the completed videos](#) into the Blackboard Unit Panopto folder.
	Decide on the placement in your Blackboard site.
	Order the video resources to match the online site structure.
	Name the resources to make them easy for students to locate.
	[Embed the videos](#) within a sequence of learning that helps students to understand and apply the content (see p.1). Link videos together with introductory notes or materials, guiding questions, reflections, interactive elements, associated homework, web links, quizzes, discussions.
	Consider having the video captioned, so that students with hearing impairments can gain maximum benefit from your learning content.

For ideas on developing video content contact your [School's Senior Learning Designer](#). For technology training or support contact elearningtraining@ecu.edu.au or 6304 2255.