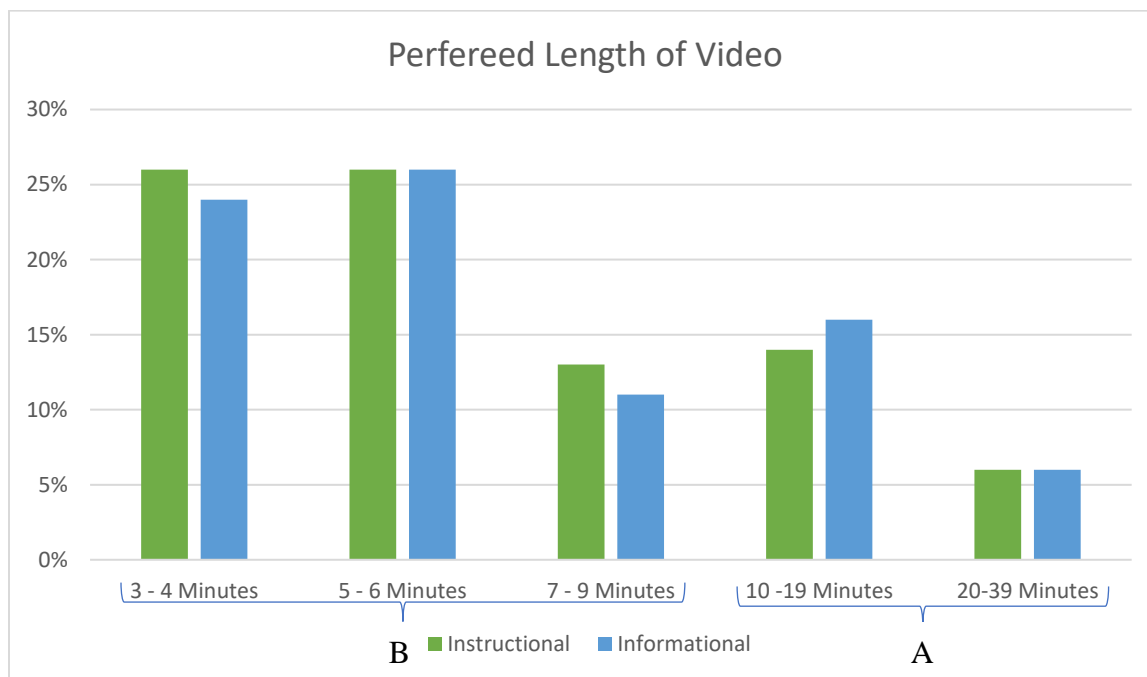




Video

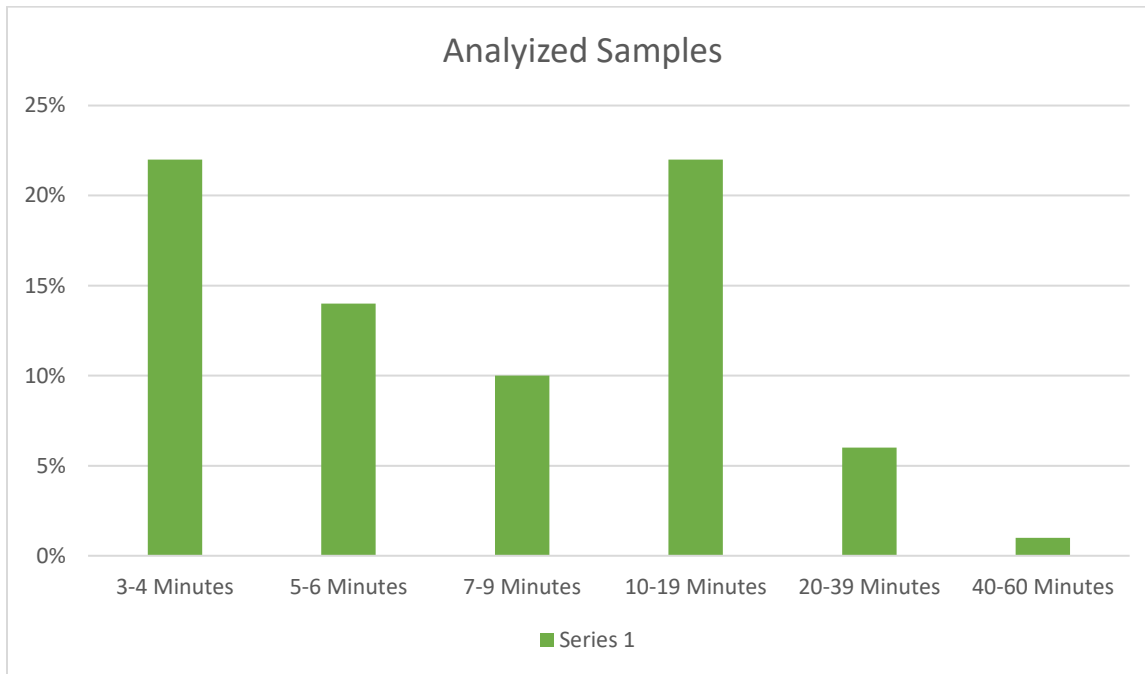
As the discussion begins to focus on video input, a certain amount of research data will be referred to. This data has been drawn from a trade paper produced by a firm that specializes in video production software. As this is their business their numbers will be referenced. Why look at these numbers? Well, it is reported that the attention span of adults is gradually lessening, and while there is most definitely a difference in these numbers across ethnic and cultural lines it is still happening. Concerning the length of video that an individual is willing to view online about a subject of interest, consider the table below:



To explain the table, the “Y” axis represents the percentage of people who prefer a specific length of video for a specific area of interest, the “X” axis represents specific time frames. Below the “X” axis are the letters “A” and “B”, these represent “A” primary lectures and “B” the supporting videos.¹

¹ The numbers represented on this table are based on research into videos that were viewed by people who were “genuinely” interested in the topic of the video, not based upon requirement. This serves the intent of this document to an even greater degree with this consideration as the students should be taking the course a) out of a desire to learn the topic and b) are required to view the video as a requirement of the course.

Looking at group “A” representing the primary lecture video, two separate time groups of 10-19 minutes and 20-39 minutes are listed. These video lengths are less desirable to the student; however, the length is necessary to get the subject matter across. In his introduction to this course, Dr. Kauffeldt stated that while he preferred a 30-minute lecture block, between 16 and 23 minutes would be optimal. The research confirms Dr. Kauffeldt’s position and for the purpose of online course development, a 20 minute block is recommended.



A company called Techsmith conducted a study into video lengths specifically into length and quality of instructional video. Taking into consideration the analyzed samples in the table above, 92% of these videos were under 20 minutes. One point to consider is the percentage of videos that were the highest. Two groups are in that range, 3-4 minutes and 10-19 minutes. There was a second set of videos that caught 22% of the viewers attention. What this can inform the instructor is that the primary lecture video should be a little longer than what is seen in the first table.. A 20-minute video would provide an adequate amount of time to cover course material if the material is kept to a maximum of two or three points. These points will be gone over a little more clearly.

However, these numbers can be worked with. Let us break down the course into workable portions.

1.) Video Lectures: 15 to 20 minutes:

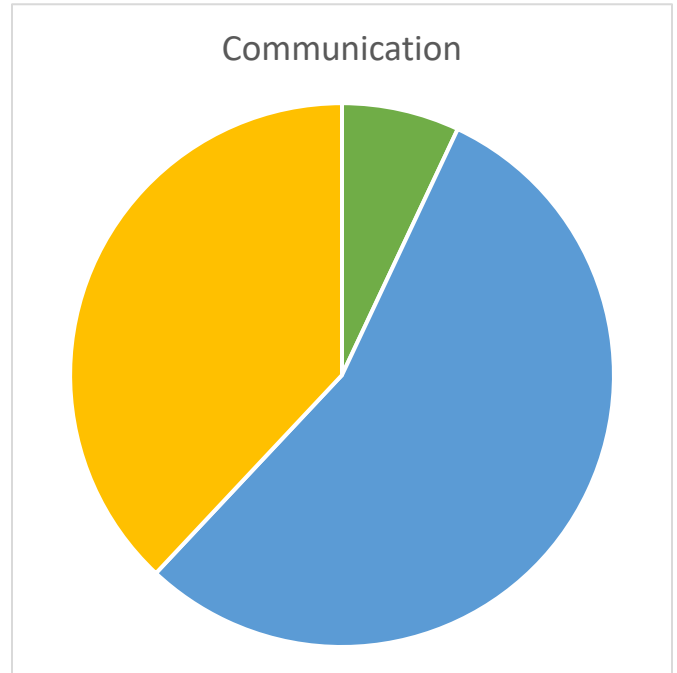
Working with a 15–20-minute block for a video lecture puts a real emphasis on being both concise and exhaustive. During an in-class lecture with students directly in front of the instructor it is possible to stray a little off topic and come back by reading the expressions on the



faces of the class members. Online this is simply not an option and the lecture must be kept on topic and to the point. While recording a video for the internet may seem a little intimidating, it can easily become second nature. Remember if you will, how you felt the first time you stood in front of a class to teach compared to how you feel when you step into a classroom now.

- a. Required, a mobile phone, web cam, or laptop with a camera.
To start with you do not need a fully equipped video recording studio. A blank wall and a mobile phone are all you need to get started. If you have a digital camera with a video record feature that will also easily work, as will a web cam or the built-in camera on a laptop. Remember the intro video by Dr. Kauffeldt. This was done using the camera on his laptop. Audio may present a bit more of a problem, but the mic in your phone, camera or laptop is sufficient to get started. Following that there are some reasonably priced options for microphones available on the internet.
- b. A Lesson plan that has been written for an online presentation.
As has already been noted you do not need help with the course material. For the most part, you have probably been developing courses for some time. What does need to be considered is the structure and presentation. To get there you might need to think of it like shuffling a deck of cards. You already have the cards (course material) you need you just need to shuffle it a bit.
 - i. The lesson should have no more than two or three main points.
As was noted earlier a video lecture should be within the 16–23-minute range, with 20 minutes being the optimal number. Scaling down the amount of material to 2 or 3 main points will help to shorten the time you will need.
 - ii. The lesson video should have a face, that means your face. Include it in the video, otherwise, the lecture becomes far less personable and is less likely to engage the class.
 - iii. The lesson should have some form of visual support, PowerPoint, writing on a White or Black Board. (At the end of the reign of the overhead projector many in churches and classrooms realized the power of the multimedia presentation. This power has not been diminished. Thus, capturing a presentation off the computer is extremely helpful.) While I am uncertain concerning other presentation software, PowerPoint has a “Record Presentation” option built right in. If other programs lack this option, there are free and reasonably priced alternatives that can capture screen video. Further if there simply is not an option for a computer-generated presentation, recording images of writing on a white or black board can also be helpful. There are several industry-generated reports that support a dynamic approach to presentations, such as switching it up from a PowerPoint to a recorded session with a white board. The latter often adds to the sense or personal engagement in the video.
 - iv. Having a dynamic presentation will also be helpful, that is, varying the tone and volume of the instructor’s voice.

Try not to monotone it through the video. Vary the rate, pitch and tone of your voice. Consider this pie chart. The green slice are the words (7%) we use, the yellow is how we vocalize those words (38%), and the blue is our facial expressions, and body posture (55%). While these numbers may not be entirely accurate for every ethnic group/culture the range is somewhat similar.



- v. The rate or speed of the instructor’s voice should not be too fast, or much of what is said may be lost. These industry-generated reports all stress the need to have varied rates of speech. Make sure that it is not too fast nor too slow, but at a rate that communicates interest and passion concerning the subject.
- c. Supporting videos:
 - i. These can provide a bit of variety for the course, keeping the material and direction fresh. Through the supporting videos humor can be added to the course without taking away from learning time. To a large degree anything online (that is not otherwise noted) is in the public domain which means that it is free to use. Granted any alteration of the material may not be permissible without some form of permission or acknowledgement from the author or originator of the material. Without changing a piece of video, it is possible to instruct a class to pay attention to a certain timeframe of the video.
 - ii. While there are various video sources available, it is important to clarify fair use prior to capturing and posting a video. As mentioned above, much of the material on the internet is in the public domain, however, when dealing with material from churches or colleges, some form of acknowledgement would be prudent.
 1. Contacting a church to use part of a sermon video and/or Bible Study should not pose too much of a problem.
 2. Just be sure that when contacting a church to identify yourself and the college you represent.

Concerning the use of video in the courses that will be presented online, there is one final point to be noted. While it may be the intention of the college that the student view the material on a computer in a quiet environment, this may not be possible. Depending on mobile data and internet access students may be viewing course material on a mobile phone in a coffee shop or outside some business that has Wi-Fi access. This is just



another consideration that should inform both the number and length of the primary videos that are used in a course. (As for supporting videos, the majority of these may be mined from YouTube), the length of which are targeted, (to a large degree) for those using data plans and the random mobile Wi-Fi connection. Viewing the support videos should not be a problem concerning .