Action! Creating Video Content for Learning

Considerations and recommendations to create meaningful content for your learners

Presented by: Catherine Newington

Acknowledgement of Country

The ACS would like to acknowledge the traditional custodians of all the lands from which we join. We pay our respects to the Elders past, present and emerging and extend that respect to other Indigenous Australians present.

Creating Video Content for Learning

1   **2**   **3**   **4**   **5**

Technology is a tool

The benefits of using video

Know the context

Pedagogy

Creating Content

Technology is the Tool

1

NO 'magic' bullet. Technology differs for each context.

2

One size does not fit all. We want to tailor technology to our needs.

3

We don't want a 'cookie cutter' style of education

Benefits of using Video

ACCESS TO LEARNING — Learn 'anywhere & anytime'

THE PACE OF LEARNING — Content can be viewed, paused, re-watch multiple times. Students are free to move within the video

REDUCE REPETITION — Teacher instructions – not having to repeat instructions/explanations

ANY TOPIC — Creating your own content – may not be explained in the manner you need

MAKING CONNECTIONS — Creates a visual for students to see and hear you. Feeling of connectedness with their teacher.

Know the Context

1

2

3

4

5

THE ENVIRONMENT

Education setting & landscape

THE TECHNOLOGY

Access to technology for teachers & students

THE LEARNER

The ability and capability of your audience

THE CONTENT

What content will you be creating

THE SUBJECT

Subject being taught may influence the delivery

Flipped Learning

1

READY TO LEARN
Done outside of the classroom

2

VIDEO
Used as a resources when not conducting face to face

3

APPLY LEARNING
Students return with prior knowledge done outside of school hours

4

CLASSROOM
Learning commences at the whole class activity phase

Blended Learning

1

A BIT OF BOTH
This is a mix of online learning and face to face learning

2

VIDEO
Used as a resources when not conducting face to face

3

MOVING FORWARD
Covid changed utilising technology

4

SOUNDS FAMILIAR
Most likely using blended learning in the classroom

Asynchronous Learning

1

SELF PACED
Students to access material in their own time

2

VIDEO
Video content can be provided as a resource

3

LEARNING ON DEMAND
'Netflix for learning'. Content is provided for students, they pick the content and when they will use it

4

ACCESS
Students learn anywhere – internet connection is the only requirement

Planning Content

FOCUS	Clear intentions helps keep you on track
LEARNING INTENTIONS	Explicit Learning Intention and Success Criteria
SECTIONS	Break down the learning intention into parts
ANY TOPIC	Prepare with key words not a full script
MESSAGING	Keep the message positive

Planning Content

LENGTH	Short sharp videos (one or two main points)
SECTIONS	Record in sections
REPETITION	Repeat examples
PERSONALISE IT	Personal greeting (not time limited)
VISUALS	Use of visual cues

Planning Content

PLANNING CONTENT

LEARNING

IS

FUN
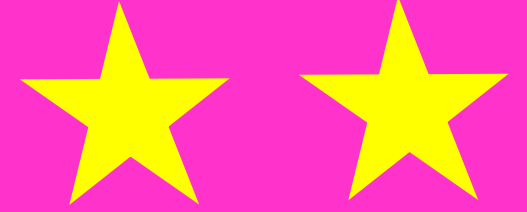
Pen and paper to write key points

Changing the fonts & colour: stands out

Animations (sound, fonts, images) can hinder

Creating content for learning not for entertainment

Consistency is key

Planning Content

1

CAR PARK CONCEPT

Turn down the radio won't help you find a carpark

2

WHITE SPACE

Allows for thinking

3

ALLOW LEARNING

Separate the content, time to think and 'digest'

Planning Content

Today we are going to learn about presenting fractions as shapes

Look at the value
of the **red**

= 3/4

Look at the value
of the **red**

= 1/2
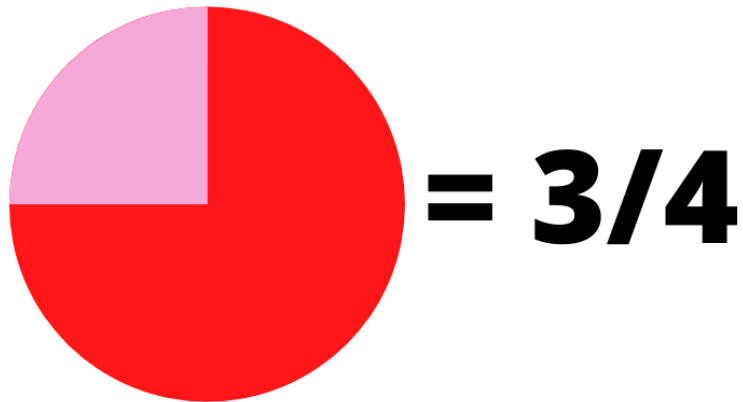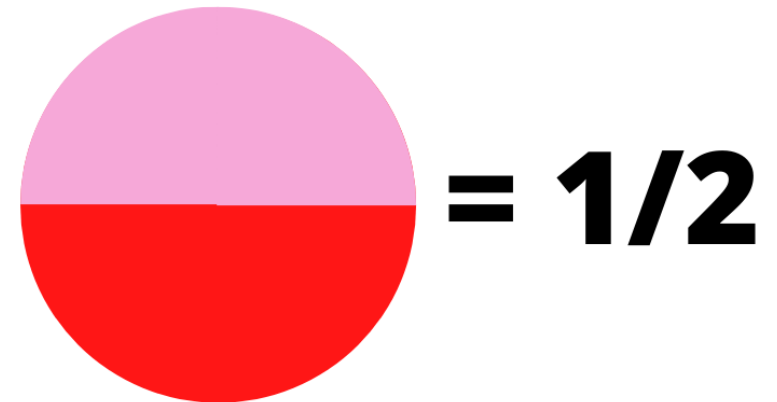
Planning Content

ACCESS TO TECHNOLOGY
What technology are you already using?

THE LEARNERS
Who is your target audience?

THE PURPOSE
What is the learning intentions and how will they tie into your video?

THE KEY MESSAGES
What are the key messages and key words to include in your video?

VISUAL CUES
What are the visual cues are needed? How will you show them?

Planning Content Template

1

Delivery
Materials needed
Software
Hardware

2

Subject
Purpose
Content Description
Learning intention
Success Criteria
Key words

Creating Content

Mobile device

4 Sections

Visual Pages to separate content

iMovie to edit

Creating Content

Live Recordings

Eddie Woo

YouTube Channel

Real time filming

Video duration

Creating Content

Interactive Whiteboard

Khan Academy

Posted in 2007 & still relevant

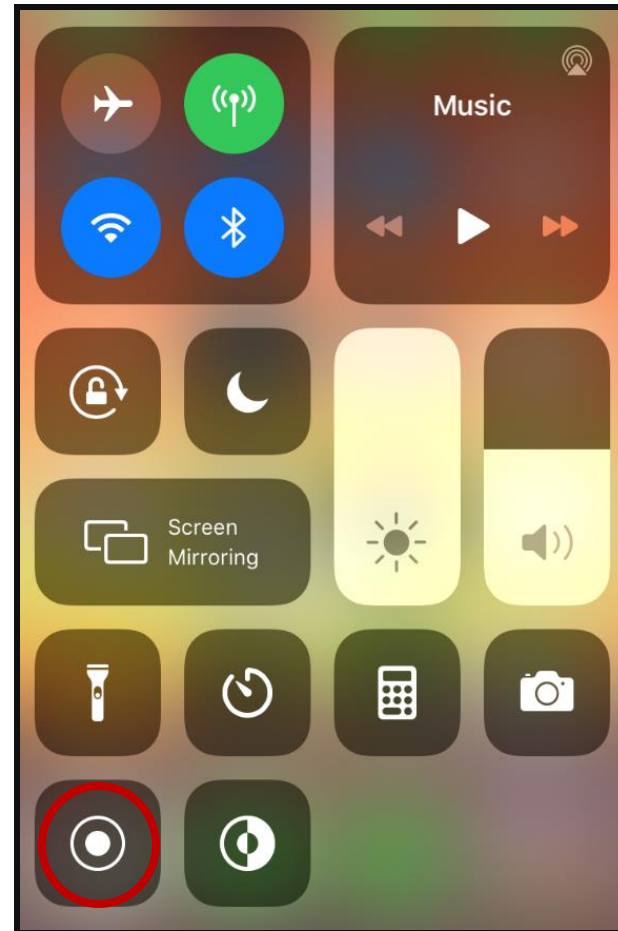Screen recording

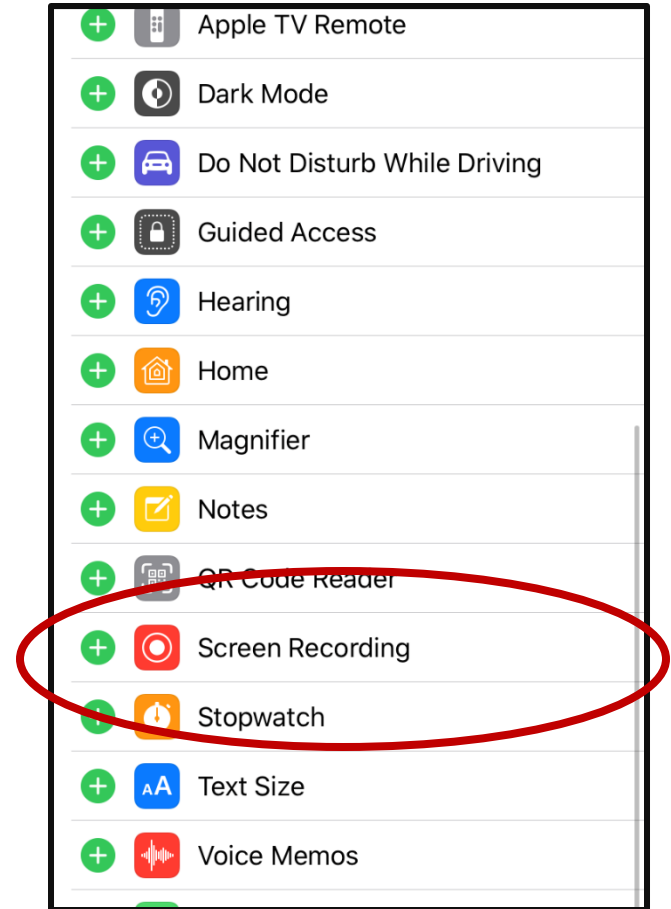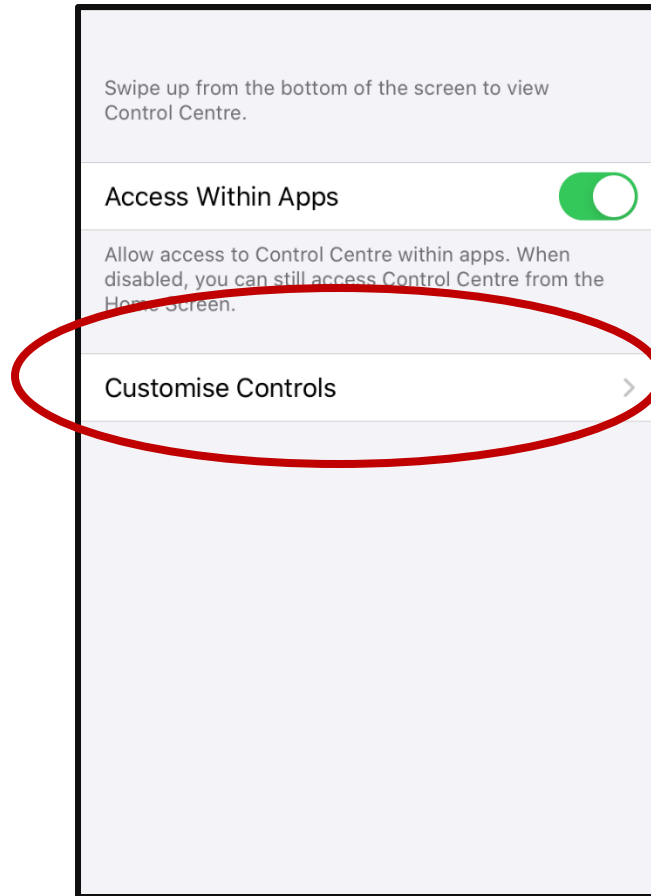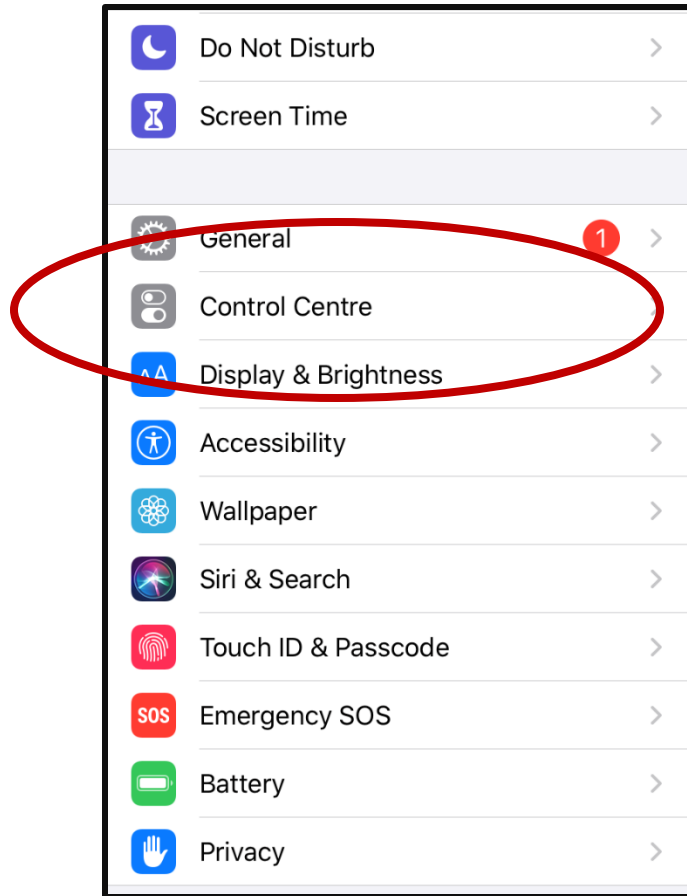Delivery of content

Creating Content

Using Mobile Devices

Screen recording

Inbuilt feature - iPhone

Microphone is on
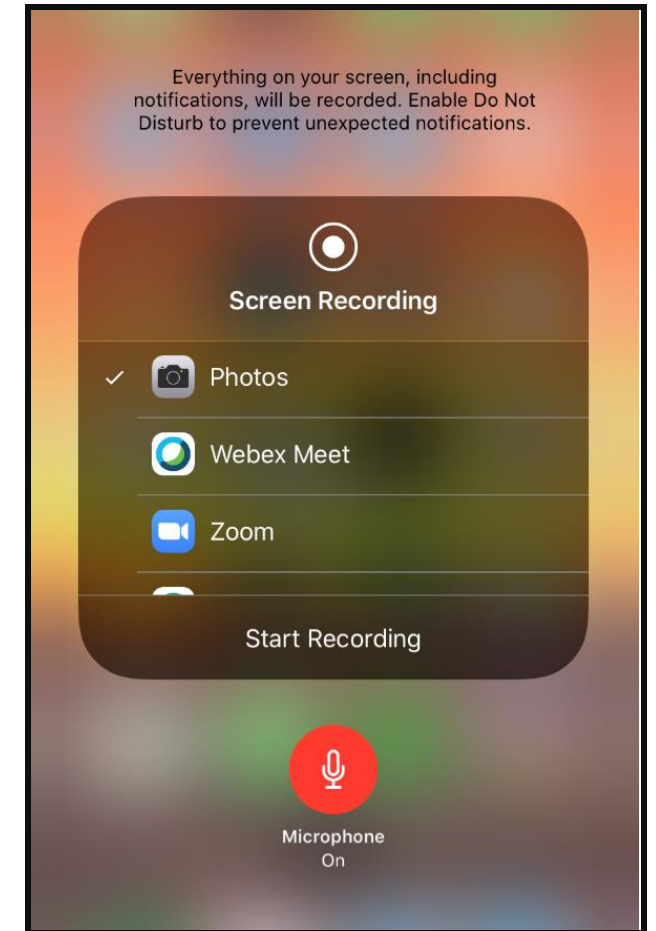
Creating Content

Creating Content

Equipment

Make shift tripod

Got the job done!

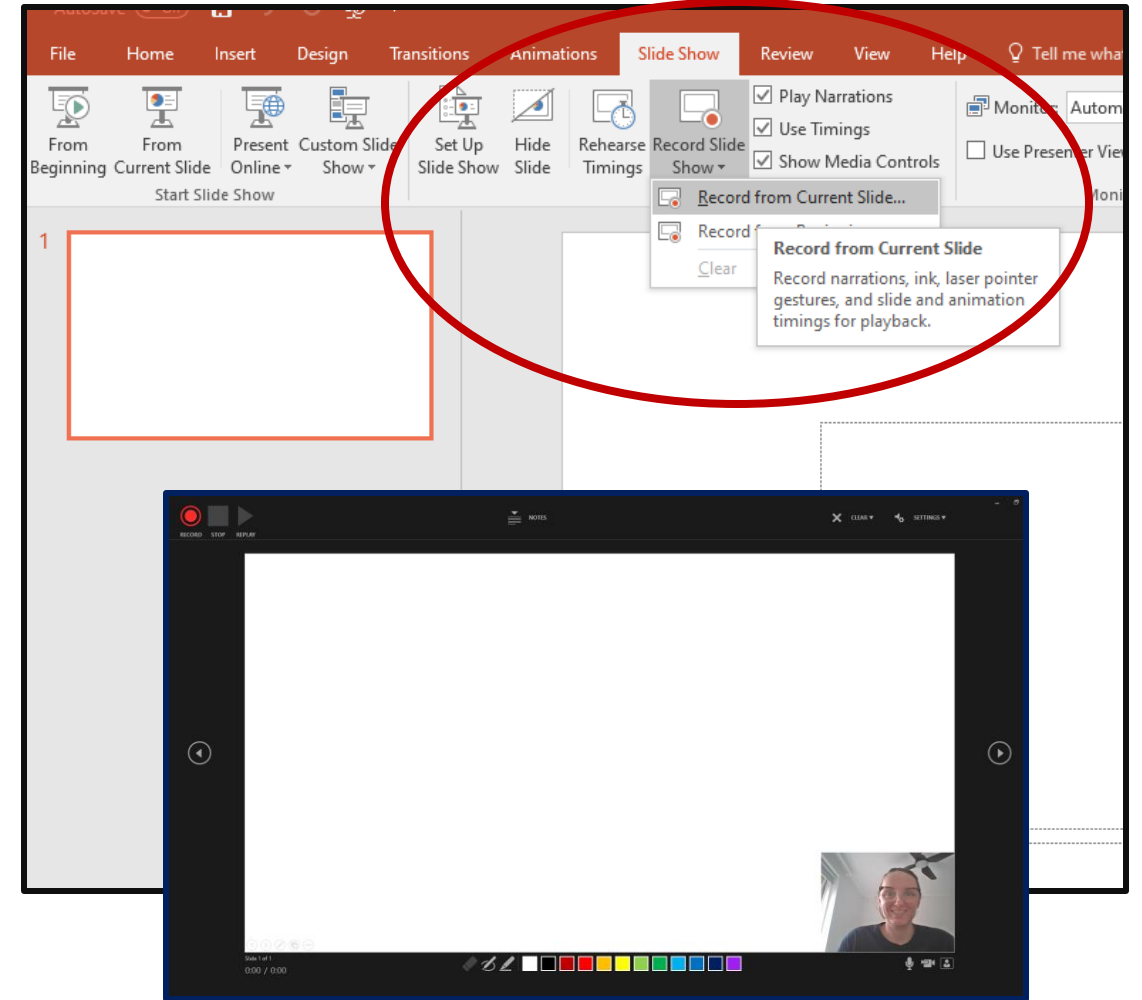You don't need to have the 'best' equipment

Creating Content

Using PowerPoint

Screen recording

Microsoft PowerPoint
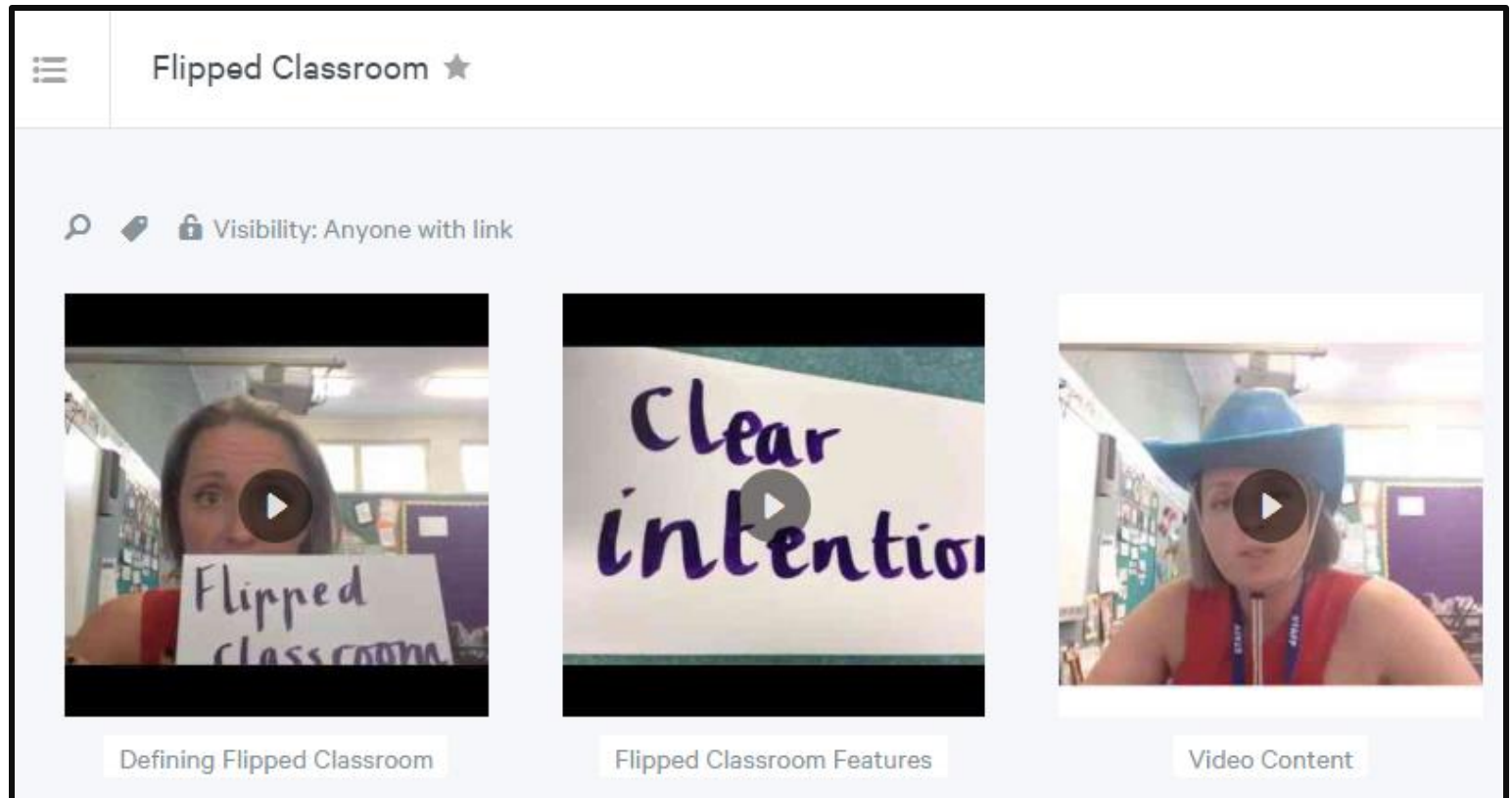
Teacher visible to students

Publishing Content

Viewing Software

Secure Platform

Accessibility at school

Organising content

Dropmark, Microsoft Streams, Google Drive

Final Takeaways

TECHNOLOGY IS A TOOL
It's not about the technology or platform you use to create learning videos.

PRESENTING INFORMATION
About **HOW** you present your information to your students.

ENGAGE IN THE LEARNING
Create audio and visual content for the video to engage in the learning.

WHITE SPACE
Forget the Bells and whistles. Provide students 'space' to learn.

CONSISTENCY
If you are using images ensure they are consistent with your message.

ACS ICT Educators Community

ACS ICT Educators is a program to support the implementation of the Digital Technologies Curriculum.

Create resources and help build scope and sequences and lesson plans.

A dedicated are to connect teachers to build professional networks.

A dedicated professional learning page to help keep your knowledge up to date.

https://www.acs.org.au/ict-educators.html