



# Action! Creating Video Content for Learning

Considerations and recommendations to create meaningful content for your learners

---

Presented by: Catherine Newington

A large decorative graphic on the left side of the page. It features a central circular area filled with intricate, colorful dot patterns in shades of blue, green, yellow, and purple, set against a black background. This central area is framed by a thick blue ring, which is itself surrounded by a thick red ring. The entire graphic is partially cut off by the left edge of the page.

## 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



Technology  
is a tool

2



The benefits  
of using  
video

3



Know the  
context

4



Pedagogy

5



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

Aa

## 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



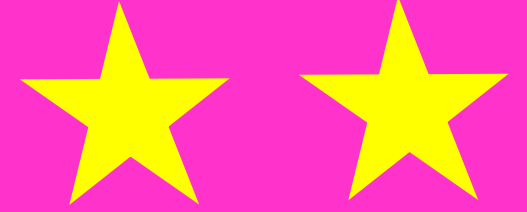
Use of visual cues

# Planning Content

---



## PLANNING CONTENT



**LEARNING**

Pen and paper to write key points

Changing the fonts & colour: stands out

**IS**

*Animations (sound, fonts, images) can hinder*

**FUN**

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

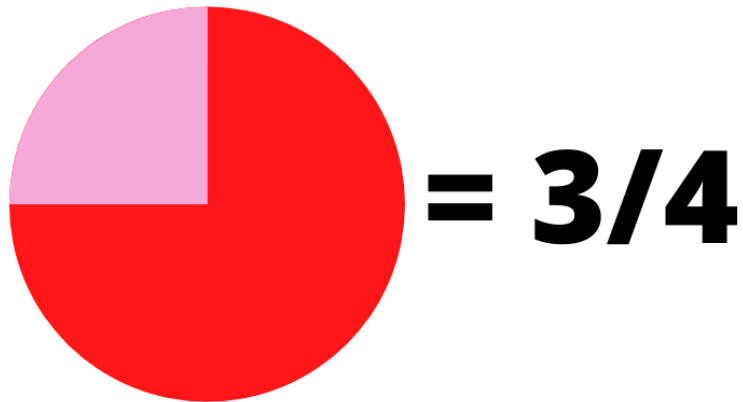


## ALLOW LEARNING

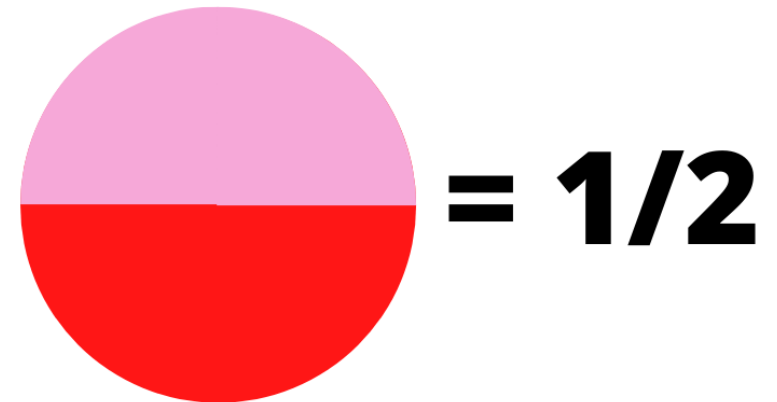
Separate the  
content, time to  
think and 'digest'

## Today we are going to learn about presenting **fractions** as **shapes**

Look at the value  
of the **red**



Look at the value  
of the **red**



# 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

A screenshot of a mobile application interface. The main content area is white and features the text "ALGINING THE TECHNOLOGY WITH YOUR TEACHING STYLE" in a dark blue, sans-serif font. To the right of the text is a large purple padlock icon with a white checkmark inside. The interface is framed by a dark blue border. On the left side of the border, there are three icons: "Done", a plus sign, and a play button. On the right side, there are three icons: a question mark, a gear, and a back arrow. At the bottom of the screen, there is a video player showing a grid of video thumbnails. The thumbnails show a woman speaking, and one thumbnail shows the same text and padlock icon as the main content area. The ACS logo and website address "acs.org.au" are visible in the bottom right corner of the video player area.

# Creating Content



## Live Recordings

Eddie Woo

YouTube Channel

Real time filming

Video duration

9:51	13:36	7:54	8:59
<b>Introduction to Financial Series (Example 2 of 2:...</b> 2.3K views • 1 year ago	<b>Introduction to Financial Series (Example 1 of 2:...</b> 4.7K views • 1 year ago	<b>Applications of Integrating Exponential Functions (2 of...</b> 3.3K views • 1 year ago	<b>Applications of Integrating Exponential Functions (1 of...</b> 3.4K views • 2 years ago
8:19	8:39	9:53	9:52
<b>Integrals &amp; Logarithmic Functions - Why does the...</b> 4.2K views • 2 years ago	<b>Identifying a Function from its Derivative</b> 7.3K views • 2 years ago	<b>Integrals &amp; Logarithmic Functions (2 of 2: Why are...</b> 4.8K views • 2 years ago	<b>Integrals &amp; Logarithmic Functions (1 of 2: Deriving...</b> 4.9K views • 2 years ago
9:50	9:26	7:07	6:42
<b>Calculus of Logarithmic Functions (4 of 4: The...</b> 3.4K views • 2 years ago	<b>Calculus of Logarithmic Functions (3 of 4: Dealing...</b> 4K views • 2 years ago	<b>Calculus of Logarithmic Functions (2 of 4:...</b> 6K views • 2 years ago	<b>Calculus of Logarithmic Functions (1 of 4:...</b> 10K views • 2 years ago

# Creating Content



## Interactive Whiteboard

Khan Academy

Posted in 2007 & still relevant

Screen recording

Delivery of content

The screenshot shows a video player with a whiteboard background. The whiteboard content includes:

- Handwritten equations:  $\frac{1}{4} + \frac{1}{2} \Rightarrow \frac{1}{4} + \frac{2}{4}$ . The  $\frac{1}{2}$  and  $\frac{2}{4}$  are circled in yellow.
- A diagram of a circle divided into four quadrants. The top-right quadrant is shaded yellow, and the bottom-right quadrant is shaded with diagonal lines.
- The fraction  $\frac{1}{2}$  is written below the circle, with a mouse cursor pointing to it.
- Below the equations, the fraction  $\frac{2}{4}$  is written.

The video player interface at the bottom shows a progress bar at 4:50 / 9:49, a play button, and a volume icon. Below the player, the video title is "Adding and subtracting fractions | Fractions | Pre-Algebra | Khan Academy" with a "Fundraiser" tag. It also displays "2,282,478 views • 9 Jan 2007" and engagement icons for likes (6.5K), comments (793), share, save, and a menu icon.

# Creating Content

---

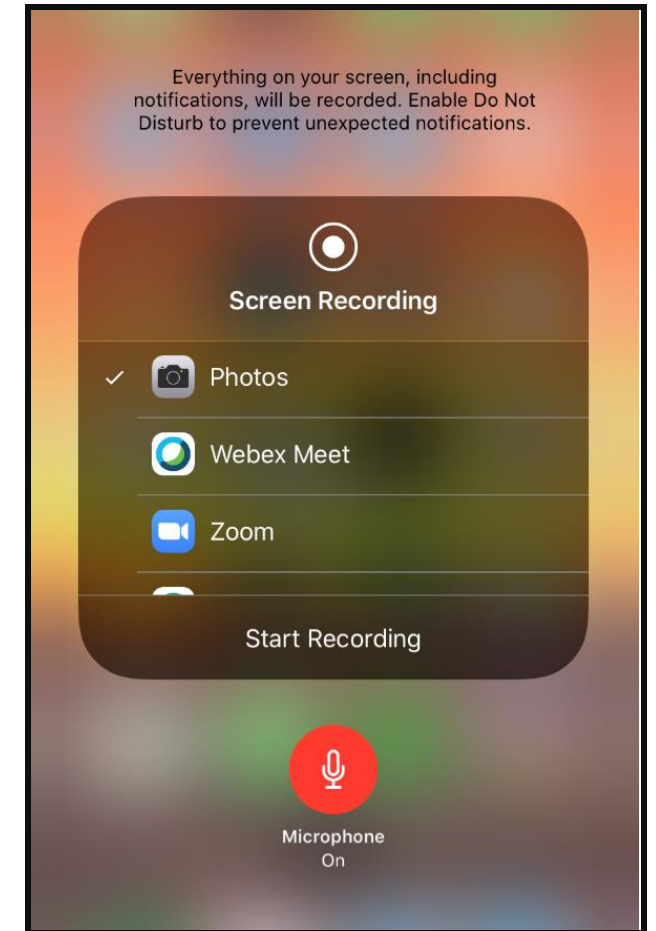
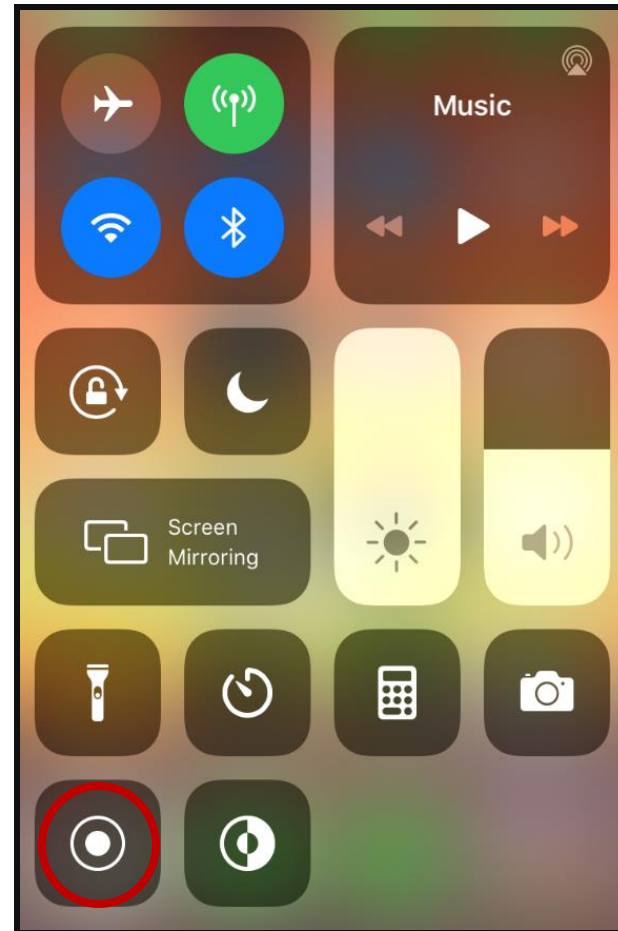


## Using Mobile Devices

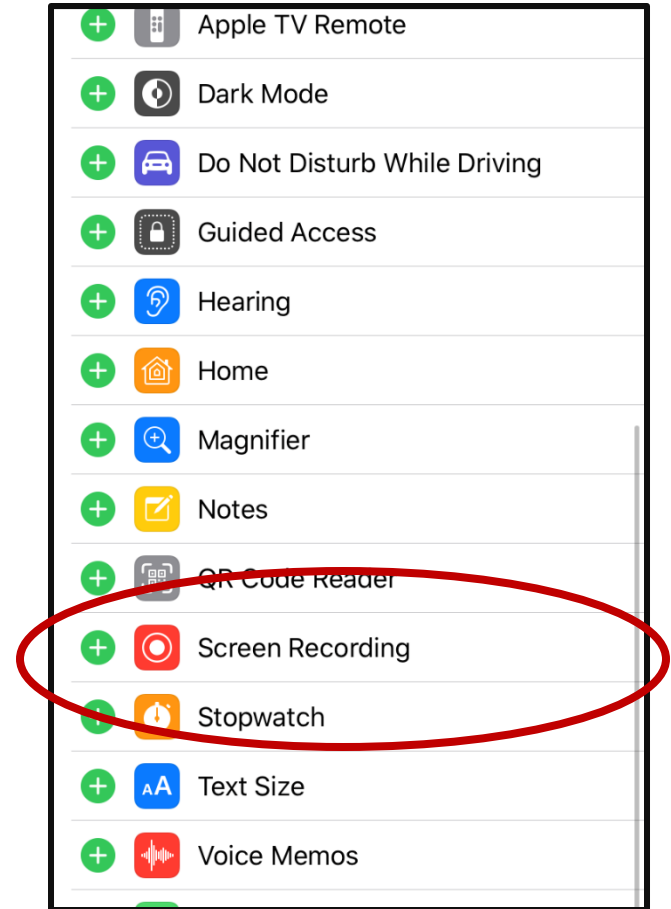
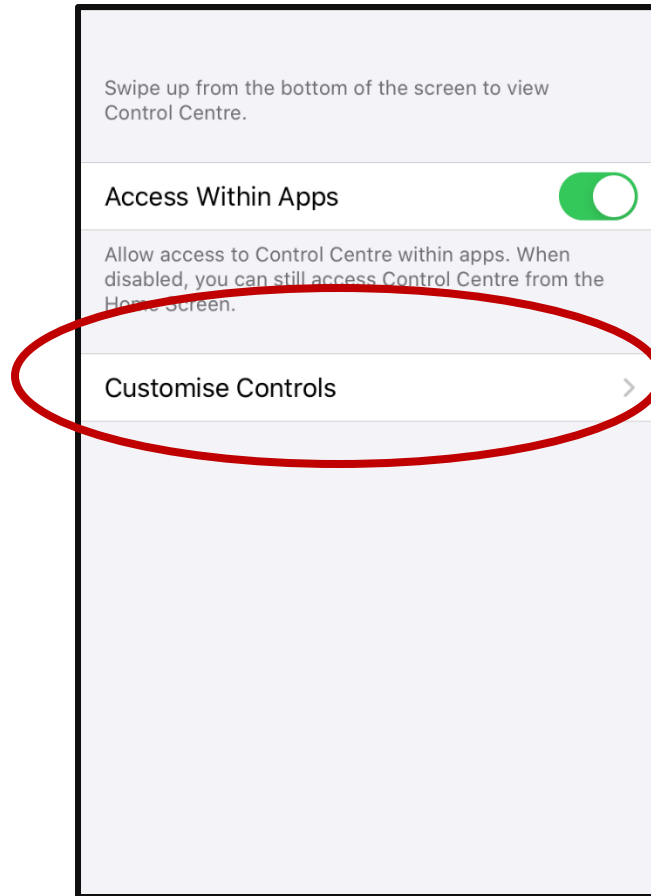
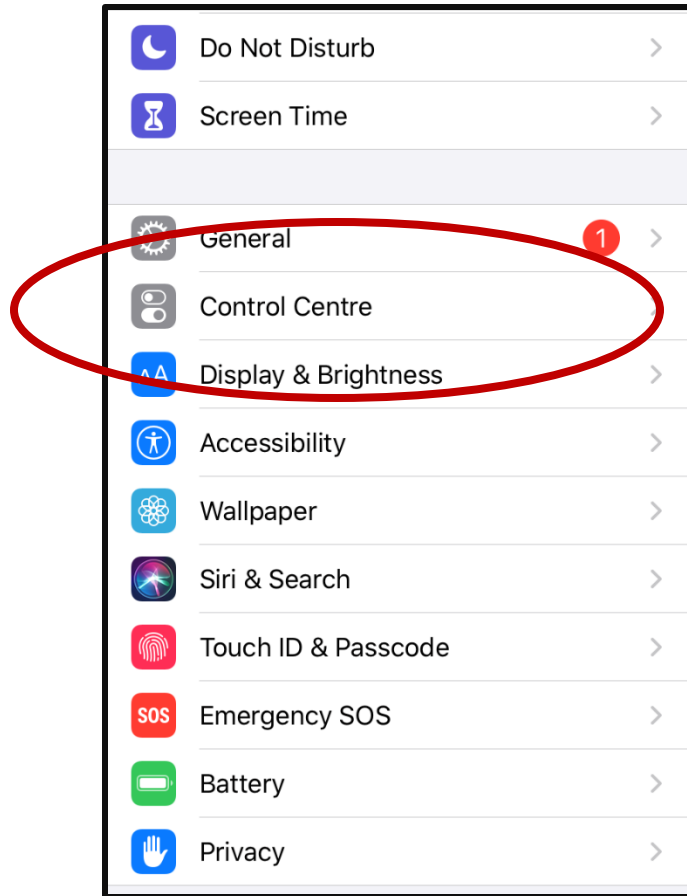
Screen recording

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

---

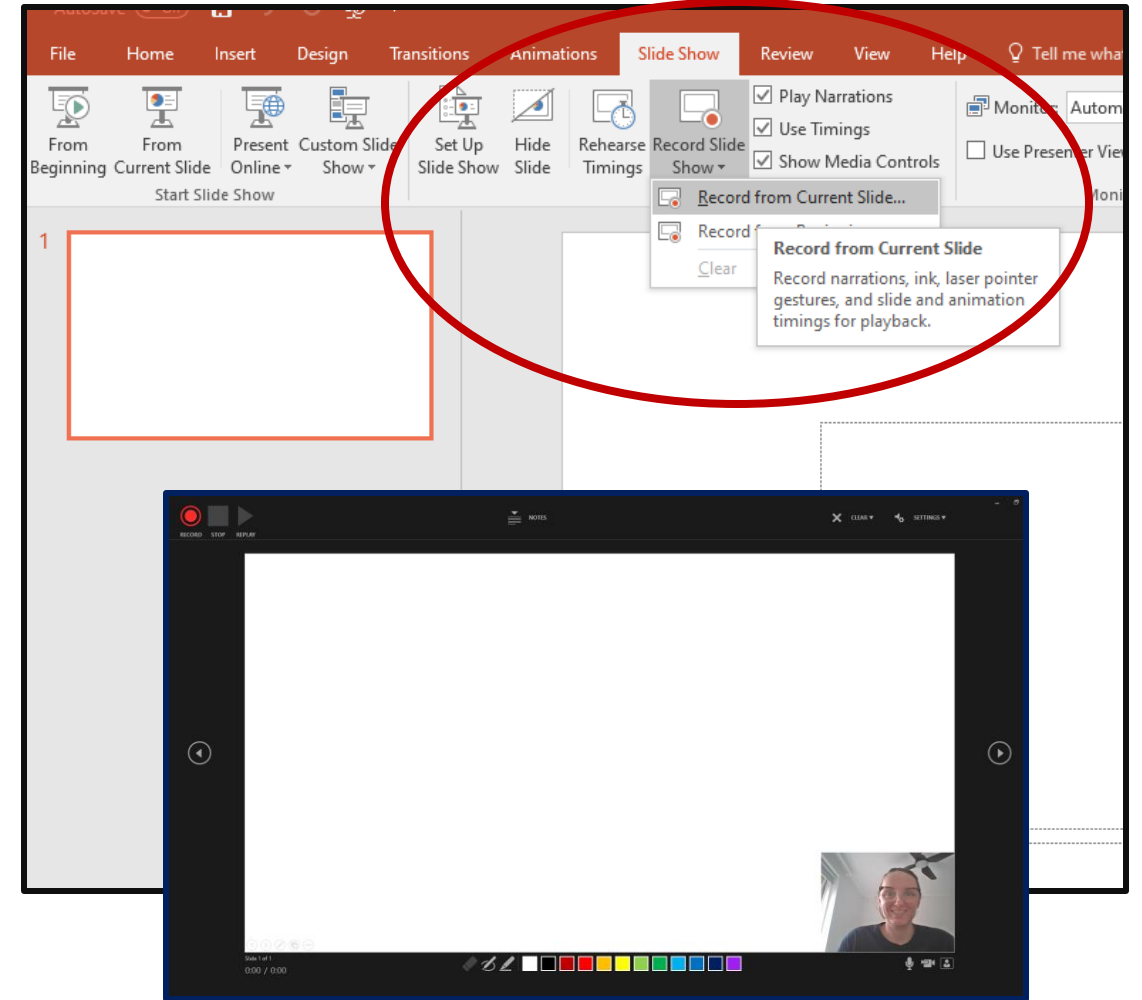


## Using PowerPoint

Screen recording

Microsoft PowerPoint

Teacher visible to students



# Publishing Content

---



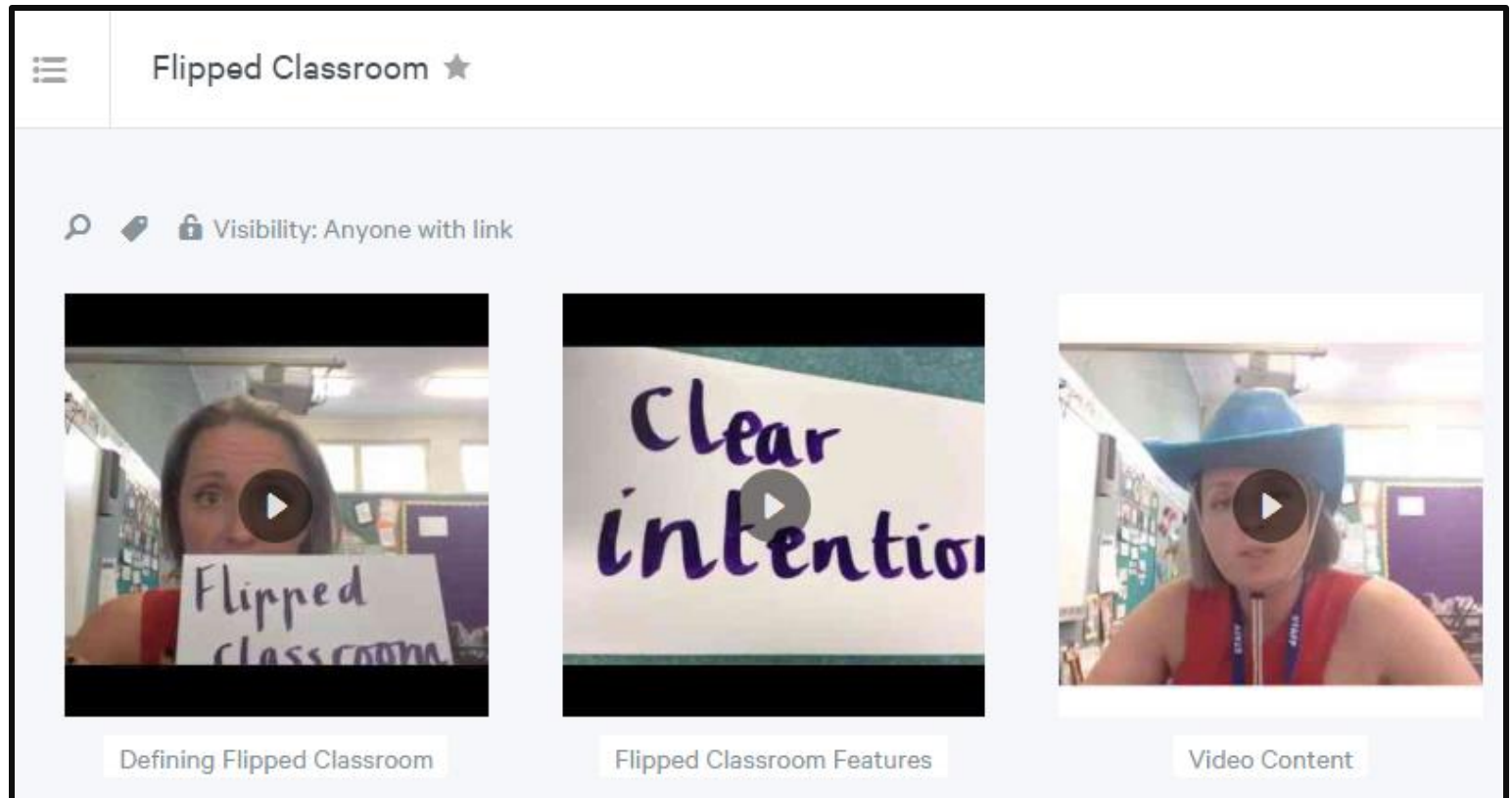
## Viewing Software

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 area 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>**