

■ Video Clips
for Classroom Flips:
How, Where & Why?

■ Video Conferencing
for Teaching
and Learning

■ Practical
Uses
of Video

Back by Popular Demand!

VIDEO@POLYU Workshop Series

The arrival of broadband access and the invention of new technologies for compressing and streaming video over the internet, along with the increased affordability of sophisticated mobile devices, have combined to make it easier than ever to use video for teaching and learning.



This series of workshops will look at how lectures can be made into effective videoclips, and how video can be used in a variety of ways to enhance and add flexibility to teaching and learning, including 'flipping' the classroom, building MOOCs, and enable the move to successful blended and online delivery of content.

*Video Clips for Classroom Flips

Experience Sharing on

How, Where & Why?

***Why do it?**

&

Why not?

Your views?

*There is a **huge** amount of uploaded videotaped material from various sites and covering all topics

*Can we leverage on that?

***Why do you need to
make your own
videoclips?**

- * OFTEN, what is available is:
- * High tech being used to present poor quality ‘chalk’n’talk’ lectures *(though if the teaching is good , a no frills approach can be effective on video)*
- * Unfocused, rambling, annoying, amateurish, too long, badly in need of editing
- * Has content that does not meet the needs of students of our programmes

Should you just use what is out there already from MIT, Harvard, Stanford, UC, Yale & other ‘top’ universities?

- *The 10 most viewed videoed lectures on YouTube (from New York Times)

http://www.nytimes.com/2010/04/18/education/edlife/18opentop10-t.html?_r=1&

- *The good, the bad,& the terrible

***Why not just use what is
out there already?**

- * There is a **huge** amount of uploaded videotaped lectures from various sites and covering all topics - *but uploading of unedited (bad) videos of whole lectures is not the way to go*
- * Most of what is out there is useful mainly for learning how *not* to do it - *and we can leverage on that*, BUT....
- * Short, focused, clear, tailor-made videoclips are needed..... and so.....

***you do you need to
make your own
videoclips**

* Motivation

* Purpose

* Content [Material]

* **Your Videoclip Toolkit**



* How to do it:

1 - What do you need?

* Venue

* Planning (time
& storyboard)

* Focus

* Equipment

* Technical support



Where should you look?



Who are you talking to?

....NOT the
cameraman.....
Talk to the CAMERA



*2: What else... & what to avoid?

*Some clips of clips.....

- * You need to be comfortable with
 - * Your material and its 'flow'
 - * The camera
 - * Your recording space
- * You need to be open to seeing how others see you!
- * You most likely need to redo your powerpoint slides!
- * You need technical support

***What else do you need?**

*Video@PolyU 1.

*Technical Aspects

Ian Brown & Anthony Ho

EDC

- * Camera

- * Tripod

- * Mic

- * Headset

- * Lighting

- * Computer

- * Presentation (Powerpoint/ prezi etc)

- * Camtasia

* Shooting

- *Editing

- *Delivery

 - *Local playback

 - *Hosted on a server

 - *Streaming server

 - *Web server

 - *LAPU server

 - *Third party solutions (YouTube, Vimeo etc)

*Post Processing

* Suggestions from the sharp end.....

- * Resources for a video recording studio and technical staff to support practice & production
- * Media server
- * Incentives
- * ‘Gatekeeping’ (don’t add to garbage; keep quality high; need for a new CoP? Join select websites?)

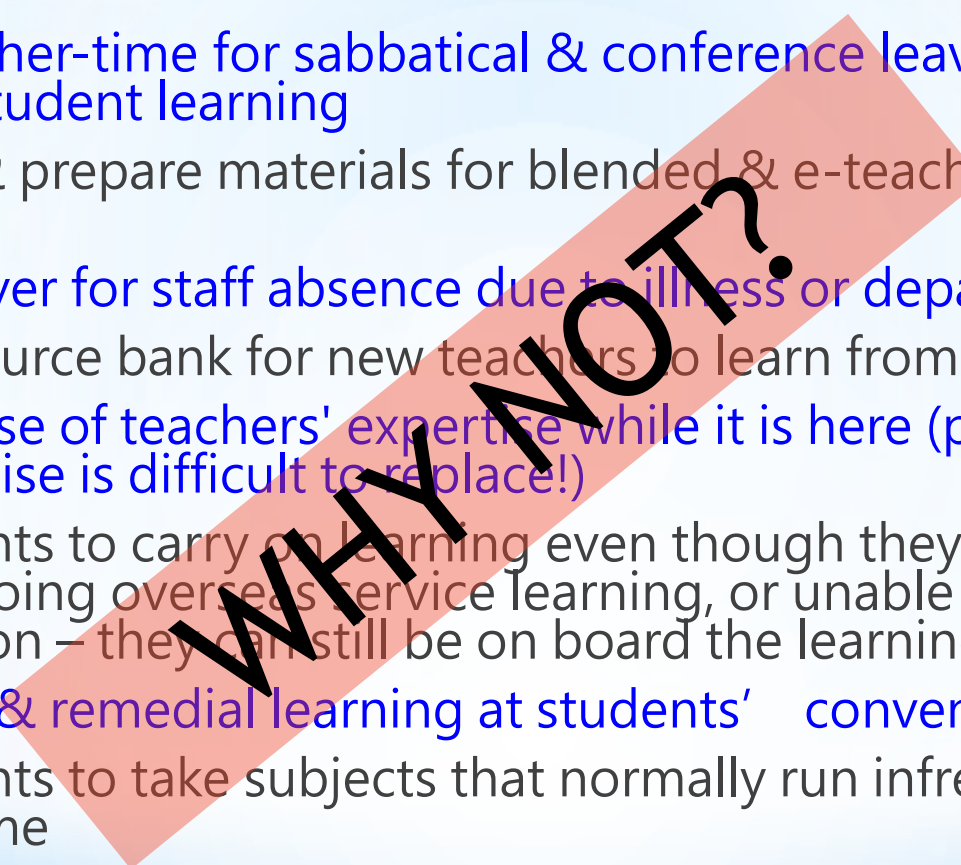
*** What support from PolyU is needed to help drive developments in video@polyu**

***Why do it?**

&

Why not?

Your views?

- 
- * Facilitate continued teaching through a repeat of the SARS pandemic scenario
 - * Free up teacher-time for sabbatical & conference leave without disrupting student learning
 - * Build skills & prepare materials for blended & e-teaching & MOOC building
 - * Facilitate cover for staff absence due to illness or departure
 - * Provide resource bank for new teachers to learn from & use
 - * Make best use of teachers' expertise while it is here (people leave and some expertise is difficult to replace!)
 - * Allow students to carry on learning even though they are on student exchange, doing overseas service learning, or unable to attend the class for any reason – they can still be on board the learning train
 - * For revision & remedial learning at students' convenience
 - * Allow students to take subjects that normally run infrequently - and in their own time
 - * Freeing up class time & energy for real life examples/ debate/student led discussion/ project work/ context setting/problem solving and other forms of interactive L&T approaches in class
allowing you to ***FLIP YOUR CLASS***

***Why Do It?**

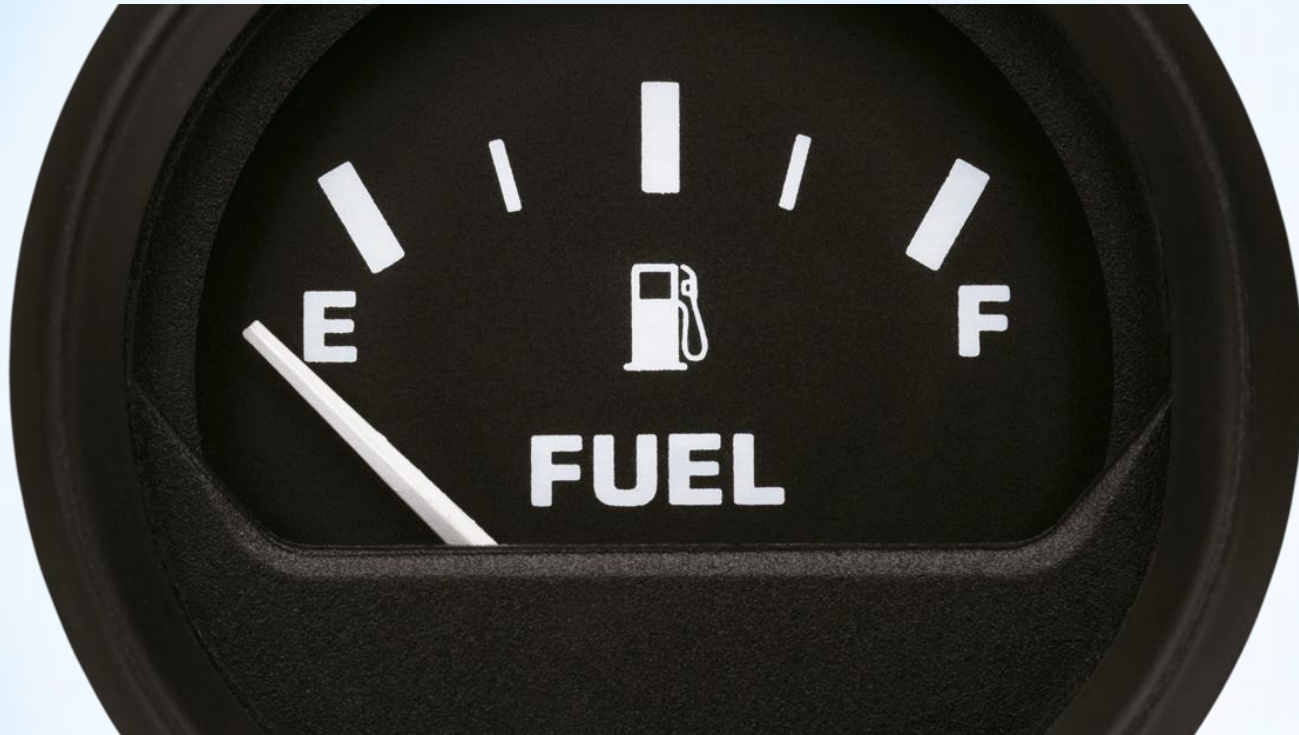
* **Great** video on how to flip your classroom - and how to make videoclips (Keith Hughes, 24 min)

<http://www.youtube.com/watch?v=ZRvmjjeZ9CA>

* University of Queensland

<http://www.uq.edu.au/tediteach/flipped-classroom/about.html>

* **Flipping resources**



*You *can* run on empty

- * **It is not difficult** - but does take planning and time - and you need help, and (maybe) practice
- * It is worthwhile for you, your students, & PolyU

***Take home message**



*Enjoy!

Next..

Applications and Technical Aspects (with Ian Brown)

Creation of a Video Capture Room & Editing Room in Z block

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