Videos to help students learn

Research on instructional videos recommends:

- **Length** Videos should be 6 minutes or less
- **Planning** Time invested in planning before recording results in better videos
- **Speaking rate** Faster speaking rate is more engaging
- **Style** Videos that include the presenter annotating are more engaging than presentation slides
- **Quality** Sound quality is more important than video quality

Videos should be:

- **Mobile-friendly** Students should be able to easily read text and identify images on their phones or tablets.
- **Accessible** Include captions. Verbally describe images. Be aware that not everyone can see colors.
- **Legal** Use only images and materials that you’ve created yourself or are legally allowed to use under copyright law. Get release forms signed for anyone appearing in the video.

**Best practices for teaching with multimedia, including video**

Minimize extraneous cognitive processing
- Eliminate extraneous material and highlighting essential material
- Place text near corresponding images
- Avoid using slides that are merely printed versions of your spoken text
- Simultaneously present narration and visual elements

Help the learner memorize and process essential information
- Use spoken rather than printed text.
- Include pictures
- Present pictures before text

Encourage the learner to organize and integrate the material
- Use a direct, conversational style when speaking
- Present learners with a worked-out example when they are first acquiring a skill
- Ask the learner to explain a lesson or materials to themselves

**If we could only recommend one thing:**

Save yourself time by writing out your narration, condense, and practice out loud before recording
More information:


Kevin Smith Scholarly Communications @ Duke blog http://blogs.library.duke.edu/scholcomm/ see especially “Scholarly Communications Toolkit” for information on copyright in teaching http://blogs.library.duke.edu/scholcomm/frequently-asked-questions/toolkit/


References


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