

Introducing Your Course with Video

WHAT IS THIS RESOURCE?

Recommendations and tips for making an introductory video for one of your courses, which can be shared with students via email or through an LMS, such as Blackboard. Also included is a sample script template to help structure the video content.

HOW DO I USE IT?

Review the document before planning an introductory video, and use the script template to help you write the first draft of your script. For assistance, please contact pablo.sherman@rmit.edu.vn

Introducing a course with video means creating a “welcome video” in which the instructor appears on camera addressing students. Videos do not need to be professionally produced or even edited. A welcome video is usually uploaded to the course under the course orientation/introduction module, and is accessible by all students in a course shortly before the course starts.

Characteristics

- Scripted
- Short (1 – 2 minutes)
- Supportive/Positive
- Informative
- Personal (Imperfect!)

Facilitation Process

PRE

- Instructor scripts content. [Please see the provided script template]
- Instructor practices content without reading.
- Instructor readies materials. (This may include making sure the camera has enough memory/storage, having a colleague record you, choosing a well-lit, quiet space with appropriate background, preparing your wardrobe, etc.)

DURING

- Instructor records practice video(s).
- Colleague provides feedback on practice video. This step is optional, but highly recommended. [Please see provided feedback form]
- Instructor implements feedback into final recording.

POST

- Instructor creates course orientation/introduction module in the LMS (i.e., Blackboard).
- Instructor uploads video to orientation/introduction module.
- Instructor sends announcement/assignment to students.

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Beginner Tips for Effective Welcome Videos

- After writing the script, edit your words heavily. The shorter the better. Cut, cut, cut!
- Re-use the script as a transcript that can be posted with the video.
- Familiarize yourself with the script enough to be natural rather than memorizing or reciting it verbatim.
- Maintain eye contact with the camera. Don't read the script or look away.
- Use your normal speaking speed with just a bit more volume/projection than usual.
- Avoid monotone speaking by remembering to smile, be friendly and conversational, and "punch up" certain words with emotion or enthusiasm.
- If possible, avoid wearing stripes or heavy patterns. Choose solid colors.
- Improve lighting by moving to where the light source is in front of you.
- Time your practice video. Ideally, the final video should be between 1-2:30 minutes.

Multiple Purposes

Short videos can serve many purposes including for learning, assessment, and research

For/With Students

- Instructional videos for students (flipped class)
- Instructor clarifications
- Student-made introduction videos
- Student-made video assignments

For/With Colleagues

- Show-and-tell (help your peers to make their own welcome video)
- Personal/professional website
- Research explainer/overview
- Professional conference

Optional Assistance

- Analyze a few sample videos on YouTube using the search terms "professor welcome video" to note what is and isn't effective (length, camera angle, lighting, tone, content, etc...).
- Contact ed.tech@rmit.edu.vn for a consult on uploading your video to your course in Blackboard.
- Inquire with your department's IT staff for local resources available to you for advanced or professional video recording.
- For assistance with video production contact phong.legia@rmit.edu.vn for a consult on your welcome video or the design of student-made video assignments.

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Video Script Template

Use this suggested video script template as a guide for the sequence and content of your course introduction or welcome video. Limit yourself to 1-2 sentences per box, with one idea per sentence. Write in a conversational style. This template can also be turned into a transcript to post with your video.

Introduce yourself	
Introduce the course (title, sequence, context, prerequisites, etc.)	
Tell students what they will be able to do by the end of the course (i.e., skills attained)	
Tell students how to contact you and your response time	
Encourage students to communicate with you and/or explain how to start work on the course	
Close on a positive note!	

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Feedback Form

Use this suggested feedback form to provide substantive comments on a colleague's course introduction or welcome video, and vice versa. You and your colleague can incorporate specific recommendations into the final versions of your videos.

What worked well in this video?	
What could be improved for the final version?	
Other comments	