Video Library

ICT for Learning team's video library project is about supporting teachers in educational video production. The idea is to create short videos for open use, especially in basic academic mathematics, physics and chemistry. With a shared and collaboratively produced video library, teachers could have more flexibility in teaching. Students could go through the most difficult theories and models on their own time.

Lightboard studio:

The Lightboard is a glass chalkboard pumped full of light. It's for recording video lecture topics. You face toward your viewers, and your writing glows in front of you.

example:

&ltp;&lt;/p&gt;

How Lightboard supports learning:

- **Effective working memory capacity** Effective working memory capacity can be increased by using auditory and visual working memory together rather than using one or the other alone (Sorden, 2005; Mayer, 2001). The lightboard’s requirement for real-time narration/lecture combined with annotation supports this principle.
- **Narration and gestures** The combination of narration and gestures from the presenter can support learning. As Kelly, Manning & Rodak (2008) commented, “Hand gestures are a natural, ubiquitous and meaningful part of spoken language – so much so, researchers have claimed that gesture and speech form a tightly integrated system during language production and comprehension.”
- **Accessible resources** The resulting video resource can be published (to your course or YouTube channel) making it easy for students to access the resource outside class time when they are studying or preparing for class.
- **Control the pace** Better learning transfer occurs when the pace of presentation is controlled by the learner. Learners can control the pace of presentation (by stopping or replaying the video) (Mayer, 2003; Sorden, 2005).
- **Ease of use** Ease of use means that you can pick up on “muddy points” that surface among your students and quickly create a resource to address these. Responsive, relevant resources that address student questions can address misconceptions as they arise.


- **News:**
  - Recent Inside posts

- **Schedule:**
- **Resources:**
  - **Video formats**
  - [video_for...sion5.pdf](video_for...sion5.pdf)

- **Educational use of videos**
  - [factsheet1_didactic_video.png](factsheet1_didactic_video.png)

Best practices
Five minutes! One topic, one board, stop. (Doubt it? See How Video Production Affects Student Engagement)

- Plan your talk so you know where you are going to be drawing on the lightboard. If you need to erase (much) or add another board, it's probably too long.

- Pause before starting, and look at the camera. This gives you a clean cut point, to edit out your walk-on.

- If people are going to watch several videos, they don't want an intro on each one.

- Dark clothing works best so your writing is readable in front of your clothing. Deep blue is really nice. No text on clothing.

- Expectations for videos are higher than for classroom lectures, but you needn't strive for perfection. Good enough is good enough.

source: http://lightboard.info/tips-techniques/best-practices.html

Other Studio applications:

Greenscreen (or Chroma key compositing, or chroma keying, is a visual effects / post-production technique for compositing (layering) two images or video streams together based on color hues (chroma range)).

Most suitable for explaining theory/concepts and for promotion and knowledge transfer.
- backgrounds should be relevant and not distracting
- benefit from the added value backgrounds
- capturing the background video depends on context (weather, noise)

Examples:

On Location recordings:
- Most suitable for engaging explanations in context
- Most suitable for short engaging explanations in context
- Most suitable for explanations on campus locations

Example:

Aalto Video Library
Gagné's Nine Events of Instruction

Plan Your Project

Contact & Support:

kalle.kataila@aalto.fi or outi.rautakoura@aalto.fi