



Adding Video to Your Instruction

There's little doubt these days that video has a place in education—regardless of the content area. And with more and more instruction taking place online, video will be an expected component of most every course. If you're a video novice, how can you "turn your ship" to make video part of your instruction?

One of the first things you should do is take a deep breath and realize that a reworking of your curriculum to include a video in every lesson or every topic can't happen overnight. But you can start the process today! Consider your existing curriculum and identify those topics that really call for a personal explanation or demonstration — where seeing and hearing action is far superior to text handouts, illustrations, or even colorful graphics. To start "turning the ship," consider what it would take to deliver just one or two of your course's essential topics via video.

Does it already exist? Unless you've been living under a rock, you've used YouTube, but may not yet appreciate its potential impact and diversity. A quick check of [current \(and amazing!\) YouTube stats](#) reveals that 300 hours of new video are uploaded **every minute!** So, with just a few minutes of searching YouTube—not to mention other video repositories like Vimeo, Khan Academy, PBS Video, TED, and [dozens more](#)—you are quite likely to uncover **existing videos related to your essential topic**. You'll immediately notice that most videos that can hold your

attention are short: no more than 5 or 10 minutes long. After watching a few examples that do a good job addressing your topic, pick one or two that can potentially benefit your students and compliment your lessons. Look for the "Share" option, copy the provided link, and then do just that—**share the URL**—with your students.



But to reap the benefit from any video, students must watch with a purpose. For any video you assign, always provide a guiding question or impetus for watching. Encourage a second or even third watching. Follow-up with a quiz, solicited response, discussion or action from the students.

Roll your own. If you can't find the right delivery of your topic on YouTube, or you really want to deliver the instruction or demonstration personally, then get out your recorder and make your own video! Today's smartphones and tablets are quite capable of high-quality video recordings. But to have more than a "selfie" quality video, you will need to 1) plan and execute your recording

(probably with the help of an “assistant” if you’ll be on camera), 2) import the recording into a capable video editing program, 3) edit and trim your recording, 4) enhance the video with added text, animations, graphics, transitions, and even interactivity like quizzes and hotspots, and finally, 5) render a ready-for-sharing video of your own. As part of our NC-NET Academy we offer short-courses to bring you up to speed on video production, taking advantage of the powerful, yet user-friendly [Camtasia](#), and the abundance of quality tutorials able to convert almost anyone into a video-producing professional!

Watch this! Sharing large video files with students is no longer difficult. As noted above, uploading to YouTube and other video sites is now commonplace. Those sites can then stream your videos straight to students’ phones, tablets, or PCs via the Internet. After successfully delivering several topics via video, keep “turning the ship” and expand your video library.

Here’s some input from recent NC-NET Academy course-takers on how they plan to use video in their courses:

- “We are working on recording the intros for all of our equipment to put on Moodle so that students can access them as references throughout the semester.”
- “I think video lessons (both found and created) will allow me to balance class lecture/discussion time with student lab time.”
- “Today I had three students absent. I emailed them the link to my video and told them to watch it before coming back to class. I love that I can ensure all my students get access to

the same information.”

- “When I started this journey, I primarily thought of it as a way to improve my Doceri videos but now I am full of ideas. I plan to make pre-lab videos; that way my students and adjuncts can have videos about what they are about to do that week.”
- “This course has helped me realize creating videos is not an insurmountable task...I am developing two new courses to reflect the updated Cisco curriculum and I intend to get rid of a lot of documents that my students have to read and replace them with videos.”
- “The biggest change in perspective for me has to be seeing all the different ways we have used videos to transmit ideas. With a little creativity, a very simple video demonstration can become much more palatable to view, thus making the information contained easier to absorb.”
- “Looks like those newly developed video editing skills came into play a lot sooner than we expected!”
- “In my transition to online this semester, I ended up with a combination of personally created videos and curated videos for lecture materials.”

Learn more: To enroll in one of the NC-NET Academy’s *Technology Bootcamp* courses on using and producing video, check out available [course offerings](#) coming this fall.