

## facilitate VIDEO recording and editing in an effective way?

### What is video recording and editing?

Video recording and editing uses software tools in smartphones, tablets, webcams, and camcorders to record video footage and create edited video files (NSW Government, 2019). Getting students to produce their own videos can give them a rewarding learning experience.

### What are the benefits of Video recording and editing?

- **Active learning.** Getting students involved in every stage of video production promotes active participation and encourages self-directed learning.
- **Ownership of learning.** Video production gives learners a voice. As students prepare their own scripts, design the storyboards, and determine how best to present their material, they take ownership of the learning process as autonomous learners (Kearney & Schuck, 2006).
- **21<sup>st</sup>-century competencies.** Digital video composing provides opportunities for students to develop essential 21<sup>st</sup>-century competencies such as digital literacy, collaboration, and networking (Niemi & Multisilta, 2016).
- **Materials development.** The materials developed can be stored and reused. For example, video lessons that students produce can be used as teaching materials for future classes (Prud'homme-Généreux, 2016).

### What are the potential limitations of Video recording and editing?

- **Technical skills.** To facilitate effective video capture, the instructor needs to possess digital skills for utilising relevant software. Students may also require training on the necessary technical skills in video production such as camcorder operation, music and sound effects, and shot composition. For useful tips on how to produce different types of video, see <https://learninginnovation.duke.edu/faculty-opportunities/online-teaching-and-learning/video-examples/>
- **Cost.** Although some software such as OBS-Studio and Screencastify is free, it has limited functions such as short video recording time and basic editing tools. Software with more sophisticated functions normally requires subscription or purchase.

- **Reliance on technology.** As video recording and editing rely heavily on the use of software and technological devices, as an instructor you need to make sure all the equipment works properly beforehand (NSW Government, 2019). Always have a contingency plan in place in case there are technical failures.

### What software do we use to record and edit video?

Some of the common software tools for video record includes:

- Panopto
- Camtasia
- ActivePresenter
- Screencast-O-Matic
- Kaltura

There are also open source options, and some software has free versions such as:

- Open Broadcaster Software (OBS) Studio
- Screencastify
- Hippo Video

### How do we create videos?

Video recording and editing software possesses a variety of functions that make it a versatile educational tool:

- Record video footage
- Create videos and audios
- Edit audios and videos
- Narrate and record a presentation
- Make annotations on materials
- Add in voiceover and music
- Add in animations
- Export finished products to common file formats (e.g., AVI, MPEG4, MP3, MP4)
- Direct upload to learning management systems (e.g., Moodle, Blackboard)

For a summary of recording options and their functions, see <https://sites.google.com/site/ctlteachingtoolkit/recording-options>

## How does video recording and editing enhance learning?

Below are some ideas for using videos with your students.

- **Teacher feedback/assessment.** Video recording and editing are becoming very popular as student assignment. Student are asked to develop videos based on a topic, this can be used to demonstrate the learning process. They are particularly useful for demonstration of practical skills and performances which teachers can examine and providing feedback (Speed, Lucarelli, & Macaulay, 2018). See a case study on assessing students with video here: <http://www.sussex.ac.uk/tel/learningtechnologies/casestudies/videoassessment>
- **Reflection/self-assessment.** Video recording allows students to view their own performance from an audience's perspective, reflect on the learning process, and assess their own performance objectively (Hinck & Bergmann, 2013).
- **Peer feedback.** The videos that students have produced can be viewed by fellow classmates for comments to encourage reflective dialogue and peer feedback (Harford, MacRuairc, & McCartan, 2010).
- **Documentation of performance.** Students' video productions can be compiled as learning artifacts in their e-portfolios, which serve as digital resumes for future job search. See samples of students' e-portfolios with embedded video works here: <https://www.clemson.edu/academics/programs/eportfolio/gallery.html>

## How can we facilitate video recording and editing effectively?

To facilitate video recording and editing effectively, instructors need to be creative, flexible, and supportive.

- Communicate the purpose of the task clearly to students.
- Provide a checklist to guide students in planning their video production (e.g., a suitable length of the video, equipment needed, props, locations).
- Show samples of finished products.
- Inform students of the file format in which their final products should be.
- Give students production tips (e.g., practice with the camera, minimise noise, check sound and lighting).
- Provide troubleshooting steps for fixing software or device problems. Alternatively, make technical assistance available by making prior arrangement with colleagues or support staff who can offer such help.

Read more about useful tips for video production at: [https://www.deakin.edu.au/\\_data/assets/pdf\\_file/0003/179013/Modules\\_1-4\\_Using\\_audio\\_and\\_video\\_for\\_educational\\_purposes-2014-02-28.pdf](https://www.deakin.edu.au/_data/assets/pdf_file/0003/179013/Modules_1-4_Using_audio_and_video_for_educational_purposes-2014-02-28.pdf)

## Resources and Further Reading

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