Pete's Studio Preparation Checklist

The OED team is excited for you to use the OED Studio to record your instructional video! We would like to make the process as smooth and your product as effective as possible, so we have provided some guidelines based on multimedia research to help you prepare.

Step 1: Pre-recording

Before scheduling an appointment to record a video in the OED Studio, please complete the following self-assessment:

Theme	Question	Yes!	Needs Improvement/I need help with…
Length	Is my content appropriately condensed and chunked by topic?*		
Focus	Have I written a script? (optional but highly recommended)		
Conciseness	Have I reduced any "walls of text" to relevant illustrations or main ideas?		
Coherence	Have I excluded any text or material that may distract from the content or seem redundant?		
Curiosity	Have I structured my lecture in such a way that piques viewer's curiosity?		
Design	Have I designed my slides with appropriate color schemes, font types, and font sizes?		
Sustainability	Have I removed any context- or time-specific references from my slides? (e.g. dates, current events, etc.)		

*Shorter instructional videos (less than 20 minutes) are more effective than longer ones. If you are recording a full lecture, consider how to organize and teach your content so that you still cover each topic in shorter "chunks." See Step 2 below for more advice with chunking.

You can keep this self-assessment and reach out to OED if you need help with any area.

To schedule a studio appointment, click here: https://www.meetingbird.com/h/oed_chs

Step 2: During the recording

During your recording, remember to:

- **Keep it concise.**
    - Chunk your content so that each topic is covered in less than 20 minutes.
    - If you're not sure how to condense/chunk your content, consider writing a script to give you a better idea of how to best explain the content. Remember to teach to the level of your learners and stick to the content that they need to know at this point in their careers.
- **Be personal.**
    - Speak as if having a casual conversation rather than a formal presentation. Avoid using jargon.
    - Use inflection/intonation to emphasize key points.
    - Use movement/gestures as helpful and to convey enthusiasm.
    - If drawing graphics, draw them as you explain them.
- **Avoid context- or time-specific references.**
    - Avoid references to earlier and later lectures.
    - Don't refer to lectures by number – at least in the videos themselves.
    - Don't incorporate web links.
    - Avoid institution-specific references.
    - Beware of current events.
    - Avoid discussion of particular assessments.

Step 3: Post-recording

The OED team will review your first recording (and any further recordings upon request) and provide feedback on the following items:

- Audio quality
- Length of presentation
- Presentation delivery: story/narrative, sharing examples, humor, conversational tone, eye contact, etc.

Reach out to the OED team if you have any questions or need advice.

References:

CCAPS Teaching Tips. (2015, August 26). Teaching Tip: Designing online lectures and recorded presentations.

Mayer, R. E. (2017). Using multimedia for e-learning. *Journal of Computer Assisted Learning, 33*, 403-423.

Norman, M. (2017). Extending the shelf-life of your instructional videos: Six common pitfalls to avoid.

Perez, K. E. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. CBE Life Sciences Education, 15(4), es6.

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