Getting Started

Purpose
This document will help you decide whether you want to create videos for use in teaching and learning and, if so, will guide you to resources you will find helpful.

Why Should I Create Videos?
- Videos are one type of material you can use to flip your class. See [http://cit.duke.edu/flipping-the-classroom/](http://cit.duke.edu/flipping-the-classroom/) for more information about the art of flipping.
- Make videos available in iTunes U in public or private space, either individually or packaged as a course using Apple’s Course Manager. See [https://itunes.apple.com/us/course/core-concepts-in-chemistry/id495047302](https://itunes.apple.com/us/course/core-concepts-in-chemistry/id495047302) for an example of a Duke course packaged for delivery through iTunes U on an iOS device such as an iPad.
- Supplement residential courses. You can create videos that respond to current events relevant to a course you are teaching, for example.
- Share what you know with a global audience by making videos available on YouTube.
- Explore creating videos so you can better imagine how you might use them effectively. Play is productive! Try creating a video and then you can better consider whether and how you might apply them.

How Can I Create Videos?
- You can check out a kit from the Link. (Duke faculty only, 3 kits available on a first-come, first-served basis) The ViTaL Web site has documentation and information about training demonstrations to help you use the kits.
- You can create your own kit using the document, “Creating a Video Kit,” available on the ViTaL Web site. If you follow that guide, you will be able to use the documentation and training resources available to people who check out kits from the Link.
- You can hire Duke Media Services (DMS). ([http://events.duke.edu/media/index.php](http://events.duke.edu/media/index.php)). They are very familiar with the Duke environment, have an on-campus studio, and can also record on-location. They are fee-based. Use the document titled “Videography and Art: Example Descriptions” (on the ViTaL Web site) to help you prepare to ask them for an estimate.
- You can hire external videographers. The Duke Office of Marketing & Strategic Communications can help you identify outside contractors to meet your needs. ([http://publicaffairs.duke.edu/communications/strategic](http://publicaffairs.duke.edu/communications/strategic))
What Videos should I Create?
You should start with your learning objectives, of course. Given that, here are some ideas you might consider.

1. Consider creating an introductory video that places your course in context. Why will learning the course content make a student a better citizen, a better scientist, a better traveler? What is going on in the world that students will understand better if they finish your course? Think of this idea as the story that surrounds your course. You can create these videos with a do-it-yourself (DIY) video kit or by contracting with Duke Media Services (DMS). This of this as a video that convinces students why they want to take your course.

2. Consider creating a video that describes the details of how your course will be run. Will there be group projects? Papers? Is attendance required? What will the workload be? How will students be graded? Trinity has a Web site that describes in detail some of the content you might want in this video: https://trinity.duke.edu/communications/best-practices-course-videos You may want to create both a video to entice students to take your course (as in example 1 above) and a video that describes how the course will be conducted, or you may want to combine them into one (short) video.

3. Is there someone relevant to your course you’d like to interview? If the person is local (or visiting campus), you can arrange to record your interview in the DMS studio in the Bryan Center for a fee. If the person is not local, you can set up a remote interview using Google Hangout, Skype, or something similar. Consider limiting the length of your videos to 15-20 minutes. You can create multiple interview videos, so be sure to think about questions or topics that can be covered in short segments.

4. Conduct a discussion to expose issues of interest in your course. You can arrange for DMS to record a discussion group or you can record an online session with people at other sites using Google Hangout, Skype, or similar technology. We recommend no more than 5 total people (including you) for a discussion recorded in-person.

5. Want to set the stage for an informal discussion? Think about using a “Coffee Conversation” theme. You can arrange with DMS to record this kind of video on location or in the DMS studio. Bring your coffee (consider using a Duke mug, if you have one), and focus your conversation around a topic or question that has multiple viewpoints you’d like to expose.

6. Consider working with a librarian to create videos that help students find and use resources that are relevant to your course.

7. Did something just happen in the world that made the news and connects to your course content? Consider making a video that relates a current event to your course. (Try to create them in such a way that they might be usable for more than just the current instance of the
course.) For example, does the possible discovery of a mammoth with what is purported to be blood relate to your course? How about the number of very strong tornadoes in the Midwest? How about the fact that the latest type of a coronavirus has shown up in Italy? You might start these with a link to publically available information about the current news followed by a discussion of how it relates to your course content. You can create a DIY video or contract with DMS.

8. Do you want to comment on selected student work? Videos can be used for that purpose, too. For example, you might ask students to argue for or against a position arising from course content using either a video the student creates or by writing in a forum set up for this purpose. Choose a small number of the student arguments (whether video or written) and create video evaluations of the arguments. You might also ask students to reflect on something in their personal life or in their political/geographical/social environment that relates to a course topic. Or you might ask them to find a relevant current news item to write about or create a video about. Be sure to ask students to include a link to the news item in their video or post so you and other students can find it.

9. Would a demonstration of some sort be helpful? Can you imagine a way to use demonstrations for your course, even if you don’t teach a science course? If you were teaching an art course, a demonstration might be recording someone painting with a specific technique. An acting course might use a video to show a particular stage movement. You can contract with DMS for these kinds of videos.

**What Video Style Should I Use?**

The answer to this question will vary greatly! To answer it, you first need to know something about what video styles are available and how they can be created. Be sure to look at our [document](#) that will help you think through video style choices.