Guidelines for Creating Digital Content
Preparation - Recording - Editing

Preparation	
Script	● **Prepare.** Create a "storyboard" for your digital content. This storyboard should be an outline of the video content and should include three elements throughout: what your students will **hear** and **see** and the intended **focus**.

HEAR	SEE	FOCUS
Write an outline *or* a word-for-word script of what you want to say for each section of your video. These details will help you remember to include important details or vocabulary that you want students to hear.	Plan out what you want your students to see in the video. This plan can include descriptions of images or text, annotations or prompts that you want to create on the screen for your students to see. Visuals should complement the lesson, not detract from.	Plan out what you want the focus to be for each part of your video. This can include what you want your students to be looking at or thinking about. . When appropriate, you can extend this to interaction by including prompts for taking notes, completing practice problems, answering questions or clicking on interactive components embedded in the video.

● **Rehearse**. With your presentation ready, go through the slides and practice what you are going to say and do during the recording. Make sure the interactive elements of the presentation work the way you expect them to.

● **Check with a colleague.** Review your video plan with a colleague. Ask for 10 minutes of their time to go through your lesson with them. Seek constructive advice and suggestions. Listen carefully to their answers.

Presentation	● **Be Creative**. Create an interesting and interactive presentation. As you prepare for your video lesson, think about ways to keep your students engaged.

○ Use images that will keep students interested and will reinforce your content. Insert pictures, clip art and video alongside text to create a balanced presentation.
○ Annotations help to focus viewer attention at certain parts of your video. Most editing software includes basic annotation options like call-outs, arrows, shapes, etc. A more personal touch is adding natural drawing annotations. In order to annotate your video with natural writing, use an external digital drawing tablet.

	● **Be Clear.** Use color schemes that are easy to look at. Use either light text on a dark background or dark text on a light background. As you prepare multiple presentations for recording, consider using common color schemes. Lesson continuity can be promoted with a unified style.
	● **Be Careful.** Check for spelling errors. Work through your problems, double check your answers and have them written down in front of you during your recording.
	● **Honor Copyright.** Use only content that you have the right to use. If possible, create original problems. At the END of your presentation, please create a copyright page for any material you used in your presentation that you did not create.
Equipment	● **Check the Power**. Make sure your computer is plugged in. Video capturing uses a lot of processing power. ● **Check Computer Space**. Capturing video takes a lot of space/memory on your computer. Make you have enough space on your hard drive to capture video. *Expert Tip: Once your videos are created, back them up on an external hard drive.* ● **Check Audio Settings.** For best results, use an external microphone to capture your voice (headset or USB mics). Make sure that the external microphone is selected as the input device. Check the sound levels in your computer settings. Place the microphone so that it picks up your recording voice but is not directly in front of your mouth (to avoid popping sounds). ● **Test Sound.** Record your voice for a few seconds and play it back to check the sound. ● **Prepare the Software**. Screencasting software is set to record both your screen and your face (centered and in good light). Make sure that all unnecessary applications are closed.
Environment	● **Check Sound and Light.** Make your recording in a quiet area where you do not expect interruptions. Your face should be lit from the front (not backlit) when capturing your face on video. ● **Clean up the background.** Do not leave piles of papers or odd items visible in the background of your video. This can be distracting and is unprofessional. Be deliberate and create a pleasant look.

Recording	
Speaking	**Speak Clearly.** Speak in a clear voice with a good pace: not too slow/not too fast. Use voice inflections. Avoid speaking in a monotone.
Introduction	**Introduce Yourself**. Start by saying your name. *"Hello, this is Mr. Rose"* Looking at the camera is an effective technique. **Introduce the Lesson**. Introduce the concept/topic of the lesson: *"Today we're going to be talking about improper fractions"*. Introduce the objectives of the lesson: *"The objectives for this lesson are: …"*. State these objectives in terms that your students will understand. **Avoid "dating" your lesson.** Do not include mention of dates or times, weather or sports. Do not use unit or lesson numbers as limits the flexibility and therefore the reach and impact of your video.
Lesson content	**Use Lesson Vocabulary**. Introduce, explain, or use lesson vocabulary. Using visual cues helps the student to understand the meaning of a word when they see the word/definition used in context. **Focus on Objectives.** Stick to the concepts/objectives for the lesson. Reference things students should know, but limit the amount of time for reviewing concepts. **Keep students focused.** As you build your lesson, consider what you want your students to be looking at or thinking about at each part of your video. Help students understand the importance of the content they are learning (WHY are they learning this) and help students make connections to the content by providing them with real-world examples that are relevant to their lives. To extend this engagement to interaction, you can be more specific with your requests. Build in work time for the students at home. *"Now pause the video and complete this problem. We will check your answer when you are finished."* . Requests for student engagement should correspond to lesson objectives and can include questions for students to consider, prompts for taking notes, completing practice problems, pausing/rewinding the video or clicking on interactive components embedded in the video. **Use Original Problems.** Creative problems keep students engaged. Consider using real life examples and ideas. Including original video "hooks" is very effective and engaging for the students. **Describe the Process.** When you are working through the problems, talk through your thinking. Students need to hear the process, not just the result of that process. **Use Best Practices.** Teach the best way you can! The lesson you create will

	be preserved and used again. Talk about the lesson objectives as you address them throughout the lesson. Review lesson objectives at the end of the lesson.
Personalization	● **Be Yourself.** Students are more engaged when they are interested and can connect with the instructor. Do not hesitate to use light humor. ● **Be Professional.** You do NOT need to be perfect but you do need to be professional. Your primary role is a professional learning guide and coach.
Length	● **Be Concise.** For elementary and middle school students, the ideal length for a video is 4-6 minutes. For high school students, videos should be 6-10 minutes. If your video is running long, consider breaking the video into smaller segments. Use an appropriate pace to communicate the essence of the lesson clearly and concisely. *Expert Tip: ~1 min of video per grade level* ● **Do Not Repeat Yourself.** Students can pause and rewind.
Editing	
	● **Pay attention to your canvas size.** There are many factors in exporting your final product but be certain that the canvas size you have selected works with the video player you'll be using. ● **Eliminate "real time" waiting.** The beauty of digital content is that you can edit your video to eliminate "wait time". If your students need to watch you write something out then make sure to talk them through the process, otherwise you can edit your video to eliminate this process or you can edit this section of content to be sped up. Also, you can have the student pause the video if you want them to work on something. This empowers them to be in control of their own learning.

Digital Content	Yes	No
Objectives are clearly stated at the beginning of the video.		
Educational content, both audio and visual, is free of errors.		
Copyright is honored through acknowledgment in video credits.		

Digital Content	4	3	2	1
Content Delivery - Organization, Delivery and Explanation of Information	Information is presented clearly and in a logical order. The delivery method is professional, personable and engaging. The educator uses a clear speaking voice and presents material at an appropriate pace. The content presented is without error.	Information is organized and presented clearly. The delivery method is professional but lacks a personal feel. The educator speaks clearly but has a dry delivery. The content presented is without error.	Information is presented in a straightforward manner. The delivery method is simple. The educator does not speak clearly and/or at an appropriate pace and does not add additional value or impact to the video over the content alone. The content presented in the video contains 1-2 small, accidental mistakes.	Information is not presented clearly and is confusing. The delivery method is unprofessional, the educator does not speak clearly and/or the pace is not appropriate. The audio and visual components do not complement one another. The delivery method detracts from the impact of the instructional content. The content presented in the video has errors or is incorrect.
Video Focus	The educator is very clear with what the viewers should be focused on at each part of the video.. These prompts correspond to lesson objectives and can include prompts for taking notes, completing practice problems, answering questions, pausing/rewinding the video or clicking on interactive components embedded in the video.	The educator helps to focus the viewers attention throughout the video. This include prompts to engage the viewer with lesson objectives. These requests for student engagement can include questions, prompts for taking notes, completing practice problems, or clicking on interactive components embedded in the video.	The educator includes prompts to engage the viewer but the prompts do not correspond with lesson objectives.	The educator does not attempt to connect with the viewer. The educator does not guide the viewer to connect the visuals to the video content. There are no prompts directed at the viewer.
Audio Quality	Audio is clear, levels are consistent and good.	Audio is mostly clear with few issues.	Audio quality is not consistently clear.	Audio quality is so poor that it detracts from the overall quality of the video.

Visual Design	Visuals (color scheme, design, and annotations) are well done. Color scheme is pleasant, design is balanced, and annotations are used appropriately. The visuals complement the instruction.	Visuals (color scheme, design, and annotations) are pleasant and appropriate and add value to the instruction in the video.	Visuals (color scheme, design, and annotations) are straightforward and add little value to the instruction in the video.	Visuals (color scheme, design, and annotations) are not pleasant and distract from the instruction of the video lesson.
Video Length	Video length is appropriate at no more than ~1 min per grade level. There is no unnecessary repetition of material or "real-time waiting".	There is no unnecessary repetition of material or "real-time waiting" but the video is more than ~1 min per grade level.	Video is too long as a result of one of the following: ● too much content that should be broken into more than one video ● unnecessary repetition of material ● "real-time waiting" when viewing time is spent on a real-time process that can be eliminated or edited for brevity	Video is too long as a result of two or more of the following: ● too much content that should be broken into more than one video ● unnecessary repetition of material ● "real-time waiting" when viewing time is spent on a real-time process that can be eliminated or edited for brevity