

Producing Engaging Content

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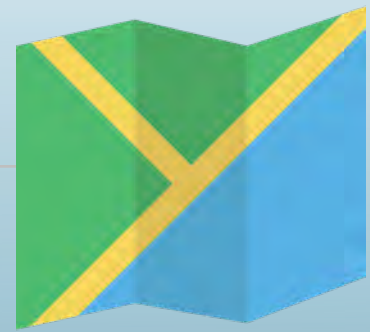
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Chapter 1

Pre- Production



Introduction

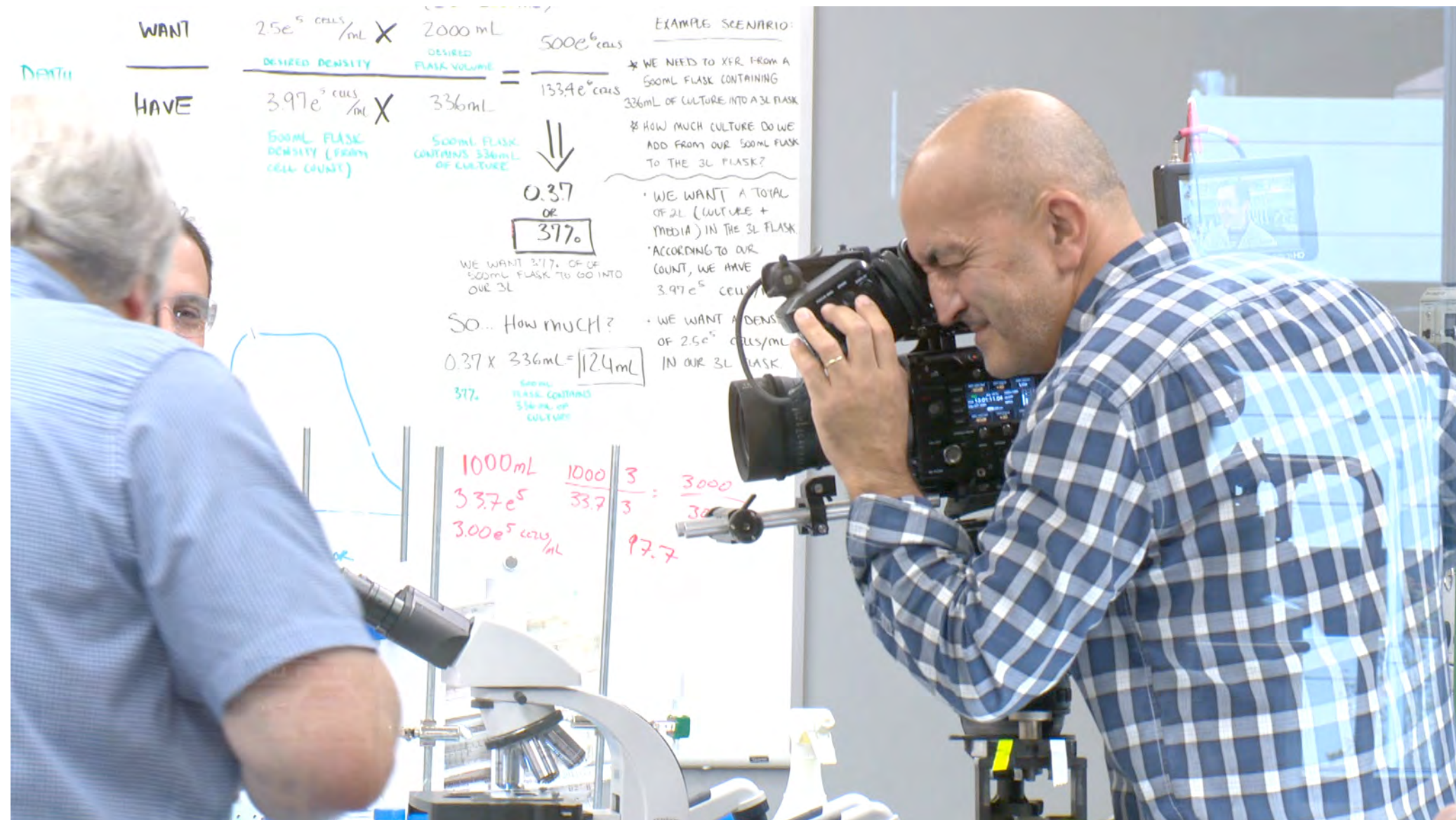


In this four-module video series, you will learn the foundational skills necessary to **develop, produce, edit, disseminate, and archive** your own **video content**. Dating back to the early days of silent filmstrips, video has been used for decades to teach, encourage, and engage students. Advancing technologies continue to make the process easier and more effective, and several studies have confirmed its effectiveness. In 2012, Wilmot et al. published a case study titled [Using digital video reporting to inspire and engage students](#). Funded by the Royal Academy of Engineering, the study describes the design and development of video resources to encourage STEM educators to incorporate video into their classrooms. This study identified the main outcomes as:

- increased student motivation
- enhanced learning experiences
- higher student grades
- development potential for deeper learning of the subject
- development of learner autonomy
- enhanced team working and communication skills
- a source of evidence relating to skills for interviews
- learning resources for future cohorts to use
- opportunities for staff professional development

Well-produced video can greatly enhance student learning and classroom experiences and can also be effectively used to recruit students into your academic programs. The ongoing **development**, access to, and use of mobile devices, combined with enhanced learning management systems and social media, enable simple and effective use of **video content** to reach current and potential students.

In Module 1 you'll learn about **pre-production** and the critical importance of laying a strong foundation before you actually start shooting.



Objectives



Upon completion of this module, you should be able to:

- Identify the **goal** of your video.
- Identify the **objectives** needed to reach your **goal**.
- Define your **target audience**.
- Identify your audience's **need** for the content you are going to create.
- Determine if there are **secondary audiences**.
- Develop a **Target Audience Profile Document** that includes:
 - Language/vocabulary they use
 - Terms they understand
 - The best ways to present content to this audience
 - How your audience will **consume** the content
- Identify the content you are going to create.
- Research to determine if any of the content you want to create already exists in video **format**.

Prework



Equipment required: Internet, computer hardware and software access.

Before watching the video for this module consider your current needs. Can video be used to enhance some of your classroom lectures and labs? Maybe there is a particular topic in a course that students have difficulty understanding, or maybe you are dealing with broader issues like enrollment and retention?

As an example, let's consider Antonio, a community college electronics professor who was struggling with low enrollment in his program. He spent considerable time and money updating his curriculum and course materials and had recently received a grant from his state to update his labs with new test and measurement equipment and computers. Regional employers responded favorably to the updates, hiring every one of his program graduates, with each graduate typically receiving multiple high salary job offers. But he was not graduating enough students to meet the demand and was feeling pressure from his administration to get his enrollment numbers up.

Last year, he spent time and money working with college advisors to develop a program brochure and has visited local high schools to talk with teachers, guidance counselors, and students on the rare occasion he is allowed into a classroom. Follow-up communications with the schools indicated the brochures were not very effective, with most ending up on a shelf gathering dust.

Antonio realized recruiting methods that worked in the past are not as effective as they once were, and he had to find additional ways to get the word out about his program. He did some research and attended a conference presentation that described how to create videos. At the conference presentation he was encouraged to start writing before he started shooting. His initial notes described a short recruitment video highlighting his program. In his writing he identified a primary audience of prospective students and parents along with a secondary teacher and guidance counselor audience. He felt it was important to show students working and learning in his updated modern classrooms and laboratories demonstrating their experience, knowledge, and expertise. He also described the video as concise, diverse, accessible, understandable, and informative to his primary and **secondary audiences**. He realized he should not include

technical terms that his **target audiences** would not understand. He also wanted the video to be social media ready and, with a primary audience of high school students, he understood the vast majority of views would be done on mobile devices meaning mobile access and optimization would be critical.

With Antonio on his way to an effective recruitment video. It is now your turn. Take some time to write down a topic and your ideas before watching video Module 1. Think about one particular issue impacting you and/or your program that you believe video may be able to help you with and start writing. In your notes, be sure to include your video **goal** and some **objectives**. Who will your **target audience** be, and what kinds of messages do you want to convey? How will you describe your messages in a way your audiences will understand? Think about the words and language you will use, and write down some of the different terms you think would work well with your audiences. What do you believe will be the best way to disseminate the content to your audiences? In addition, do some online research to determine if there are currently materials available online that you may be able to use. If you find any that look promising, record the titles and links for later reference.



Video Module



Movie 1.1 Pre-Production



Tap to view a video.

Section 5

Problem Exercises and Questions



After watching the Module 1 video, does your selected topic make sense? If it does not, select another topic that you believe is a better fit. The time to change your mind is before you start shooting video. If your selection makes sense or you decide to pick a new one, complete the **project summary sheet** linked here with the following sections:

1. Project **Goal** - The **goal** of the video is its outcome. It's what you ultimately hope to accomplish after someone watches your content, for example teaching a concept or changing a behavior.
2. Project Objectives - The objectives are the measurable steps you will need to reach the **goal**. Typically, there are multiple objectives necessary to accomplish this.
3. Choosing a Topic
 - a) What is the content you want to create?
 - b) Why is it needed?
 - c) Do some research. Does similar **video content** already exist? If it does, can you use that as is? Can you expand on it?
4. Audience
 - a) Describe your **target audience**.

Project Summary Sheet



Tap to view PDF

Goals and Objectives Document



Tap to view PDF



Tap to view PDF

- b) What is their skill or knowledge level?
- c) What language/vocabulary do they use?
- d) What's the best way to **present** your content to them? For example: recording a lecture, interviews with industry partners, in lab experiments, etc.
- e) Where and how will your viewers **consume** your content?

5. Based on your Audience Profile, think about how you will disseminate your video. Which **dissemination platform** makes the most sense and why?

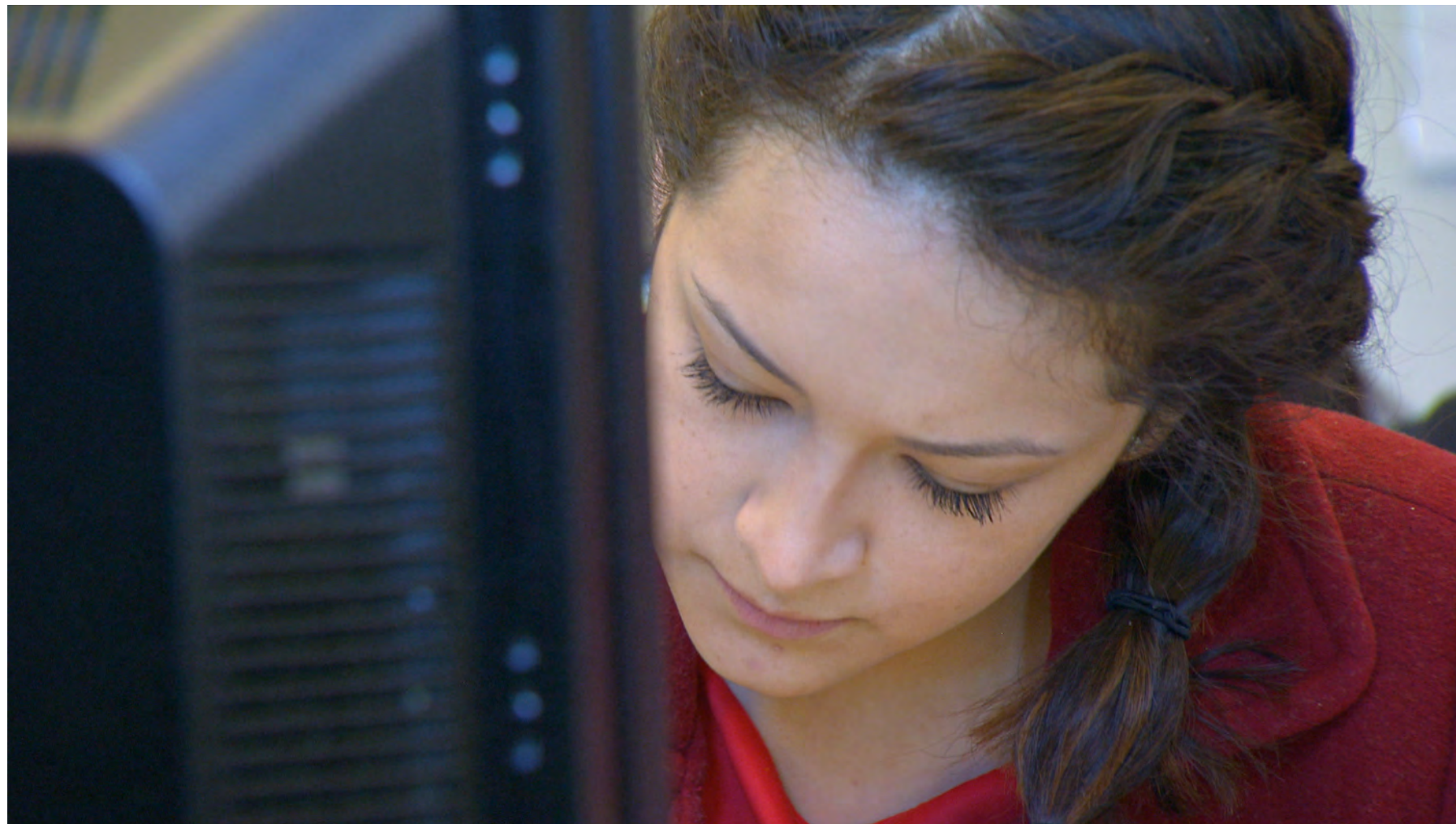
6. Determine how you will organize and backup your content and digital assets. Will you backup your content to **cloud based storage** or **external hard drives** or both? What type of naming system will you use to keep your files organized?



Summary



This **pre-production** module presents an introduction to the importance of taking those first steps before any video is shot. These steps include identifying video **goals** and **objectives**, defining and understanding your primary and **secondary audiences**, developing a **Target Audience Profile**, and doing some research to determine if there is existing **video content** that can be used or enhanced. Subsequent modules will detail **production**, **post production**, and dissemination methods. Archiving videos and assets will also be presented.



Research URLs

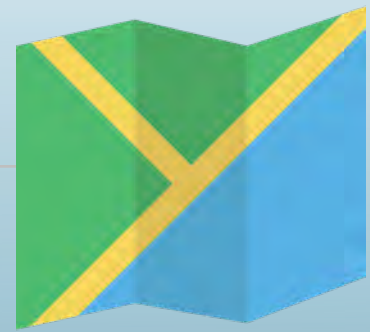


Chapter 2

Production



Introduction



The first module of this four-module video series discussed the importance of **pre-production** work. You learned to define needs for **video content** that targets a specific audience and develop **goals** and **objectives** to meet those needs. In addition, dissemination and archiving plans were encouraged.

In Module 2 you will learn about **production**. Depending on the video **goals** and **objectives** defined in Module 1, you may end up recording content in different locations including classrooms, laboratories, and industry settings. You may also want to include some **screen capture video**. This module will take you step-by-step through the process from securing proper permissions, setting up your equipment, reinforcing your messages with supplemental **footage** or **b-roll**, **lighting** and audio considerations, and backing up and archiving your work.



Objectives



Upon completion of this module, you should be able to:

- Secure proper permissions at different locations.
- Develop a one-page project summary document that includes:
 - An overview of your video project
 - Your **target audience**
 - How you will disseminate the content
- Locate and/or develop a **location release** document for your college. This is an agreement that grants you permission to enter a premises and capture video **footage**.
- Locate and/or develop an **appearance release** document for your college. This is an agreement that gives you permission to capture and use video **footage** of people.
- Understand and anticipate sensitivity issues at different locations based on daily business operations.
- Follow proper location safety procedures and protocols when shooting including:
 - Use of proper safety equipment including eye and ear protection where required
 - Ensuring an area is clutter-free, clean, and organized

- Ensure everything in a shot conveys the proper message.
- Determine what video, audio, and other equipment you have available and decide how it will be used.
- Familiarize yourself with the equipment before capturing video including scrutiny of available memory on all **recording devices**.
- Understand the use of audio recording devices including:
 - **Built-in microphones**
 - **Handheld microphones**
 - **Lavalier** (lav) microphones
 - **Shotgun microphones**
 - The use of **headphones** when recording to ensure audio quality
- Understand and minimize background noises before recording starts.
- Understand why recording the same scene more than once is important.
- Ensure your subject is properly lit before recording starts including:
 - Indoor and outdoor
 - Avoidance of direct sunlight
- Understand the importance of complementary backgrounds including:
 - Angles
 - **Focal lengths**

- **Device orientation**
- The differences between moving closer and **zooming in** for a shot
- Take steady **shots**:
 - Use of a **tripod**
 - Other ways to steady a camera if a **tripod** is not available
- Ensure a shot is in focus before and during shooting.
- Use of **b-roll** material to reinforce your message.
- Use of screen capture software to record a video.
- Save and backup your video assets before moving in to editing and **post production**.



Prework



Equipment required:

- **Recording devices** including smart phones, tablets, video cameras, DSLR cameras, GoPros, etc.
- **Microphones** including built-in, **handheld**, **lavalier** (lav), and **shotgun**
- **Tripods** and other camera steadying equipment
- **Lighting**
- Screen capture software

Before watching the video for this module, consider your video **goals** and **objectives**, and take some time to write down your thoughts. Where will you be recording video? What kinds of permissions will be required? Will there be special safety considerations? Make a list of the subjects you want in your video. How will each be lit? How will you record audio? What equipment will be used to get the **shots** you want? Is equipment and expertise available from your college media lab? These are just a few of the things you need to think about.

As an example, consider Tiffany, a community college biotechnology professor. Her students need to understand how to generate “percent solutions” using concentrations (C_1 and C_2), volumes (V_1 and V_2), the formula $C_1V_1 = C_2V_2$, and basic arithmetic to successfully produce growth media to culture yeast used in production. It’s a difficult concept for many of her students, and Tiffany would like to **produce** a short 7-8 minute video demonstrating the calculations and procedure to create these solutions properly.

A local biotechnology company that hires several of her program graduates each year has agreed to help her make the video, allowing her to come in and record some **b-roll** to enhance her video. The president of the company is a strong advocate for her program and has also agreed to record an introductory segment, describing the importance of understanding and generating proper solutions in the workplace.

Tiffany's video will be a combination of **shots** in her campus laboratory and the local biotechnology company. They will include close-ups of laboratory dilution procedures, an introduction by the company president, and **b-roll** at the college and company. Proper safety, procedures, and protocol will be critical. She will also use screen capture software running on a Windows Surface notebook computer and a stylus to hand write and demonstrate calculations using the percent solutions formula.

She will post the video online using YouTube and will provide students with a link to the video in her course learning management system. All segments and **video content** will be backed up in two locations online using Google Drive and to an **external hard drive** she has at her home.

Tiffany is excited about her video and knows, if done properly, it will help her students understand a procedure they often struggle with. Take some time before watching the video in this module to write down your ideas. Is there a particular topic or procedure your students struggle with? Could video possibly help them better understand and learn the material? How will you get your message across? What **shots** will be needed? Are there special safety considerations? Think about **lighting** and audio in the different locations you want to record. How will your final product be disseminated and how will you backup and **archive** each step of your work?



Video Module



Movie 2.1 Production



Tap to view a video.

Section 5

Problem Exercises and Questions



After watching the video:

1. Develop a one-page project summary document that includes an overview of your project, your **target audience**, and how you will disseminate the content and backup your work.
2. Determine whether your college has a **location release** document and a separate **appearance release** document. If your college does not, modify the sample documents in this module and secure proper form approvals from your campus administration.
3. List all safety procedures and protocols that must be followed in your video.
4. Make a list of what you will use for **b-roll footage**.
5. Do an equipment inventory. List the following available to you and determine what will work best for your video:
 - a) **Recording devices**
 - b) **Microphones**
 - c) Camera steadying equipment
 - d) Lighting equipment
 - e) **Screen capture software**
6. Describe how you will disseminate your video to your audience.
7. Describe how you will organize and **backup** in multiple locations all material recorded.

General Appearance Release



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General Appearance Release - Minor



Tap to view PDF

Summary



This **production** module presented an introduction to **video content production** and the importance of well-recorded video and audio. You may only have a chance to record once at certain locations, so following the proper steps can be critical. Topics included securing proper permissions to record video on location, the creation of a **project summary sheet**, and using releases. Next, safety procedures and protocols were discussed and then video and audio equipment. **Lighting** was covered along with the use of a **tripods** and other camera steadying methods. The use of **B-roll** was described as a way to reinforce your message. Screen capturing applications and recording was also covered. Finally, the importance of backing up **media** was discussed.



Section 7

Research URLs



[The 180 Degree Rule](#)

[Camera Movement](#)

[Framing](#)

[Recording Interview Audio](#)

[Rule of Space](#)

[Rule of Thirds](#)

[Shooting Interviews](#)

[Shot Types](#)

[Three-Point Lighting Simulator \(Flash\)](#)

[Tips for Better Audio in Digital Video Production](#)

[Why Audio is More Important than Video Image Quality](#)

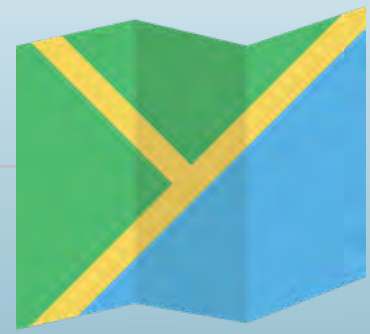
Chapter 3

Post Production



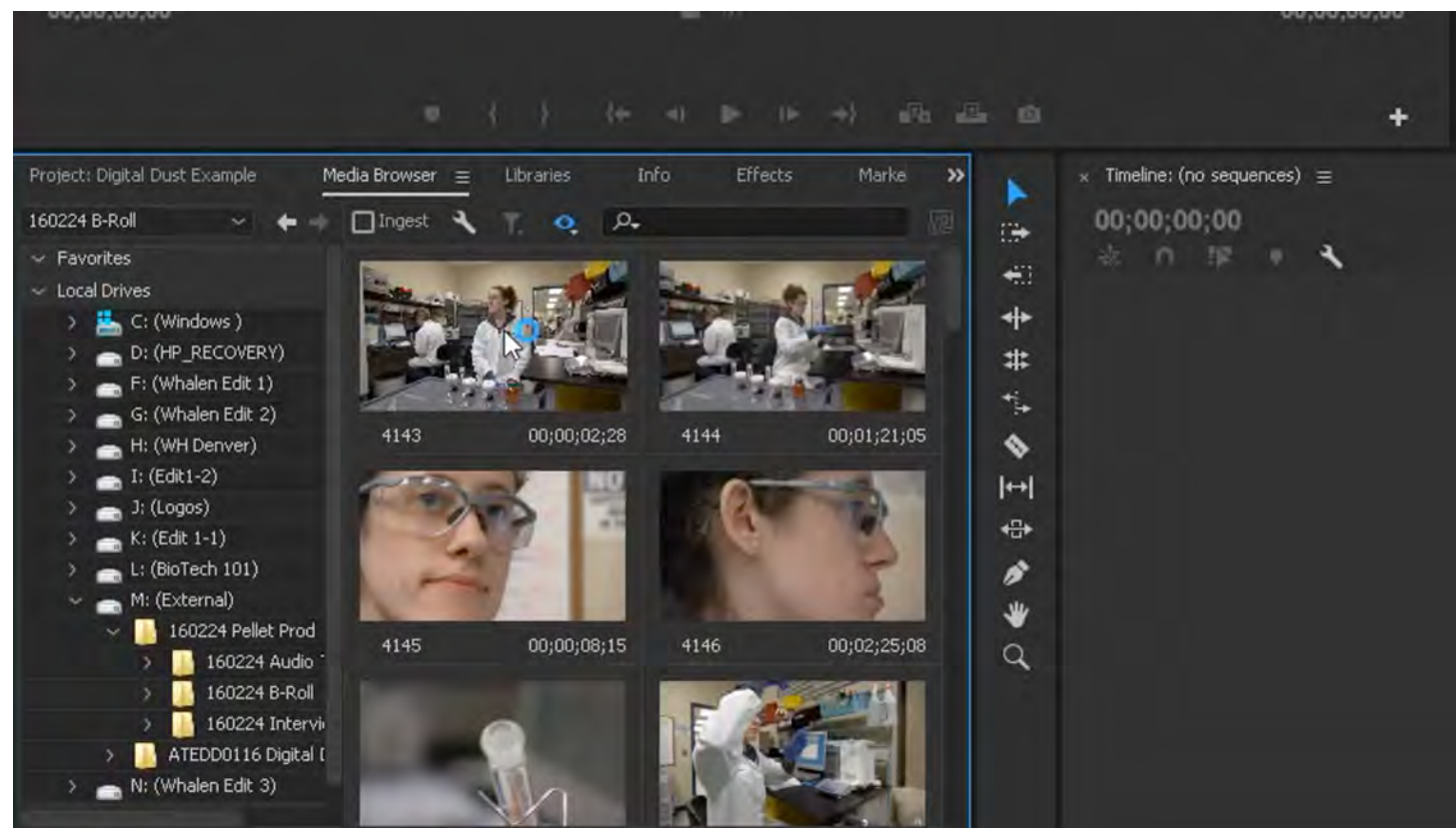
Section 1

Introduction



In the first two modules of this four-module video series we covered video **pre-production** and **production** work. Once you've captured all this great **footage**, this module will help you put it all together.

In Module 3 you will learn how to **edit** your **footage** to create an informative and concise video that zeroes in on your **goals** and **objectives**. You'll learn how to select an **editing application** and **import** your **footage**. You'll learn how to organize your **clips** and **cut** between different types of **shots** to create your video and enhance it with **narration**, **on-screen text**, and **music**. You will also learn about using **third-party content**, minimizing background noise, and adding **closed captions**. Adding a **call-to-action** will be covered. Finally, **exporting** to different **formats** will be discussed along with archiving and backing up your work.



Objectives



Upon completion of this module, you should be able to:

- Select a video **editing application** that meets your software, hardware, budget, and editing needs.
- **Import footage** into a video editor.
- Label and organize **clips** with specific and unique names.
- Use **bins** to organize different **media types**.
- Determine which **clips** go where in a **video timeline**.
- Add elements to enhance a video including:
 - **Narration**
 - **On-screen text**
 - **On-screen graphics**
 - **Stock or third-party footage**
 - **Music**
- Add a **call-to-action**.

- Minimize distracting **ambient sounds** and background noise.
- Select appropriate **export** file **formats**.
- Identify where **exports** will be saved and **uploaded** for access.
- Add **closed captioning**.
- Save and backup all work.



Prework



Equipment required depending on availability:

- Up-to-date computer hardware and operating system with Internet access.
- Video editing software.
- **External hard drive** and a **cloud based service** for file storage and backups.

Before watching this module continue to think about your video's **goals** and **objectives**, taking some time to write down your thoughts. Review your **goals** and **objectives**. Have they changed? Consider your **target audience**. What do you want them to understand after your video is completed? How will they be watching? Are there any follow-ups you would like your audience to complete after watching?

As an example, consider Laurie, a community college mechanical engineering technology professor. She's been invited to attend a high school college fair in her region. She has spent the last couple of years updating her manufacturing lab with state of the art equipment that her students use every day. At the college fair she would like potential students to see and understand what her current students are learning and doing in her classrooms and labs. She would also like these potential students to better understand employment opportunities after graduation. Following procedures from Modules 1 and 2, she has taken the proper **pre-production** and **production** steps. She has recorded a number of student, faculty, and employer interviews along with lots of **b-roll**. She also has access to a wide range of **stock footage** that fit her video **goals** and **objectives** that she has proper permissions to use.

In her college office she has a five-year old desktop computer with a small hard drive. She does not have administrative access to her office system and cannot install any software herself. All software installs need to be approved and completed by the college IT department. For personal use, last fall she purchased her own 15 inch MacBook Pro with lots of hard disk space and memory. She has

decided to use the Mac to do her video editing. Laurie has downloaded a 30-day evaluation version of the editing software, **Camtasia**, that she will trial. If she likes it, her department chair has agreed to provide the funds to purchase an academic version of the software for future use.

Her next steps are to take her raw **footage** and, using Camtasia, **edit** together a concise 3-4 minute video that she believes will interest and inform her audience using her **goals** and **objectives** as guides. At the college fair she wants to run this video in a loop, with it constantly playing as students walk by her table. She wants it to be eye catching and attractive, especially to high school juniors and seniors. She will include **clips** from student and employer interviews, her labs, **b-roll**, and **stock footage**. She understands the value and importance of **closed captioning** and will caption her video. The final clip of her video will include program contact information, links to program and college websites along with links to social media feeds. She plans to **upload** her video to YouTube and also embed it on the department website. Laurie will also disseminate her video on her personal and department Instagram, Twitter, and Facebook feeds. All work will be backed up to an **external hard drive** and to her individual Google Drive space.

Laurie has taken the proper steps and is ready to **edit** her **footage** and create her custom video that her **target audiences** will understand and learn from.

Now it is your turn. Consider your work in Modules 1 and 2. If you've followed the proper steps in those modules, how will you use all of the **footage** you've recorded to get your message across clearly and concisely? Can adding **additional elements** to your final video enhance and reinforce your messages? What editing software has the features and functionality you need, and how will you disseminate your work? Regarding your **call-to-action**: how will people contact you or take the next step after watching the video? Where will you **archive** and backup your **footage** and final video?

Video Module



Movie 3.1 Post Production



Tap to view a video.

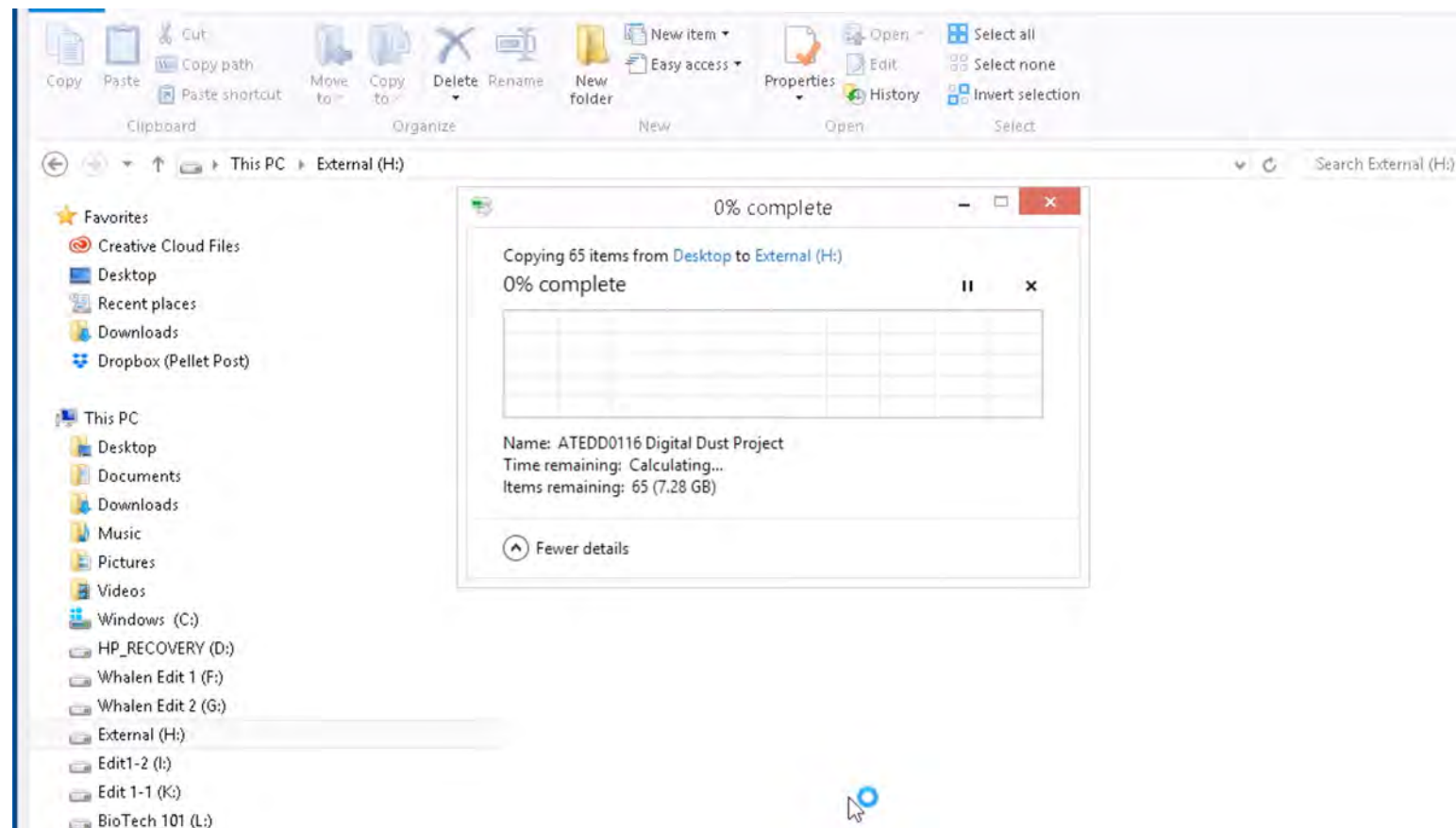


Problem Exercises and Questions

After watching the video:

1. Identify the computer you will use to do your video editing, and research **editing applications** that will run on your computer. Based on your research and trials select the video **editing application** that works best for you.
2. Once your **editing application** has been selected and installed on your computer make sure your **footage** is properly named and organized. **Import** your **footage** into your **editing application**. After importing your **footage** be sure to label your **clips** and place them in **bins**. Store all **video content** on an **external hard drive** for smoother playback.
3. While placing **clips** in your **video timeline**, experiment with **cutting** between different **shots** to tell your story. Be sure to look at all of your **clips** including any third-party **footage** you have permission to use. Think about how you want your final product to appear to your audience, how the video will match your script, and how it will meet your video **goals** and **objectives**.
4. Referring to your **pre-production** script, record and **import** any **narration** where needed.
5. Determine when and where you want any onscreen text and place it in your timeline.
6. Determine when and where you want any **graphics**. Create your **graphics** and place them in the timeline.
7. Determine when and where **licensed music** will enhance your content. **Import** the **music** into the **editing application**, place it on the timeline and adjust **audio levels** as needed.
8. Listen closely to your recorded audio. Are there any distracting background noises? If so, research your **editing application's** user's guide to determine if steps can be made to minimize them.

9. End your video with a strong **call-to-action**, so your viewers know what to do when they finish watching your video.
10. Determine how to add **closed captioning** to your video with help from your **editing application's** user's guide.
11. Research online **dissemination platforms**. Which ones will you use? What video file **formats** are ideal for the platforms you select?
How does your **editing application** **export** video in these **formats** and how will you **upload** your final video to the platform?
12. Describe how you will backup and **archive** all the materials you are editing in multiple locations



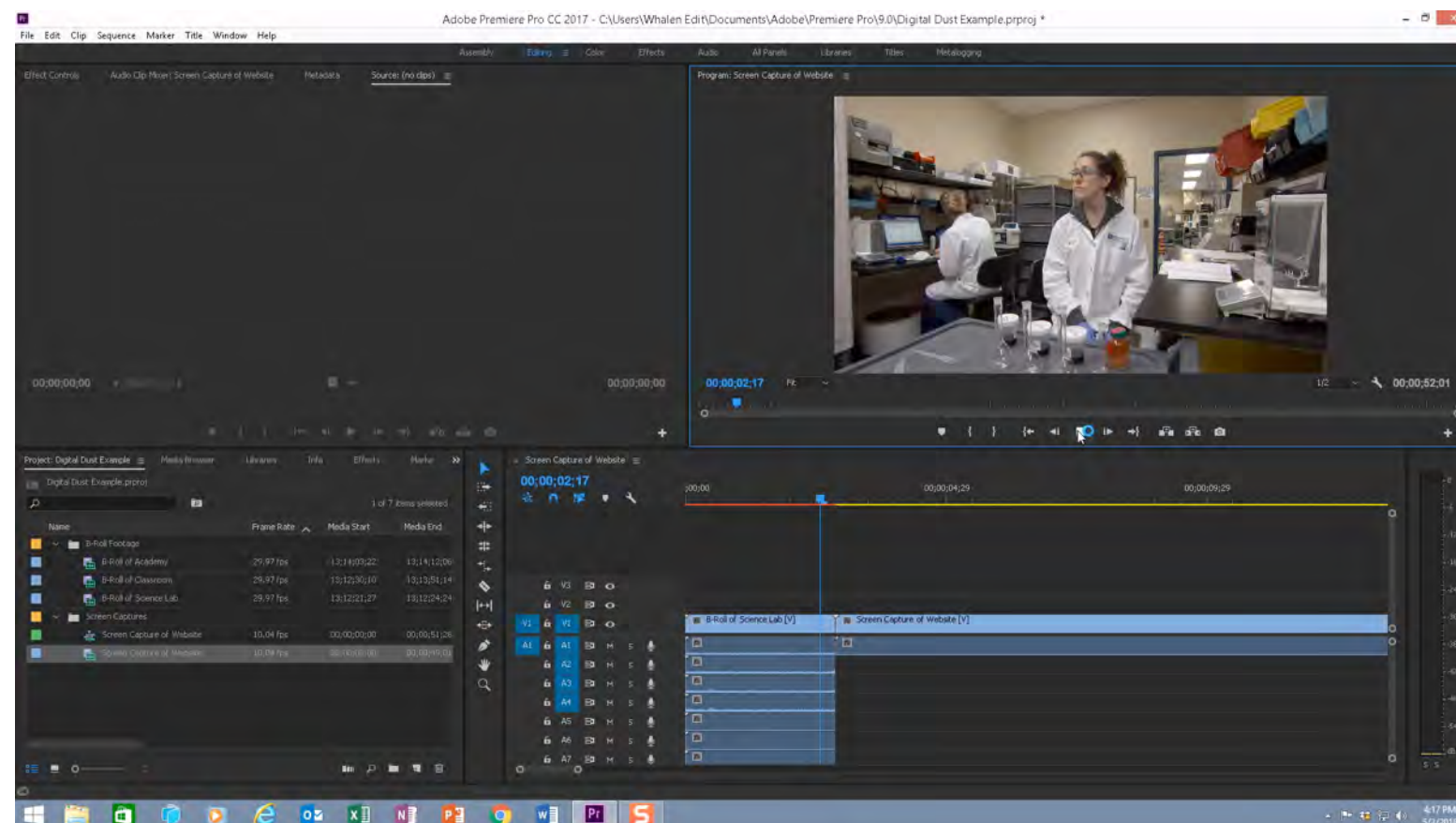
Section 6

Summary



This **post-production** module covered video editing, following Modules 1 and 2 where you learned about **pre-production** and **production** procedures. In Module 3 you learned how to use raw **footage** to **edit** together a concise video that instructs and informs your audience and meets your **goals** and **objectives**.

Topics included the selection of a video **editing application** along with the importance of labeling and organizing your **clips**. Enhancing **video content** with **narration**, **on-screen text** and **graphics**, **b-roll**, and **stock footage** was also covered. Audio topics discussed the use of **music** and minimizing background noise. **Closed captioning** was covered along with adding a **call-to-action**. Finally, the importance of backing up your work was once again stressed.



Section 7

Research URLs



[B-Roll](#)

[Closed Captioning with CADET](#)

[Continuity Editing](#)

[Cutaway Shots](#)

[Eight Essential Cuts Every Editor Should Know](#)

[Jump Cuts](#)

[Royalty-Free Music](#)

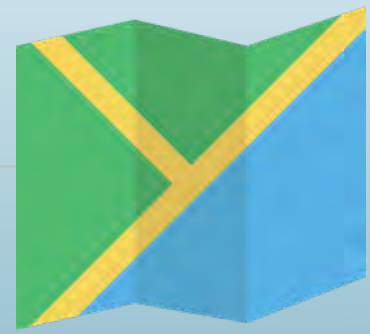
[Text in Video](#)

Chapter 4

Disseminating and Archiving



Introduction



Congratulations! You've made it to the last module and are now ready to get started on the final steps required to get your video “out there.” In the first three modules we covered video **pre-production**, **production**, and **post-production**. Module 4 will describe ways to get your final **video content** disseminated to your selected audiences and ensure your final product is properly backed up.

In this module you will take a close look at the Audience Profile document created in Module 1 and use it to determine the **dissemination platforms** that will be most effective for your **video content**. You will learn about using different **social media platforms** and how to **upload** and embed your **video content** into a **Learning Management System (LMS)**. You'll learn how each platform has different guidelines for **uploading** content and how to use keywords (also referred to as tags) to make your video easier for people to find when searching. You'll also learn about different video file **formats** and how to use the **embed code** to include **video content** on your website and how to insert video in a PowerPoint presentation for use in an **offline presentation**. Connecting with your college marketing department to help share your video will be covered along with reaching out to student-run and community cable access TV channels. Accessing and interpreting **analytics and metrics** data for different platforms will be covered to help you better reach, understand, and fine tune dissemination to your **target audiences**. Organizing, sharing, and licensing all your assets for future use will be covered, ensuring your content is backed up, safe, and accessible as part of your **digital archive**. Finally, if your video work is **National Science Foundation (NSF) Advanced Technological Education (ATE)** funded, you will learn now to **upload** your video to the **ATE Central archive** website.

Objectives



Upon completion of this module, you should be able to:

- Use the Audience Profile document created in Module 1 to identify **dissemination platforms** for your video.
- Select appropriate **dissemination platforms** for your produced **target audiences** including:
 - Social media (YouTube, Instagram, Facebook, Twitter, LinkedIn, etc.)
 - Websites, LMS's (Blackboard, Canvas, Moodle, etc.) and presentation applications (PowerPoint, Prezi, etc.)
- Understand different dissemination platform guidelines and procedures for **uploading** video.
- Use appropriate and specific language and terminology in **video content** descriptions, keywords, and tags that your **target audiences** understand and use.
- **Disseminate video content** to targeted audiences using:
 - **Embedded video content** on a website
 - **Posted links** and **embedded video content** on **social media platforms**
 - **Email links**
- **Upload video content** directly to the appropriate **social media platforms**, selected based on your Audience Profile document. These platforms include:

- YouTube
 - Vimeo
 - Facebook
 - Instagram
 - Snapchat, among others
-
- Setup, access, and use your **video content** in an offline setting, selecting the proper storage location and file format.
 - Work with your college Marketing Department to develop your marketing plan and help share your **video content**.
 - Utilize other dissemination options including student-run TV channels and community access cable TV channels if available in your **target audience** area.
 - Access and interpret **analytics and metrics** data for different **dissemination platforms**.
 - Organize and **archive** all your video assets making them easy to identify and find for future use.
 - Contact **ATE Central** about **uploading** NSF ATE funded work to the **ATE Central** portal for archiving.

Prework



Equipment required depending on availability:

- Up-to-date computer hardware and operating system with Internet access.
- **External hard drive** and a **cloud-based service** for file storage and backups.

You've made it to the last module and now you're ready to get your **video content** "out there" to your **target audiences**. Before watching the video for this final module take some time to write down some ideas. Look back at the Audience Profile document you created in Module 1. How did you define your audience? Do you need to re-consider the language/vocabulary they use and terms they understand? What ways were identified to **present** content to your audiences, and how do they typically **consume video content**?

Are there any new **dissemination platforms** or methods you could take advantage of? Considering your **target audience**, has a new social media platform become popular, or has a familiar platform added new features? Has a familiar platform lost or gained popularity? How will you know your content is reaching your **target audiences**? What **analytics and metrics** are available for different platforms, and how will you use them? How will you **archive** and backup all of your work, making it easily identifiable and searchable so if needed you can easily access it to include in future video projects? How will you license and share your video assets with others? If your work is funded through NSF ATE, how will you **archive** your work on the **ATE Central** website?

As an example, consider Michael, a community college cyber-security professor who was recently asked to join an Economic Development Council (EDC) Information Technology Special Interest Group (SIG) in his region. The SIG consists primarily of small and large regional business representatives, with a couple of four-year college computer science program members. Michael is the first community college member to be invited, and he hopes he can use his membership to make a good impression and bring exposure and recognition for his program and program graduates to SIG members. Mike's EDC has strong regional following on Facebook, Twitter, and

LinkedIn and has just launched a YouTube channel. The organization is re-working their website, optimizing it for both desktop and mobile access. The webmaster doing the work has asked members if they have content they would like to contribute and has expressed a strong interest in video.

Coincidentally, Michael just finished a program video, following the Producing Engaging Content project Modules 1-3 procedures and is ready to start disseminating it. In his Audience Profile document he identified potential students and industry partners as primary audiences, and his video matches nicely with the EDC request. He's talked to the EDC webmaster who requested Michael's department video be put on a Google shared drive so the video can be downloaded by the webmaster. The webmaster would like to add the EDC logo and website link to the opening video segment and then **upload** it to the new EDC YouTube channel.

Throughout the video creation process, Michael has been working closely with his college marketing department, and they have agreed to add his video to the college website list of short videos that rotate daily on the college's main webpage. The marketing team will also add it to the college YouTube and Vimeo channels and further **disseminate** the video using the official college Facebook, Twitter, Instagram, Snapchat, and LinkedIn platform accounts.

The college marketing director has asked Michael to provide the MP4 video file on a thumb drive. Both the EDC and college have asked for a short description, keywords, and tags to add to the video.

Michael will be adding the video to his department YouTube channel and **upload** it to the department Facebook page. He'll also post to the department LinkedIn, Instagram, Snapchat, and Twitter feeds. In addition, he plans to write a blog post describing the **video content** and embed the YouTube video as part of his post.

He's properly organized and has backed up all of his video assets in multiple locations so they can be quickly found and accessed for any future video **production**. His work is NSF funded and he will **upload** his video to the **ATE Central** website for archiving.

Having carefully followed procedures in Modules 1-3, Michael is in great shape to **disseminate** his video using college and department platforms and take advantage of the unexpected EDC opportunity.

Once again, it is your turn. Look back on your work in Modules 1-3. If you've followed all the steps, you are now ready to **disseminate** your video to your **target audiences** and, like Michael, quickly take advantage of any unexpected opportunities that come along.



Video Module



Movie 4.1 Disseminating and Archiving



Tap to view a video.



Problem Exercises and Questions

After watching the video:

1. Locate the Audience Profile document you created in Module 1 and review, making any necessary edits. Ensure the document appropriately identifies:
 - a) **Target audience** language used
 - b) Terminology the **target audience** will understand
 - c) The best ways to **present** content to your **target audience**
 - d) How the **target audience** will **consume** the content
2. After you have reviewed your Audience Profile document from Module 1 and have made any updates, create a list of appropriate **dissemination platforms** you will use for your **target audience** including:
 - a) **Social media platforms** including blogs
 - b) Websites
 - c) **Learning Management Systems**
 - d) Presentation applications including PowerPoint

3. For each of the **dissemination platforms** identified, research guidelines and identify **upload** file **formats** along with the description, keywords, and tags you will use. Be sure to use appropriate and specific language/vocabulary and terminology that your **target audiences** will understand and use.
4. For each of the **dissemination platforms** you identified, research and document procedures to:
 - a) **Upload** video
 - b) Embed **uploaded** video on a website
 - c) Embed video and/or post appropriate links on **social media platforms**
 - d) Create and send email with content links
5. You'll want to create a PowerPoint for any future conferences or other offline venues that will include a slide showing the video you've created. You do not want to rely on the venue's WiFi network to stream your video from the web. Research and document how you will locally save (on your notebook computer hard drive) and embed your video into your PowerPoint presentation.
6. Contact your college marketing department and determine how they can help disseminating your video.
7. Research additional video dissemination options on your campus and in your community. Include student-run TV channels and community access cable TV channels if available in your **target audience** area.
8. For each of the **dissemination platforms** you identified, review **analytics and metrics** data documentation, determining how you will measure the impact of your video, and make any adjustments if needed.
9. Describe how you will organize, **archive**, and backup all your video assets making them easily searchable for future use. Be sure to include multiple backup locations.
10. If your work is NSF ATE funded, visit [ATECentral.org](https://www.atecentral.org) and determine how you will **archive** and share your work on the site.

Summary



This module covered the final steps in getting your video **disseminated** to your targeted audiences. Topics included the selection of different platforms to **disseminate** your videos. Referring to the Audience Profile document you created in Module 1, the use of social media, traditional websites learning management systems and **offline presentation** methods were described. Different file **formats** for **uploading** were also discussed. The importance and advantages of connecting with your college marketing department were stressed along with student-run and community access TV channel opportunities. Platform **analytics and metrics** data were covered along with organizing, sharing, and licensing all your video assets. Finally, backing up all your work as part of your **digital archive** was presented along with archiving any NSF ATE funded work at ATECentral.org

Well, you've done it! We hope you've enjoyed this 4-module video series and have found your time spent and the resources provided useful. Video **production**, editing, and dissemination methods and technologies continue to improve, and these changes will continue to improve and enhance STEM student awareness, learning, classroom experiences, and career opportunities.



Section 7

Research URLs



[Add YouTube Video to Your Web Site](#)

[Facebook vs YouTube Video](#)

[Getting Started in Social Media Marketing](#)

[Internet Terminology](#)

[Optimizing Your Videos for Social Media](#)

[SEO Basics](#)

[Social Media Video](#)

[YouTube Metrics](#)

[YouTube Playbook for Creative Advertising](#)

Additional Resources

**General Appearance
Release**



Tap to view PDF

**General Appearance
Release - Minor**



Tap to view PDF

**Goals and Objectives
Document**



Tap to view PDF

**Target Audience
Profile Document**



Tap to view PDF

**Project Summary
Sheet**



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**General Location
Release**



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**Metrics and Analytics
Resources**



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**Screen Capture
Applications**



Tap to view PDF

**Third Party Content
Sites**



Tap to view PDF

**Video Editing
Applications**



Tap to view PDF

APPEARANCE RELEASE

I grant (YOUR COMPANY'S NAME) the right to record me. (YOUR COMPANY'S NAME) may use all or some of these recordings and my name in (YOUR COMPANY'S NAME) projects, programs and series, and their related materials. I understand that (YOUR COMPANY'S NAME) projects, programs and series may be distributed and sold worldwide in a variety of ways, including television and radio (broadcast, cable and satellite), cassettes and DVDs and their packaging, on the Internet, and any new media in perpetuity.

By signing this release, I acknowledge that (YOUR COMPANY'S NAME) and its assigns shall own the copyright in the recordings they make of me. (YOUR COMPANY'S NAME) assumes no responsibility for my decision to appear in (YOUR COMPANY'S NAME) projects, programs and series. By signing this release, I release (YOUR COMPANY'S NAME) from any and all liability in connection with the use of such recordings.

Signature: _____

Please print your name: _____

Title (if applicable): _____

Organization: _____

Address: _____

Email address: _____

Telephone (home): _____

Telephone (mobile): _____

Date: _____

APPEARANCE RELEASE – MINOR

I grant (YOUR COMPANY'S NAME) the right to record me. (YOUR COMPANY'S NAME) may use all or some of these recordings and my name in (YOUR COMPANY'S NAME) projects, programs and series, and their related materials. I understand that (YOUR COMPANY'S NAME) projects, programs and series may be distributed and sold worldwide in a variety of ways, including television and radio (broadcast, cable and satellite), cassettes and DVDs and their packaging, on the Internet, and any new media in perpetuity.

By signing this release, I acknowledge that (YOUR COMPANY'S NAME) and its assigns shall own the copyright in the recordings they make of me. (YOUR COMPANY'S NAME) assumes no responsibility for my decision to appear in (YOUR COMPANY'S NAME) projects, programs and series. By signing this release, I release (YOUR COMPANY'S NAME) from any and all liability in connection with the use of such recordings.

Signature of Minor: _____ Age: _____

Please also print your name here: _____

Address: _____

Date: _____ Tel. (h) _____

By signing this release I represent that I am the custodial parent or legal guardian of the minor named above and agree that he/she is to be bound by the terms of the release.

Signature of Parent or Legal Guardian:

Please also print parent's or legal guardian's name here:

Address: _____

Date: _____

Tel. (home) _____ (office) _____

Goals and Objectives for Introductory Welding Class:

Goal: To teach spot welding.

Objectives:

The student will learn:

1. Resistance welding processes
2. Heat generation and control
3. The properties of the materials being welded together.
4. The spot welding process

Target Audience Profile Document:

Target Audience for Introductory Welding Class:

Community College Students from Southwest Texas in introductory welding class

1. What is their skill or knowledge level?

My students are beginners and just starting to learn the material.

2. What language/vocabulary do they use?

My students have limited knowledge of the language/vocabulary surrounding welding.

3. What terms do they understand?

My audience will understand technical terms from previous classes and work, but most terms will need to be defined.

4. What's the best way to present your content?

3-5 minute step-by-step instructional video

5. Where and how will your viewers consume your content? Are they on the go watching on a mobile device or sitting at their laptop doing homework?

They will be watching it in my classroom and online at home on Blackboard.

Project Summary Sheet for Introductory Welding Class:

Target Audience:

Community College Students from Southwest Texas in introductory welding class

Goal:

Teach basics of spot welding for beginners.

Objectives:

The student will learn:

1. Resistance welding processes
2. Heat generation and control
3. The properties of the two materials being welded together
4. The spot welding process

What content do I want to create?

I want to create a short spot welding tutorial video for my course to put on Black Board.

Why is it needed?

This video is needed because spot welding is complex and my students need visual, step-by-step instructions of the process so they can review the process outside of the classroom.

Does this video content already exist? If so, am I replicating it or expanding upon it?

There are spot welding tutorials on YouTube, but they are too advanced for my students.

LOCATION RELEASE

LOCATION(S) (include name of company, if applicable, and address):

You are giving (YOUR COMPANY'S NAME) and the film team permission to be at the Location(s) and make recordings for use in (YOUR COMPANY'S NAME) projects, programs and series, and their related materials. You represent that you are authorized to do so.

You are also acknowledging that (YOUR COMPANY'S NAME) and its assigns shall own the copyright in the recordings we make at the Location(s). (YOUR COMPANY'S NAME) projects, programs and series may be distributed and sold worldwide in a variety of ways, including television and radio (broadcast, cable and satellite), cassettes and DVDs and their packaging, on the Internet, and any new media in perpetuity. By signing this release, I release (YOUR COMPANY'S NAME) from any and all liability in connection with the use of such recordings.

Signature (on behalf of Company listed below, if applicable):

Please print your name here: _____

Title (if applicable): _____

Company name (if applicable): _____

Address: _____

Email address: _____

Date: _____

Tel. (home) _____ (office) _____

Metrics and Analytics Resources

1. Google:

https://www.google.com/analytics/analytics/#?modal_active=none

2. Facebook: <https://analytics.facebook.com/>

3. YouTube: <https://www.youtube.com/analytics?o=U>

Screen Capture Applications

Screen Capture Software	Website/Access	Cost	PC	MAC
Snagit	https://www.techsmith.com/screen-capture.html	\$	X	X
Camtasia	https://www.techsmith.com/store/camtasia	\$\$\$	X	X
Movavi Screen Capture Studio	https://www.movavi.com/screen-recorder/	FREE	X	X
Bandicam	https://www.bandicam.com/	FREE - \$	X	
Tiny Take	https://tinytake.com/	FREE	X	
OBS Studio	https://obsproject.com/	FREE	X	X
Flashback Express/PRO	https://www.flashbackrecorder.com	FREE - \$	X	
Filmora Scrn	https://filmora.wondershare.com/screen-recorder/	\$	X	X
Cam Studio	http://camstudio.org/	FREE	X	

Third Party Content Sites

Third Party Content Company	Website	Free	Fee
Pond5	www.pond5.com		X
Shutter Stock	www.shutterstock.com		X
Creative Commons	www.creativecommons.org	X	
Video Blocks	www.videoblocks.com		X
iStock Photo by Getty Images	www.istockphoto.com		X
Fotosearch	www.fotosearch.com		X
Videohive	www.videohive.net		X
Getty Images	www.gettyimages.com		X
Wazee Digital	https://commerce.wazeedigital.com/	X	X
Dissolve	https://dissolve.com/		X
Film Supply	www.filmsupply.com		X
Adobe Stock	https://stock.adobe.com/video		X
Pexels	https://www.pexels.com/	X	
Videvo	https://www.videvo.net/	X	
Life of Vids	https://www.lifeofvids.com	X	
SplitShire	https://www.splitshire.com/category/video-2/	X	
Stock Footage 4 Free	https://www.stockfootageforfree.com/	X	
Videezy	https://www.videezy.com/	X	

Video Editing Applications

Editing Application	Website	Cost	PC	MAC
Adobe Premiere Pro	https://www.adobe.com/products/premiere.html	\$\$\$	X	X
Adobe Premiere Elements	https://www.adobe.com/products/premiere-elements.html	\$	X	X
Avid Media Composer	http://www.avid.com/media-composer-ultimate	\$\$\$\$	X	X
Magix VEGAS Pro/Edit/365/Suite	https://www.magix.com/us/support/welcome-to-magix/	\$\$ - \$\$\$	X	
Camtasia	https://www.techsmith.com/video-editor.html	\$\$	X	X
Pinnacle Studio/Plus/Ultimate	https://www.pinnaclesys.com/en/products/studio/ https://www.cyberlink.com/products/powerdirector-ultra/features_en_US.html	\$ - \$\$	X	
CyberLink Powerdirector		\$	X	
Corel Video Studio Pro	https://www.videostudiopro.com/en/products/videostudio/pro/	\$	X	
Final Cut Pro X	https://www.apple.com/final-cut-pro/	\$\$		X
Davinci Resolve	https://www.blackmagicdesign.com/products/davinciresolve/	\$\$		
Lighworks Pro	https://www.lwks.com/	\$\$	X	X
Lightworks	https://www.lwks.com/	FREE	X	X
Shot Cut	https://www.shotcut.com/	FREE	X	X
Hitfilms Express	https://fxhome.com/express	FREE	X	X
VSDC Free Video Editor	http://www.videosoftdev.com/	FREE	X	
iMovie	https://www.apple.com/imovie/	FREE		X
Wondershare Filmora	https://filmora.wondershare.net	FREE	X	X
Movavi	https://www.movavi.com	FREE	X	

Glossary

Additional Elements

Narration, On-Screen Text, On-Screen Graphics, Stock Footage or Third-Party Content, Music and Effects.

Advanced Technological Education (ATE)

<https://nsf.gov/ate>

Ambient Sound

Extraneous noise such as appliances and traffic. Make your environment as quiet as possible by unplugging appliances, displaying a do not disturb sign on the door, placing a rug on the floor to minimize foot noise, and closing the windows.

<https://www.bhphotovideo.com/c/find/newsLetter/Better-Audio-in-Digital-Video.jsp>

<http://vtrep.com/audio-is-more-important-than-video-picture-quality/>

Analytics and Metrics

Metrics measure performance. Analytics are an analysis of the metrics used to make informed decisions. <https://infogram.com/blog/metrics-vs-analytics/>

Appearance Release

A signed document granting permission to capture and disseminate video of an individual (View an example of an Appearance Release in Additional Resources)

Archive

Organizing and saving your project's digital assets for future use and easy access.

ATE Central

www.atecentral.org Contact ATE Central: archiving@atecentral.net

Audio Levels

The monitoring of the loudness or softness of your audio through an audio meter. We recommend trying to keep your audio somewhere in the range of 8db. If your audio is too loud it will sound distorted and if it is too low people will not be able to hear it.

<http://vtrep.com/audio-is-more-important-than-video-picture-quality/>

<https://www.bhphotovideo.com/c/find/newsLetter/Better-Audio-in-Digital-Video.jsp>

B-Roll

Supplemental video that reinforces your message to help tell your story. <http://www.thevideoeffect.tv/2014/01/27/what-is-b-roll-enhance-your-video-production-withadditional-shots/>

Back Up and Archive

People use these terms interchangeably, but they are not the same. The process of backing up is done throughout the entire production and it involves making exact copies of all your digital materials and organizing them as an insurance policy in case your original drive fails or files become corrupt. Archiving takes place at the end of the project and it involves organizing and saving all digital assets so others can recreate the final video. The following elements are typically archived: final scripts, releases, video logs, original media, third party content, music cues, logos, final graphics, editing project including bins and timeline, final exported video, and distribution platforms.

Back Up Methods

Making exact copies of all digital assets in case the original digital file becomes corrupt or is accidentally deleted. We recommended backing up everything to two locations. Once to an external hard drive and once to a cloud storage such as, Google Drive or Dropbox for sharing.

Bins

Most editing applications have bins, similar to folders, for your clips. Labeling and organizing bins is important. Some common bin labels are Music, Graphics, Narration, Sequences, Interviews, B-roll.

Built-in Microphone



Call to Action (CTA)

Instructs the audience what to do after consuming the content. E.g. Call now. Visit our website. Comment.

Clips

Imported media

Closed Captioning

On-screen text of dialogue and narration. This is an accessibility feature that can be turned on and off. One free resource for creating your own closed captions is <http://ncamftp.wgbh.org/cadet/>

Cloud Base Service

External servers accessed via the internet for data storage. (e.g.) Dropbox, Google Drive, One Drive, Amazon Web Services.

Consume

Watch. Today's audiences are consuming content in many ways across multiple platforms and devices. It's important to think about how and where your target audience will consume your video.

Cut

Changing from one video clip to a different video clip in the timeline.

Cutting

Another term for editing. Placing clips in the timeline in an order that tells a story.

Development

Part of the pre-production stage of a project where you identify your need, goals and objectives, and your audience.

Device Orientation

A term used when using a tablet or phone to record. think landscape or portrait. While recording content with your phone or tablet hold it horizontally.

Digital Archive

Computer files organized and stored in a designated location accessible for future reference.

Disseminate

Distributing your video to different platforms (e.g. YouTube, Vimeo, Facebook, Blackboard, etc.) where your audience finds and watches it.

Dissemination Platforms

Options: Facebook, YouTube, Vimeo, Instagram, Blackboard, Broadcast TV, etc.

Edit

The process of telling a story by placing video clips in a timeline and cutting out the parts that are unimportant to the story.

<https://www.premiumbeat.com/blog/8-essential-cuts-every-editor-should-know/>

<https://www.videomaker.com/article/13850-the-art-of-the-cutaway>

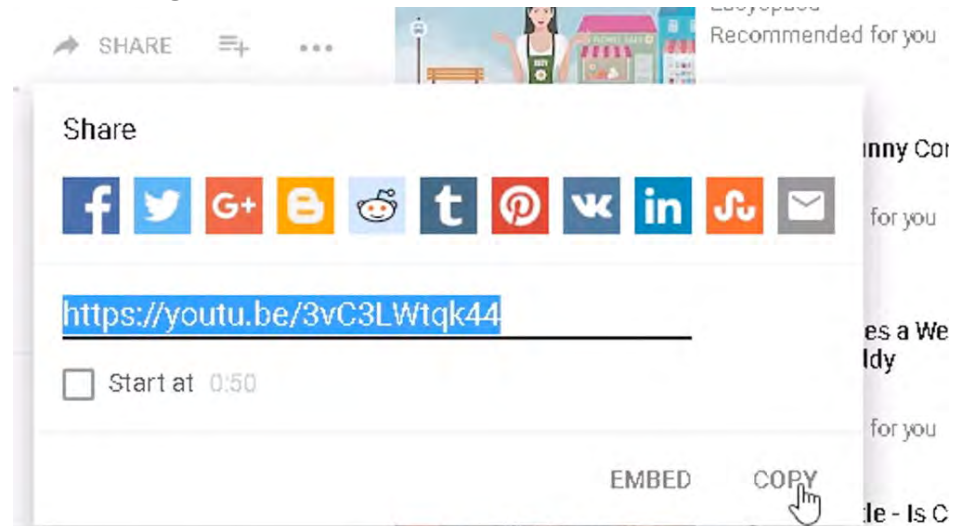
<http://www.steves-digicams.com/knowledge-center/how-tos/film-and-video-production/post-production-understanding-continuity-in-editing.html>

Editing Application

Software used for editing video. (View a list of Video Editing Applications in Additional Resources)

Email Links

To send a URL in an email



Embed Code

A URL from a platform like YouTube or Vimeo that hosts your video. This code can be placed into the CMS or LMS of your website, so people can watch the video on your website or LMS home page.

Embedded Video

Video from another source seamlessly integrated in a web page.

Export

The process of creating a self-contained video file from your editing application for dissemination.

External Hard Drive

A hard drive that is not internal to your computer and commonly attached through a USB port.

**Focal Length**

The distance of the camera to the subject being recorded. When capturing video, incorporate a variety of focal lengths, including wide shots, medium shots, and close-ups of your subject.

<https://www.mediacollege.com/video/shots/>

Footage

Unedited video.

Formats

Different types of digital video files. (e.g.) .mp4, .mov, .avi, wmv.

Goal

What you ultimately hope to accomplish after someone watches your video. (View Goals and Objectives Document in Additional Resources)

Graphics

Images on the screen that visually help tell the story. (e.g.) Arrows, circles, logos, backgrounds with text, diagrams.

Handheld Microphone**Headphones**



Import

Transferring media files (video, audio, graphics, logos, music, etc.) from your recording device or hard drive and linking them to the editing application.

Keywords and Tags

Descriptive words or short phrases that describe your video that can be found through online searches. Use the language/vocabulary of your audience and be specific.

Lavalier



Learning Management System (LMS)

A software application used in educational settings to document, track, report and deliver courses or training programs.

Licensed Music

Permission granted to use copyrighted music in your video.

Lighting

<http://www.mediacollege.com/lighting/three-point/simulator.html>

Location Release

A signed document that grants permission to enter and capture video on location. (View an example of a Location Release in Additional Resources)

Media

Digital assets (e.g.) video, audio, graphics, etc.

Media Types

(e.g.) Music, Graphics, Narration, Sequences, Interviews, B-roll.

Mics



Music

When using music in a video make sure you secure the rights to the music. Do not violate copyright laws. There are sites with free and paid music, both of which will require a license. Always read the fine print of the license.

Narration

Scripted recorded audio that moves the story forward.

National Science Foundation (NSF)

<https://www.nsf.gov/>

Need

Your target audience's question that needs to be answered or problem that needs to be solved.

Objectives

The measurable steps you will take to reach your goal. (View Goals and Objectives Document in Additional Resources)

Offline Presentation

A self-contained presentation that does not require an internet connection.

On-screen graphics

Images on the screen that visually help tell the story. (e.g.) Arrows, circles, logos, backgrounds with text, diagrams.

On-screen text

Words on the screen that identify or clarify the image. <https://www.videomaker.com/article/c01/18419-how-to-use-text-the-right-way-in-video>

Post Production

The phase of your project where you edit and finalize your video.

Posted Links

A URL posted to social media that points to an external site.

Pre-Production

The planning prior to capturing video to stay focused on the goals and objectives of your final project. The steps involve determining a need, defining and researching your audience, identifying goals and objectives, and developing dissemination and archiving plans.

Present

Determining the most effective way of delivering your content that reaches your target audience. How will you produce your content that resonates with your target audience?

Produce

The act of scheduling, setting up, and capturing video and collecting video assets for a project.

Production

The phase of your project where you capture video and audio.

Project Summary Sheet

A one-page document that includes a summary of the project, the goals and objectives, and the target audience. (View an example of the Project Summary Sheet in Additional Resources)

Recording Devices



Save and Back Up Assets

When you save assets make sure to use a naming convention and filing system that helps you stay organized. Make an exact copy of all project content on an external hard drive and on the cloud for sharing.

Screen Capture Video

Capturing video of your computer screen using software. (View a list of Screen Capturing Applications in Additional Resources)

Secondary Audiences

A particular group of people who could benefit from watching your video but are not the target audience.

Shotgun Microphone



Shots

Every time you change the angle or focal length you are changing the shot. Some commonly used shots are close ups, medium shots, and wide shots. <http://www.mediacollege.com/video/shots/>

Social Media Platforms

Media platforms where you can distribute your content and engage with your audience through likes, shares, and comments. (e.g.) Facebook, Instagram, and Twitter.

Stock or Third-Party Content

Video content owned by someone else that you may include in your video. You cannot use this content without permission. (View a list of Third Party Content Sites in Additional Resources)

Target Audience

A group of individuals identified as the consumers of the content. (View the Target Audience Profile Document in Additional Resources)

Tripod



Upload

Transferring files from your computer or mobile device to the internet.

Video Content

In these modules video and content are used interchangeably.

Video Timeline (also called a sequence)

A series of edited clips, usually made up of multiple video and audio tracks. This is where you lay out your story.

TIMELINE



Zoom In

A technique of changing the focal length from a wide shot to a close-up without moving closer, but by using the mechanics of the lens.

Afterword

Funded in part by the National Science Foundation under Grant Numbers: DUE 0802503, DUE 1003657, DUE 1205031, DUE 1304426, DUE 1003680, DUE 1304737, DUE 1400521, DUE 1601456, DUE 1737768, DUE 1104229, DUE 0602761. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

