

Module 2 Design and development of learning contents for flipped lessons

UNIT 2.3 DESIGN OF A FLIPPED VIDEO

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- ▶ **The role of a video:**
a perfect self-study tool

Why use Videos?

- ▶ easy to access outside of the classroom;
- ▶ flexibility;
- ▶ stimulate students' interest, provoke them, make them share experience and come to discussions;
- ▶ develop literacy and critical thinking;
- ▶ combine different learning styles, give opportunities for students to engage with material visually and orally.

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Types of videos:

- ▶ Recording the lesson
- ▶ “Talking head” video
- ▶ PowerPoint presentation in which the teacher is seen talking in the corner of the presentation.
- ▶ Video which shows the teacher drawing and explaining the topic of the class.

UNIT 2.3 DESIGN OF A FLIPPED VIDEO

Five important steps when recording a flipped video:

1. Prepare the materials.
2. Add visual objects: images, diagrams
3. Add discussions, exercises, games
4. Rehearse the video for length and sound quality
5. Record the video

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Important tips when recording a flipped video - pay attention at:

- ▶ The length and the sound of the video (the length - 6 minutes and the sound - clear).
- ▶ The effective visual materials (images, diagrams etc).
- ▶ The “Talking head” - appearing for approximately 40 seconds.
- ▶ The value in watching videos and its relevance with the goals.
- ▶ The interactive tasks (example, quizzes, questions) that would activate the students
- ▶ The possibility for the teacher to see students’ answers to the interactive tasks.
- ▶ The possibility for the teacher to see if the student have watched watch the videos.

UNIT 2.4: PRODUCTION AND POST-PRODUCTION OF A FLIPPED VIDEO

▶ PRODUCTION

- ▶ includes video capturing, shooting and producing all elements that a video consists of.

▶ POST-PRODUCTION

- ▶ the process of editing the videos.

UNIT 2.4: PRODUCTION AND POST-PRODUCTION OF A FLIPPED VIDEO

- ▶ Important things for VET teachers when producing a flipped video:
 - ▶ Quality of the sound;
 - ▶ Quality of the images;
 - ▶ Video lectures should be short;
 - ▶ Including a "talking head“;
 - ▶ Communication ability of the teacher;
 - ▶ Interactivity of the video.

UNIT 2.4: PRODUCTION AND POST-PRODUCTION OF A FLIPPED VIDEO

Four main steps for production and post-production of a flipped video

► PRODUCTION

► Step 1: Planning - define the goals of the video

- Planning - the audience should be taken into account. Identifying the main objectives should be followed by the track in which they will be reached.

► Step 2: Recording - create a video of good quality

- Be direct, be creative, be authentic, be yourself. Make your video easy to understand, use direct simple language, choose the right vocabulary but don't be too academic.

UNIT 2.4: PRODUCTION AND POST-PRODUCTION OF A FLIPPED VIDEO

► POST-PRODUCTION

Step 3. Editing - download your video

- Edit the content, begin with the title and music, choose background, choose size, color and font type, add sounds, pictures, video clips, diagrams, definitions, comments, questions.

Step 4. Publishing - make your video public

- You can make your video public (on the e-learning platform or on YouTube), so that everyone can watch it, or you can set a limited access - for only your students.

UNIT 2.4: PRODUCTION AND POST-PRODUCTION OF A FLIPPED VIDEO

- ▶ **Creating the videos make Flipped learning**
 - ▶ More personal
 - ▶ More accessible in internet platforms
- ▶ **EFFICIENT VIDEO**
 - ▶ For the purpose of producing an efficient video VET teachers should be familiar with the technology and be able to integrate it successfully into the teaching process.

