Designing MOOCs videos - A prompt for teachers and advisers' pedagogical development?

Jean-François Van de Poel, Pierre Martin, Thibault Crépin, Samuel Harcq, Dominique Verpoorten
Summary

• About Liège University – Institute for Training and Research in Higher Education (IFRES).
• Our role and mission for Teacher’s professional development.
• Our multimedia studio and our first educational multimedia productions experience.
• The MOOC emergence.
• How we « MOOCed »
• MOOC Design and professional development?
About Liège University

Public university of the French Community of Belgium
Established 1817

Rector: Prof. Albert Corhay
Academic staff: 2,800
Administrative staff: 4,300
Students: 22,000
Location: Liège, Wallonia, Belgium
Campus: Urban, suburban
Website: www.ulg.ac.be
Institute for Training and Research in Higher Education (IFRES).

- Promoting the teaching mission in higher education;
- Coordinating teacher’s professional development;
- Assisting teachers and Departments in their actions to train students both face-to-face and online;
- Promote research into higher education pedagogy;
- Facilitating the integration of ICTs and eLearning in teaching practices: developing the University's virtual campus;
- Developing a "quality" approach in the evaluation of students and teaching.
One particularity ...

10 Compulsory Training modules about higher education pedagogy for new Teachers and T.A.s
Our first educational videos

• Little piece in the curriculum
• Centered around « essentials » or interview
• Included in blended learning process (flip-classrooms, etc.)
Emerging of our first learning multimedia video typology - 2014

The emergence of MOOCs
FIRST PILOT PROJECT (2016-2017)

27.000

6.000

14.000

7.500
How we « MOO Ced »?

• Our MOOCs are explicitly inserted in our students curriculum
• Our MOOCs production process is collegiate an not centered around one academic
• Our MOOCS are open to all faculties and external experts
• Our MOOCs are produced within a community of practice
• Our MOOCs are designed to reach a maximum amount of people
• Our MOOCs are designed around the respect of instructional quality principles
• Each MOOC has to bring an innovation
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Our production process

<table>
<thead>
<tr>
<th>PLANIFICATION</th>
<th>PRODUCTION</th>
<th>COMMUNICATION</th>
<th>DIFFUSION</th>
<th>BILAN</th>
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<tbody>
<tr>
<td><strong>M1</strong></td>
<td><strong>M2</strong></td>
<td><strong>M3</strong></td>
<td><strong>M4</strong></td>
<td><strong>M5</strong></td>
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<tr>
<td>MOOC-PLAN</td>
<td>Storyboard writing a filming</td>
<td>Video editing and activities writing</td>
<td>Online implementation, teaser, enrollment</td>
<td>ADVERTISING, Social network, Professional networks</td>
</tr>
</tbody>
</table>
Our video production cycle

Writing

Quality Feedback

Validation

Recording

Editing

Online Implementation
A new and adapted typology
Supported by principles issued by scientific literature

- Mayer’s principles
- Cognitive load theories
- Communicational writing
- Storytelling principals
- Etc.
Guidelines and recommandations (Guo – 2014)

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Shorter videos are much more engaging.</td>
<td>Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.</td>
</tr>
<tr>
<td>Videos that intersperse an instructor’s talking head with slides are more engaging than slides alone.</td>
<td>Invest in post-production editing to display the instructor’s head at opportune times in the video.</td>
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<td>Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.</td>
<td>Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.</td>
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<td>Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.</td>
<td>Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.</td>
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<td>Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.</td>
<td>If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.</td>
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<tr>
<td>Videos where instructors speak fairly fast and with high enthusiasm are more engaging.</td>
<td>Coach instructors to bring out their enthusiasm and reassure that they do not need to purposely slow down.</td>
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<tr>
<td>Students engage differently with lecture and tutorial videos</td>
<td>For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.</td>
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</table>

Table 1. Summary of the main findings and video production recommendations that we present in this paper.

Compensate the effects of “cold cut plate” with more story-telling

La dimension « story-telling » qui amène plus de motivation chez les étudiants si le parcours et les séquences sont présentés comme une « histoire » plus que comme un « cours »

a certain very specific syntactic shape (beginning-middle-end or situation-transformation-situation) and with a subject matter which allows for or encourages the projection of human values upon this material. Scholes, 1981. p. 205

Stories become a way, in other words, of capturing the complexity, specificity, and interconnectedness of the phenomenon with which we deal and, thus, redressed the deficiencies of the traditional atomistic and positivistic approaches in which teaching was decomposed into discrete variables and indicators of effectiveness.

Carter, 1993, p.6
Some important advices

• 1. **Keep it short.** If you go off on too many tangents and include too much information, it makes it harder for someone to grasp what you’re talking about. Include only what the viewer needs to know — anything else can be unnecessary.

• 2. **Use common language.** Nothing turns off an audience like using “industry-speak” in a video. It’s like explaining what you do in a foreign language, which means people outside your industry won’t be able to relate. After all, your goal is to make it easier for people to understand your message — not more difficult.

• 3. **Allow the visuals to tell the story, too.** Visuals are there to support the message, so use them! If you can show your audience something instead of telling it to them, then go for it. This will allow you to insert more information into your video while keeping the running time short.

• 4. **Keep your objective in mind.** If your purpose is to explain why red balloons are the best, don’t get off-track by explaining the problems with all the other colors. Focus on one topic. If your video highlights too many different ideas, your red balloon, though awesome, will get lost in the clutter.

• 5. **Have fun with it.** Don’t take your service or products too seriously, and have fun producing videos. This attitude will come across and make watching them more engaging for your audience. Your video will not only explain something, but will also entertain — and that’s always memorable.
**Our storyboard template**

<table>
<thead>
<tr>
<th>TITRE DU MOOC :</th>
<th>DATE DE TOURNAGE :</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE :</td>
<td></td>
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<tr>
<td>SEQUENCE :</td>
<td></td>
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<tr>
<td>TITRE DE LA SEQUENCE :</td>
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<tr>
<td>DUREE :</td>
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</table>

**TYPE DE PRODUCTION MULTIMEDIA CHOISI :**

*Consultez la ressource ici*

<table>
<thead>
<tr>
<th>TEXTE</th>
<th>ILLUSTRATIONS-COMMENTAIRES</th>
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<tr>
<td>Écrivez ici le texte qui constituerà la narration de votre séquence. Attention, pour une séquence vidéo MOOC, la durée maximale souhaitée ne peut pas dépasser les 7 minutes. En termes de mots, cela correspond à un maximum de 1'400 mots. Gardez en tête ce nombre et tâchez de demeurer dans une fourchette comprise entre 1'200 et 1'400 mots. Séparez votre texte en unités de sens.</td>
<td>Placez ici les images ou les illustrations que vous souhaitez voir apparaître au fur et à mesure de votre narration. Il vous est également possible de réaliser un diaporama complémentaire, le cas échéant, mentionnez juste la dia concernée.</td>
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## FICHE FEEDBACK STORYBOARD (2016)

<table>
<thead>
<tr>
<th>Titre de la ressource :</th>
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<tr>
<th>CRITERES</th>
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<th>NP</th>
<th>COMMENTAIRES</th>
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<tbody>
<tr>
<td>4.1. <strong>Durée des vidéos et ressources audiovisuelles.</strong></td>
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<td>Les vidéos ne dépassent pas la durée prescrite de 6 min.</td>
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<td>4.2. <strong>Adequation de la typologie de video choisie avec le contenu.</strong></td>
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<td>La typologie de vidéo choisie est en adéquation avec le type de contenu proposé.</td>
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<td>4.3. <strong>Respect des principes de l'écriture communicationnelle.</strong></td>
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<td>L'écriture des textes à lire fait la part belle aux anecdotes, aux informations importantes directement mises en avant.</td>
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<td>4.5. <strong>Equilibre de la charge cognitive des videos.</strong></td>
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<td>Les canaux attentionnels sont mobilisés de manière</td>
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Writing and quality feedback
Production
Editing
Online implementation
Professional development for teachers and advisers?
For the advisers, instructional design tools are a necessity and a tremendous tool for research and structured system helps teachers.
Working in community is still the best way to keep teachers motivated
Quality process helps completion rate
When your teaching mostly happens outside the classroom – something happens

• They perspective on teaching changes
• They perception on digital technologies changes
• They perception on the own specialisation changes
Our next MOOCs

- VIDEO GAMES
- CHEMISTRY 101
- HEALTH PSYCHOLOGY
- KYOCERA MANAGEMENT PRACTICES
- WORLD CITIZENSHIP EDUCATION
- IRRIGATION
- BIOMASS
- CROP PROTECTION
- ZITOLOGY
- RECYCLED MATERIALS FOR CONSTRUCTION
- MY FSL CLASSROOM
Next step for us

• Interview of 20 teacher planned in october and november 2017
• Use of the TPACK Framework to measure the professional development
• Use the data to increase the quality of our process
Our next challenge

Increasing the link between video and interactive textbooks
A Team

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