

# Producing High Quality Course Media

Academic Innovation and Marketing are prepared to collaborate with you to develop online presentations and videos for you to use within your course. The media specialists can assist you in producing multimedia projects in a variety of formats using their facilities.

*For more information on presentation recording or to schedule recording time in the sound booth, please contact Robert Krause, [Robin.Krause@asu.edu](mailto:Robin.Krause@asu.edu), (602)496-1087.*

## Podcasting and Audio Recordings

Audio recordings can be used to present content that does not require the assistance of visuals. This type of presentation can be very useful for providing an overview to a module or introducing a new unit. Another use is to interview a guest speaker when visuals are not available.

Media specialists can assist you in developing these recordings on your own or in the sound booth.

## Voiceover Slide Presentations

Voiceover presentations can be one of the simpler yet effective presentation types you can use in your course. To create a voiceover presentation, you record audio that is embedded in a slide presentation so that the students experience a synchronized audio lecture in accompaniment with the visual elements. A key difference between voiceover presentations and audio recordings is that the audio narrative is part of the lecture content as opposed to being a standalone resource.

There is specialized software installed in the sound booth to assist you in recording these presentations.

## Screencasting

Screencasting will allow you to visually orient students to:

- your course shell,
- navigating research databases,
- demonstrating a procedure in a software package, or
- providing feedback to a student on an assignment.

Screencasting differs from voiceover presentations due to video being captured from the desktop as opposed to the static images of a voiceover presentation. In addition, the captured screen video could be edited to highlight portions of the screen, add captions and annotations, or to zoom into particular sections for emphasis.

There is specialized software installed in the sound booth to assist you in recording these presentations and can assist in the production of the video.

## Video

When developing a video presentation, we need to consider how to best convey the content and evaluate the different levels of production complexity depending on the type of video presentation. To assist with this we have identified three subtypes of video presentations: monologue videos, dialogue videos, and demonstration videos.

### *Monologue video*

Monologue video is when you are speaking directly to your students through the camera. For example, you may do this in order to introduce a course, a module, or yourself.

### *Dialogue video*

Dialogue video is best characterized as video that captures a conversation. For an example, you may want to conduct an interview where both you and the interviewee are seen on camera.

### *Demonstration video*

Demonstration videos can be some of the most intriguing but most resource intensive presentations to create. These are focus on demonstrating a process or scenario. One use for this type of video is to demonstrate how to use a piece of equipment or a conduct a procedure. Other usages include a role-play, case study, scenario, or vignette for students to analyze and/or decide how to respond to the situation.

We can partner with you to develop a video that best supports your course.



Content adapted from:

Crawford, S. R., Senecal, J. (In press). Tools of the trade - What do you need to flip? In L. Santos Green, J. R. Banas, & R. Perkins (Eds.), *The flipped college classroom: Conceptualized and re-conceptualized*. New York: Springer.