NAME	SELF-PRODUCING VIDEO
Short description (What)	*Self- producing video (following the Guidelines by DAISSy – Hellenic Open University). The video is an electronic medium for the recording, processing, storing, copying, playback, broadcasting, and display of moving visual media. A video can be processed, inserting comments or subtitles, presentations, sounds etc. Digital video is an electronic representation of moving visual images (video) in the form of encoded digital data (digital media used for the recording, processing, and storing processes). The most common video types, related to educational content, include interviews, conversations, lectures, directed scenarios and screencasts.*
Purpose/aim (why)	☐ Immediate evaluation of learning results ☐ Co-create contents (Conceptual maps) ☒ Acquisition of new knowledges ☐ Showing job processes and techniques ☒ Systematization of contents ☐ Experiencing of practical activities ☐ .....
Contents/learning objects suitable *(on what)*	*Specific contents/objects trained with this specific solution:* ● *it's more suitable for theory* ● *it has more texts, images, etc.* ● *It can be more engaging for learners* ● *It can be a lecture presentation* ● *It can be a tutorial* ● *It can be an interview* ● *It can be an animated video* ● *It can be a screencast* ● *It can embedd subtitles in all languages* ● *It can have a transcript below for learners to read* ● *Finish with music, audio tracks, sound effects, voice overs and narration.* *Some examples of application:* - Theory on specific issues - Storytelling - Animation - Explain procedures with examples - Present case studies - A debate on a specific issue - Example
Type and level of interaction	*The level of interaction:* - *low interaction*
Type of learning stimulated by the solution	*Verify if it's possible to close the responses and check the responses* ☒ Learning from experience ☒ Learning through creative thinking

	☐ Learning from peer interaction ☐ Learning from a reflexive process ☒ Learning from imitation/observation ☐ ….
Digital solutions' brand names	*Indicate the most common and different brands which propose that digital solution.* ● *A video in mp4 file, uploaded in YouTube Channel or Vimeo* ● *Free teleprompter/autocue service: https://www.cueprompter.com/* ● *On how to use the CuePrompter: https://www.youtube.com/watch?v=G_IhynAH37I* ● *Free Online Video Editor: https://www.canva.com/video-editor/*
Technical equipment *(the technical equipment needed to support its use in training/teaching)*	● The shooting should preferably be done using two identical cameras at the same time; one for a close-up shot and one for a medium shot (from waist up). Make sure to arrange the same settings to both cameras (ISO, White Balance, fps, aperture, shutter speed). ● The frame rate should be set at 25fps.The background should be empty and of a bright color for graphics in white color, or of a dark color in case of graphics in black color. ● Avoid backgrounds with designs / patterns or objects ● Transcode (convert) the video to a friendly format and manageable file size (< 100 MB) and a standard aspect and resolution like 1280x720 (720p), 1920x1080 (1080p), or 4K. ● Though it's possible to record quality video with just a smartphone, a starter setup for recording video on any scale requires a camera (or two) a microphone, and an audio recording and mixing setup.
Equipment conditions	*Regarding HW: borrowed camera(s) or smartphone* *Regarding SW: Free Online Video Editor*
Costs	
Main technical problems that can be occurred / maintenance needs	The trainers will need a good grasp of filming and recording fundamentals to create quality video footage. S/he might face time-consuming technical difficulties by implementing optimized video-supported lessons with minimal video skills (i.e., experience limited to recording and uploading past lectures).
Methodological indications for trainers/teachers	Please indicate: - how the solution can be used (or is designed to use) during a lesson - Needed preparatory activities - De-briefing solutions to be adopted
Describe the use onsite of that solution	Explain the use onsite (in the classroom). The video/ lecture/ tutorial can be presented during class onsite, so as to introduce learners to the topic. Video-based lessons require a supporting device like a tablet, computer, or projector. The video can be combined with a follow up exercise, open discussion, group activity, quiz or evaluation form.
Describe the use in the distance setting of that solution	Explain the use in an online course. The video/ lecture/ tutorial can be presented during class online, so as to introduce learners to the topic. The video can be combined with a follow up exercise, group activity, quiz or evaluation form.
Main pedagogical problems that can be occurred	The video is an electronic medium for the recording, processing, storing, copying, playback, broadcasting, and display of moving visual media. When creating a video, the teacher must provide proper instructions on how to produce it.

Troubleshooting suggestions	Top 6 Best Equipment for a Professional Home Studio for YouTube Video
Role of the teacher/trainer	Video-based lessons can promote asynchronous learning. These visual classes are highly customizable to fit any schedule and are more cost-effective since learners may revisit resources to reinforce and clarify their understanding. Alternatively, trainers can stimulate learning by broadcasting live videos that interact with learners in real-time, provided that they have the required bandwidth to maintain a reliable connection.
Strengths *(regarding contents, techniques and processes)*	Pre-recorded videos do not suffer from delivery problems caused by bandwidth, dropout, lag and other technical issues potentially inherent in live teleconferences. Video-based learning helps students understand complex topics by breaking them down into digestible visual cues. The lecture video can be loaded directly into Canvas. The video can be viewed by students asynchronously. This eliminates issues with students who cannot meet at a certain time for a live teleconference or who do not have personal computers and must access the course on borrowed or public computers.
Weaknesses *(regarding contents, techniques and processes)*	• The quality of a lecture video will be only as good as the equipment to make it. • Lecture videos can be nerve-wracking to make, and the instructor must be highly organized so that there are no periods of wasted time and waiting in the video. • If the instructor wishes to share media during the lecture, the lecture video could become a video-editing production project. • Video editing is a complex and costly process, but might be necessary if there is an error or update to the curriculum. You could add disclaimer captions instead of editing the video, but this might lead to confusion and miscommunication among learners.
Linked practices *(if available – see the other scheme)*	Examples of self -produced videos: • https://www.youtube.com/watch?v=mju0Fw9Vj1w&list=PL_ov0kIxA5utev8Sery_4rMbV2uGho6fc&index=20 • https://www.youtube.com/watch?v=_rrqxq8uwo4&list=PL_ov0kIxA5utdZP8LX5hbw6BMczDSsriC&index=29 • https://www.youtube.com/watch?v=uUGALXxjGms&list=PL_ov0kIxA5uva5tDVUVRWnteB43JrZFiN&index=35
Main characteristics *(Evaluate each characteristic)*	
Other relevant information	

	Low	Medium	High
Level of interaction among trainees during the experience	☒	☐	☐
Level of interaction with the trainer during the experience	☒	☐	☐
Autonomy in the use of the solution by the trainee	☐	☐	☒
Easy to use (friendly?) by the trainee	☐	☐	☒
Easy to use (friendly?) by the trainers	☐	☐	☒
Level of peer-to-peer collaboration	☒	☐	☐
Inclusiveness (in relation to disadvantaged groups)	☐	☐	☒
Level of engagement	☒	☒	☐
……			

Comments	Video provides interactive learning dimensions via the stimulating effects of visual mediums. The dynamic technology allows you to break up the monotony of regular classroom and workshop discussions, providing engaging sources of learning from a single location. *Quality video snippets enable learners to link abstract concepts and notions with practical real-world examples. For example, an engineering simulator video can seamlessly showcase various mechanical parts and their associated processes as compared to static and wordy information from a textbook (link).* *Video-based lessons also promote asynchronous learning. These visual classes are highly customizable to fit any schedule and are more cost-effective since learners may revisit resources to reinforce and clarify their understanding. Alternatively, the trainer can stimulate learning by broadcasting live videos that interact with learners in real-time, provided that they have the required bandwidth to maintain a reliable connection.* *Learners may play, pause, and stop an educational video as they progress at their own pace. The comfortable process prevents learners from missing out on crucial details while empowering them in their learning journey. With video-supported teaching, students face reduced stress in keeping up with a curriculum while optimizing their learning outcomes.*
A contribution by	*Hellenic Open University*