# Summary, or TL; DR

1. Decide what your video will be about, and determine what it will look like.
   1. **Storyboarding**: Cut down on wasted filming/editing time by preparing a clear vision of what you want your video to look like beforehand. Check out an example, [here](https://wiki.ubc.ca/images/5/5a/Digital_Tattoo_Storyboards.pdf).
   2. **Duration**: You have limited time (5 minutes max!) so be strategic. Figure out the essential points and distribute them across the time you have.
   3. **Scripting**: Time to write your script in detail, read it out loud, and get feedback. Taking an outline, script, reverse outline approach can help when making educational videos. Read details below.
2. Film and create components (not covered in this tutorial)
3. Edit the video project (overview)
   1. **Video editing - Camtasia.** Edit the various components (film, slides, images, audio, etc.) into a video! You can download it for free through [UBC IT](https://it.ubc.ca/services/desktop-print-services/software-licensing/screen-capture-software). I’ve linked their tutorials below.
      1. **Dimensions**: make sure the video dimensions are 1920 (width) x 1080 (height) pixels! You can check this by navigating to "File" > "Project Settings" in the top left.
      2. **Importing Media**: When adding your components to the Camtasia file, make sure to resize them to fit the video dimensions, and save them in a designated file – otherwise, Camtasia won’t be able to access them!
      3. **Recording Audio:** Take care to record in a quiet environment, and test out your mic for breathing sounds. I’ve recommended some further audio tips below.
4. **Want more tips?** Review the [Web Team Collaboration Guide’s “Videos” section](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Videos) for more information on video specifics, and make sure to consult with the [check-list](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Check-List_for_Visual_Content_and_Audio) as you go!
5. **Resources: see below!**

# What to Cover, What to Cut

* **Storyboarding:** This can depend on whether you have total control over the content, or if there are variables (e.g., interviews with others). By “storyboarding,” or, creating a detailed plan of what you want to accomplish with the video before you begin filming, you can reduce the amount of editing and re-filming necessary after you’ve begun filming.
  + You can take a look at a [Digital Tattoo example](https://wiki.ubc.ca/images/5/5a/Digital_Tattoo_Storyboards.pdf) and read more about why storyboarding is useful, [here](https://wiki.ubc.ca/Documentation:Digital_Tattoo_Student_Orientation/Story_Board).
* **Duration:** While storyboarding, the most important point to keep in mind will likely be the video duration.
  + In general, CLC videos tend to be quite short, at no longer than 5 minutes at maximum. In most cases, the more concise, the better. This doesn’t leave a lot of room for extra material. That’s why it’s important to draft a script and allocate the video duration carefully. By incorporating feedback at this stage and carefully planning your script, you can avoid having to retake a shot too many times.
* **Scripting**: In general, I take an **outline, script, reverse outline approach to creating videos**. Let me show you what that might look like. Say you have a 2-minute video to plan. Let’s take a look at an example of this allocation.
  + **At the Outline stage**, you want to distribute the elements you want in your video. This stage is for organizing your concepts and goals for each section. This stage is perfect for brainstorming, and helps reduce the overwhelming feeling of starting a video project. While you may be able to write a whole essay on how to use a printer, if you have a time limit, you have a better idea of what essentials need to be talked about, and what you can cut out.

|  |  |
| --- | --- |
| Outline Stage | |
| Time Stamp | Outline Content |
| 0:00-0:30 | * Introduction (name, pronouns) * Brief summary of goal for video |
| 0:30-1:45 | * Detailed instructions (with voiceover + screen capture) * Step 1 * Step 2 * Step 3 * Also mention X for some students? |
| 1:45-2:00 | * Where to learn more/how to contact us * Thanks for watching |

* + **At the Scripting stage**:
    - **Go into detail.** While you may change some slight wording during the recording phase, you want to be pretty close to what you type out in this stage (without sounding robotic). If you’re recording a more personal video, the script may echo some of your speech patterns, while a more formal video might be stricter about language or humour.
    - **Read it out loud.** Reading the script aloud at this stage can give you an estimate for how long that section will take, and based on that you can cut/add/redistribute the time. Reading it out loud can also create a more natural tone of voice.
    - **Get feedback.** Make sure to receive feedback from colleagues and teammates at these two stages, so ensure that you haven’t misrepresented or omitted anything.
    - Once this script is ready, you can prepare your presentation slides (if you need them) and start filming!

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| --- | --- | --- |
| Scripting Stage | | |
| Time Stamp | Talking Points/Outline | Content/Script |
| 0:00-0:30 | * Introduction (name, pronouns) * Brief summary of goal for video | Hi! My name’s Minori and I work with the Chapman Learning Commons. Today, I’m going to be talking to you about X |
| 0:30-1:45 | * Detailed instructions (with voiceover + screen capture) * Step 1 * Step 2 * Step 3 * Also mention X for some students? | Here are the directions for how to... |
| 1:45-2:00 | * Where to learn more/how to contact us * Thanks for watching | If you want more tips about X, you can access all of our resources at learningcommons.ubc.ca. Thanks for watching! |

* + **The Reverse Outlining stage** is technically optional, but I find it quite helpful to check myself for clarity. This step of the process may not be as formalized as the others, but in the process of creating video elements like slides, section cards, transcripts, etc., you will likely be given an opportunity to double check whether your video is well organized. By putting yourself in the shoes of the audience, and testing whether the takeaways are neatly organized and easily recognizable, you can ensure that your video is useful to them.
  + Compare the takeaways at this almost-finalized stage with the initial Outline stage – are the points clear? Are the section transitions formatted well? You may need to reword the section headings, or reshoot small segments depending on what you find, or redistribute the time spent on each section to spend more time clarifying. While this may be less relevant for a 2-minute video, for longer or more complex videos/workshops, this can be a great step for final reflection.

|  |  |
| --- | --- |
| Reverse Outlining Stage | |
| Video Section | Takeaway/Goal |
| Introduction | * Name of presenter, pronouns |
| Instruction | * Step 1, step 2, step 3... |
| Conclusion | * How I can ask more questions, where to find resources |

# Editing the Video Project

In this section, I won’t be offering in-depth tutorials of our software, but instead, information about where to find them and some key things to keep in mind. For detailed help, reach out to the staff team or web team, who will likely have experience with these.

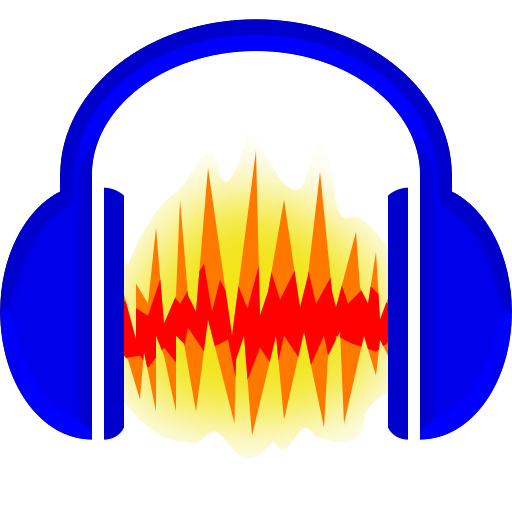
## **Video Editing - Camtasia**

While you are welcome to use a variety of video editing software options for these projects, I will be focusing on Camtasia, since it is [available to all students, staff, and faculty through UBC IT](https://it.ubc.ca/services/desktop-print-services/software-licensing/screen-capture-software). It provides a screen capture/recording feature, as well as a video editing interface that is very intuitive, which are essential for most projects. You can review a tutorial [here](https://www.techsmith.com/tutorial-camtasia.html), or review the [Camtasia Instructor Guide](https://lthub.ubc.ca/guides/camtasia-instructor-guide/).

Some important tips:

* **Dimensions:** Always make sure that the video dimensions are set properly. For YouTube videos, you want the video dimensions to be 1920 (width) x 1080 (height) pixels. Navigate from "File" > "Project Settings" > and make sure your dimensions are set to the correct ones.
* **Importing Media**: If you’re importing videos, images, slides, etc., make sure that they’re adjusted to the video dimensions in the interface. You don’t want to have a tiny slide in the center of the screen instead of a full-sized slide!
  + **Beware!** Camtasia isn’t able to find files if you move them after importing. For example, if you saved all of your pictures to your desktop, started working on a video, and moved those pictures to a separate file, Camtasia can’t find them anymore. So it’s good practice to start by setting up a folder for all of your video components, to save you some trouble.
* **Recording Audio:** Always test your mic before recording. Read a few sentences – can you hear your breathing? Can you hear your neighbours? Save yourself some heartbreak and test this before you commit to recording the whole video.
  + You can also record the ambient noise of your recording area on its own (say, a 30 second clip), and add it to your video throughout for a consistent sound. However, ideally you should reduce background noise by following the Audacity tips below, or by finding a quiet place to record!
* **Want more tips?** Review the [Web Team Collaboration Guide’s “Videos” section](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Videos) for more information on video specifics, and make sure to consult with the [check-list](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Check-List_for_Visual_Content_and_Audio) as you go!

## **Audio Editing - Audacity**

You may find that some footage has a lot of white noise. Usually, videos filmed outside or in populated areas, or videos filmed with a fan on, have this issue. Unfortunately, Camtasia’s noise reduction function is not the most reliable – which is where Audacity can come in handy.

Audacity is a free to use software that you can download off the internet. In Camtasia, you can split the video and audio into two files, and once you do so, you can export the audio file. You may need to convert the audio file to a format that is compatible with Audacity, such as .WAV. Once that is done, you can [follow this tutorial about how to reduce the white noise](https://www.youtube.com/watch?v=gnEWfAEONTA).

# Resources

Don’t worry, you don’t need to remember any of this – but you should be able to recall that these resources exist, and/or where to find them. But, as always, there’s no harm in asking if you can’t remember.

* **Collaboration Guide**: Review the [Web Team Collaboration Guide’s “Videos” section](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Videos) for more information on video specifics, and make sure to consult with the [check-list](https://wiki.ubc.ca/Learning_Commons:Student_Orientation/Formating_web_team_collboration#Check-List_for_Visual_Content_and_Audio) as you go!
* **UBC Studios**: You may be able to collaborate with UBC Studios about using their space, or to consult with one of their experts. You can learn more about them on [their website](https://ubcstudios.ubc.ca/), but you may need to loop the staff team in – their services are focused on creating UBC resources, not personal content.
* [**DIY Media Studio**](https://learningcommons.ubc.ca/tech-support/diy-media-studio/): Do you know we have our own recording studio in the MAA Library? Talk to Emma and Alex about booking time in the room for some sound-proofed, roommate-proofed space to film, record, and edit your project in peace.
  + Read all about the basics of media creation in their [Recording 101 resource](https://learningcommons.ubc.ca/tech-support/recording-101/)!
* **Blog**: There are lots of resources in the Project Work tab, especially the Project Work Resources page.

# Questions?