



PennState Extension

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PennState Extension

Successful Strategies for Producing and Teaching with Video

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Land Grant University

“To teach, to conduct research,
and to provide service to
communities”





VanSledright
Associates

It's the
Hard Way
CONCRETE



Penn State Extension
Kristen Koch

Penn State
College of Agricultural Sciences
Agriculture & Environment Center

Penn State Extension
Jennifer Farber

Penn State
Extension



Lifelong learning you can trust

Practical knowledge to work the land, develop skills, grow your business, serve your community, steward the environment, and raise healthy families.

[Create an account](#)

Videos in the Series



Common Respiratory Diseases of Small Poultry Flocks

Length: 00:07:57 | Eva Wallner-Pendleton, DVM, MS, ACPV

Learn about causes and symptoms of several common respiratory diseases of poultry, and the prognosis and possible treatments for each.



Preventing Respiratory Disease in Small Poultry Flocks

Length: 00:09:15

To prevent respiratory disease, start with healthy birds and avoid introducing sick birds. Learn how to purchase healthy birds and add them to your flock.

Description

Instructors

Reviews

FAQs

In this series of videos, you will learn about common poultry respiratory diseases, where to find help when your birds have respiratory symptoms, and how to avoid these health

Online Courses

Topic ^

Search (Trees, Lawns, and Landscaping)

- Trees, Lawns, and Landscaping (40)
- Insects, Pests, and Diseases (33)
- Business and Operations (23)
- Water (20)
- Animals and Livestock (19)
- Food Safety and Quality (10)
- Forage and Food Crops (10)
- Forests and Wildlife (8)
- Community Development (4)
- Youth, Family, and Health (4)



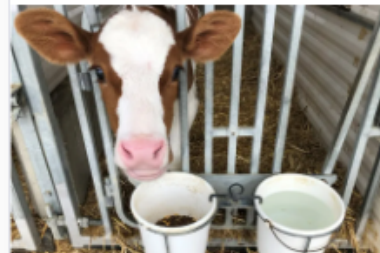
Items 1-25 of 119 View

25



Sort by:

Date Posted



ONLINE COURSES

\$49.00

Dairy Skills: Calf and Heifer Health

Sections 4 Length 3 hours, 30 minutes

Learn how to meet the proper housing, nutrition, and health needs of dairy cows ranging from newborn calves through breeding age heifers.



ONLINE COURSES

\$299.00

Farm Sense

Sections 4 Length 14 hours

Learn to create a cash flow statement, balance sheet, and income statement for agricultural businesses. Meet Farm Service Agency borrower training requirements.



Today

- Why We Teach with Video
 - Audience and Learning Outcomes
 - Benefits for Learners
- How We Teach with Video
 - Best Practices
 - Production Processes
- Discussion and Thoughts

Audience and Learning Outcomes

Audience and Learning Outcomes

Who they are

Motivation for learning

What they already know

What do we want them to know

Asynchronous course environment

Personal / Hobby

1: Backyard Poultry Basics

- 1.1 Introduction
- 1.2 Why do People Raise Poultry?
- 1.3 Considerations Before You Start
- [1.4 Getting Started With Backyard Poultry](#)
- 1.5 Section Reflection

▶ 2: Selecting Poultry

▶ 3: Best Management Practices

▶ 4: Biosecurity, Disease Control, and Health

▶ 5: Poultry for Egg Production

▶ 6: Poultry for Meat Production

▶ 7: Poultry for Exhibition and Pets

▶ 8: Flock Data Collection and Record Keeping

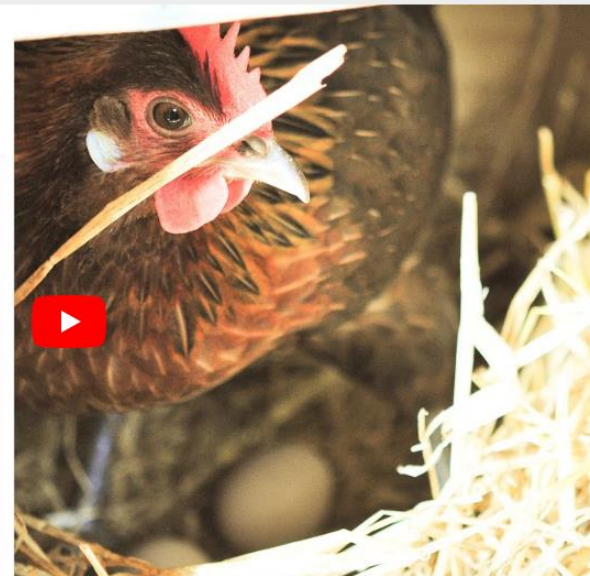
1.4 Getting Started With Poultry

You have decided that you want to raise poultry in your backyard. Now what?

Watch this video to learn what you need to consider next and where to find the information you need.

Getting Started With Poultry (Runtime 2:48)

Getting Started With Poultry



Professional Development

Search

- Introduction
- 1: Forest Ecology: The ABCs
- 2: Wildlife Ecology and Management
- 3: Tree Identification
- 4: Silviculture
- 5: Water in the Forest
- 6: Teaching Youth About Forests
- Final Quiz**
 - [Final Quiz](#)
 - [Final Quiz](#)
- Conclusion

◀ Previous Next ▶

[Bookmark this page](#)

Final Quiz

If you have completed the six course sections, it is now time to take the final quiz.

To receive PDE Act 48 hours and your certificate of completion, you must earn a **minimum score of 70%**.

There are 20 questions and you must **answer 14 correctly**.

After answering the questions, choose from the following options:

- Submit : Submit your answers for grading. You must answer all the questions in a quiz before you can select "Submit."
- Reset: Clear your answers so that you can take the quiz again.
- Save: Save your answers without submitting so that you can come back and finish the quiz at another time.

Final Quiz 20 points possible (graded)

1. What is the definition of forest ecology?

Study of the forest environment and how that environment works as a system with all the various interactions

Training / Workforce Development

- Problems
- ▶ 3: Vertebrate Pests
- ▶ 4: Invertebrate Pests
- ▶ 5: Chewing Insects and Mollusks
- ▶ 6: Piercing-Sucking Invertebrates
- ▶ 7: Other Insects
- ▶ 8: Managing Pests with Pesticides
- ▶ **9: Ornamental Plant Disease**
 - 9.1 Introduction
 - 9.2 What is Disease?
 - [9.3 Symptoms vs. Signs](#)
 - 9.4 Fungi
 - 9.5 Oomycetes
 - 9.6 Bacteria
 - 9.7 Phytoplasma
 - 9.8 Viruses
 - 9.9 Nematodes
 - 9.10 Parasitic Plants and Allelopathy

9.3 Symptoms vs. Signs

In the following video, you will learn about the symptoms and signs of plant disease. You will also learn the differences between symptoms and signs.

STAFF DEBUG INFO

Symptoms vs. Signs (Runtime 5:45)



Why Not Lecture-Style Videos

Videos too long

Too much text on screen (does not match narration)

Poor image size, quality, quantity

Issues with copyright

Poor narration and audio quality

Issues with accessibility



Redesigning PPTs and rewriting scripts

Benefits for Learners

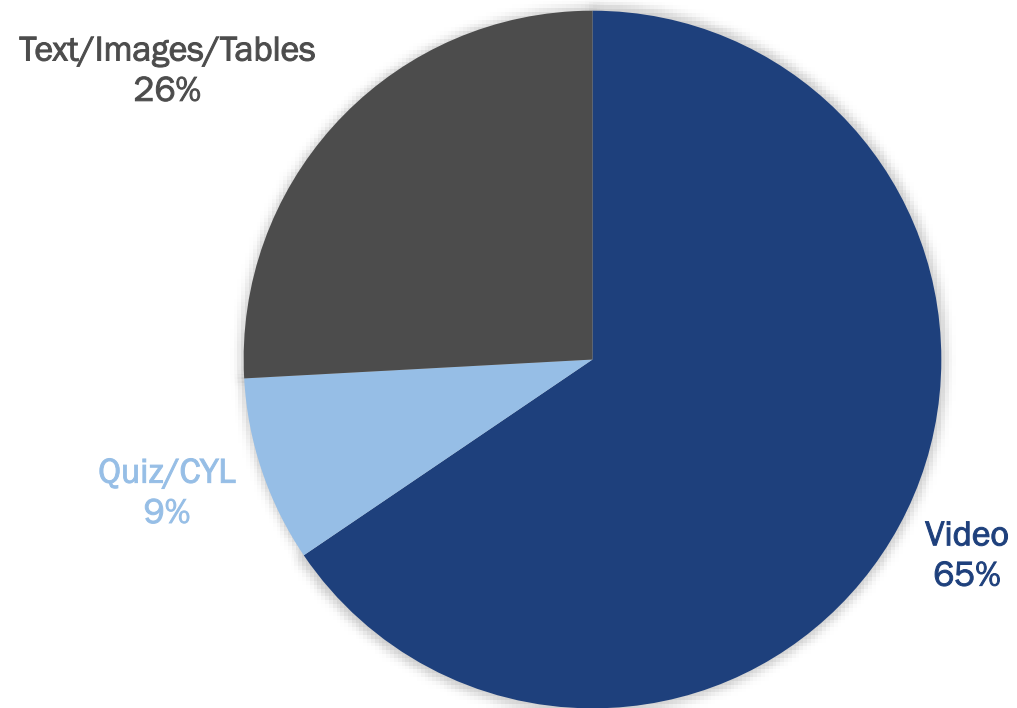
Benefits for Learners

Pest Management for Pesticide Applicators

Section 5.1 “Pesticide Resistance”

Why

HOURS OF COURSE CONTENT (580)

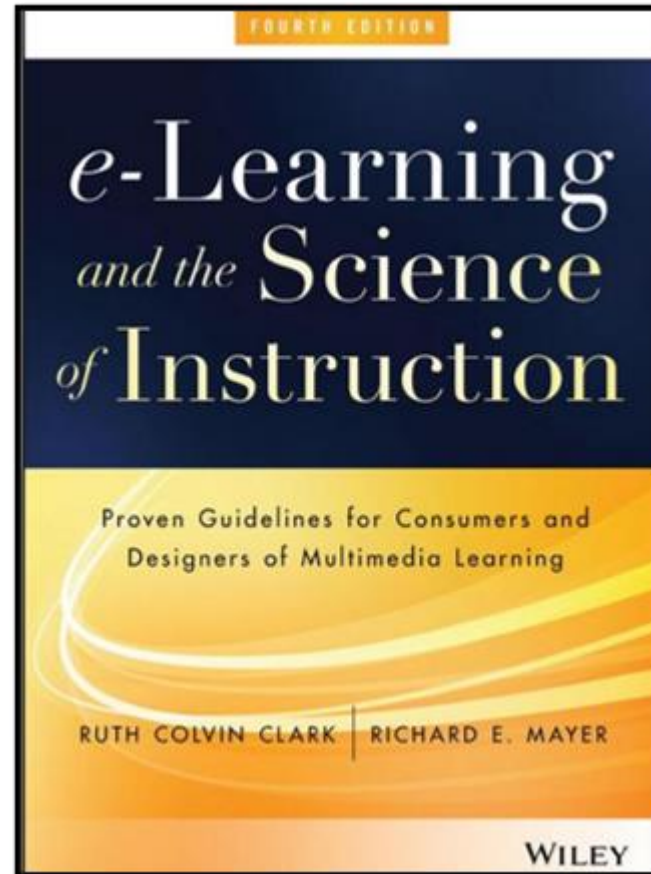


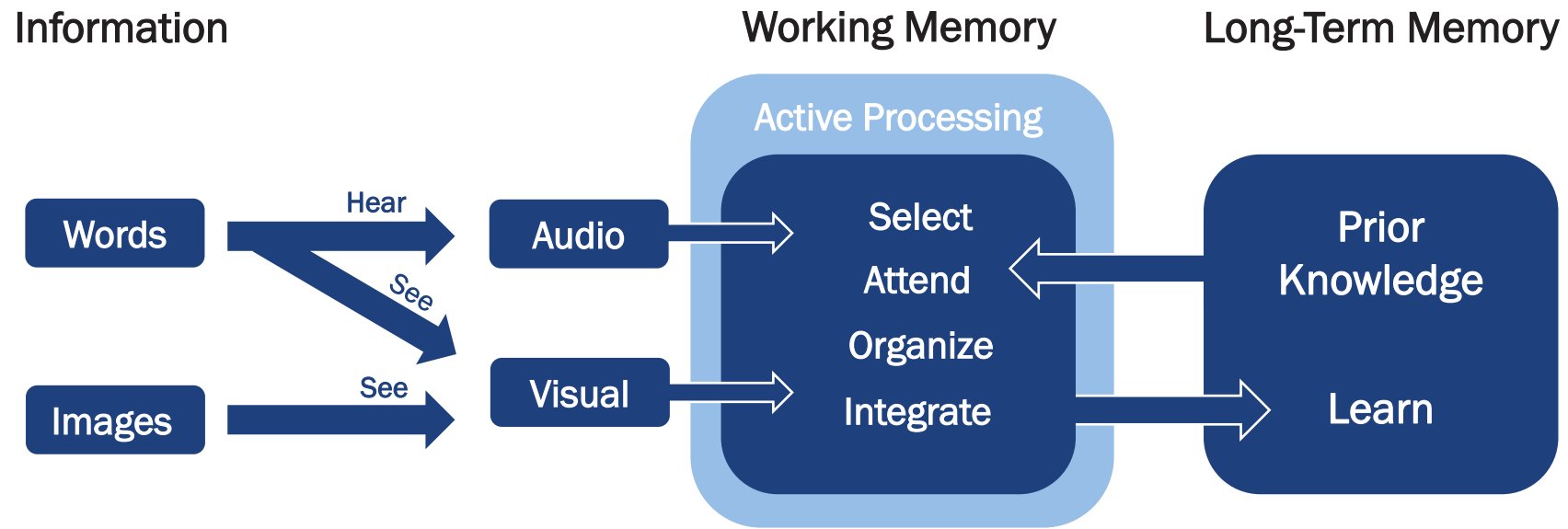
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Best Practices

Multimedia





Cognitive Theory of Multimedia Learning

When audio and visual channels work together, learning and understanding are more complete.

If there is too much to process at once, less of the material is learned (cognitive overload).

How

Best Practices

From *Spotted Lanternfly Permit Training for Businesses: Pennsylvania*
Section 3.3 “Egg Masses: Seek and Destroy”

Best Practices

Design for specific audience and learning outcomes

Chunk and scaffold content

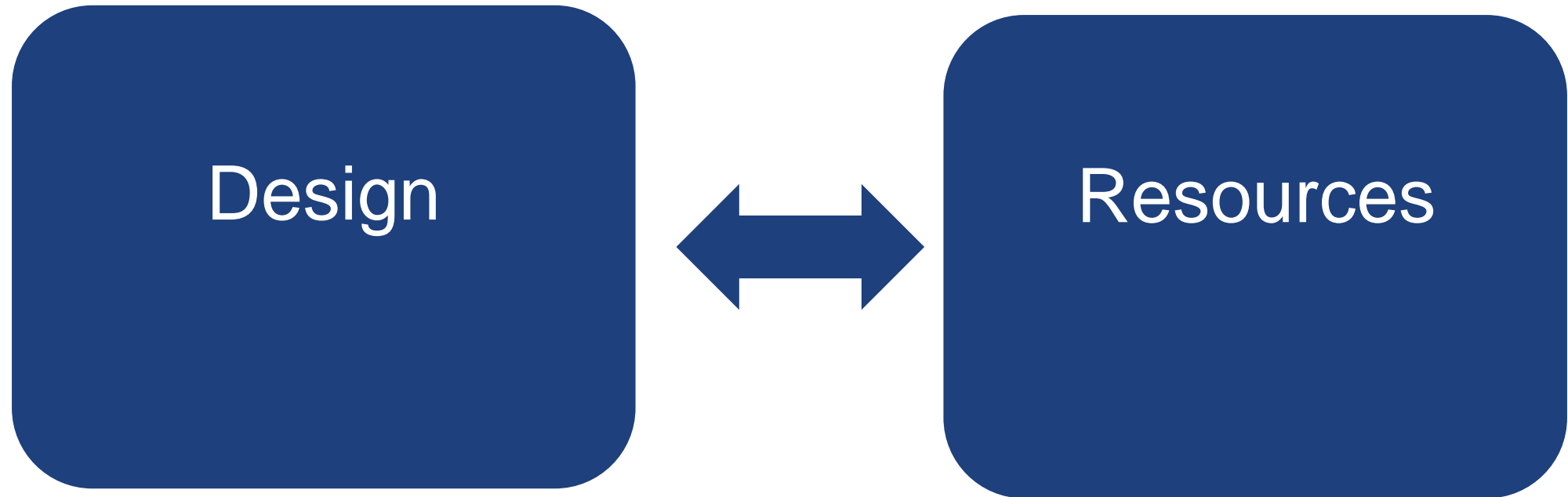
Use simple, explicit instruction

Use multiple modes of learning that enhance one another

Provide opportunity to practice

Use personalization: visible authors, examples, stories

Balance



Production Processes

Pre-Production
During-Production
Post-Production

Pre-Production

Audience

Learning outcomes

Scope

Narration (scripting)

Visuals



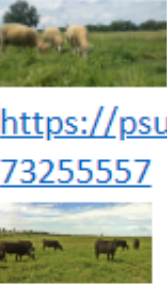


Storyboards

Storyboard Example

Ruminant Nutrition [5:27]

Recording notes: centered, OTS

Sequence	Potential Images, Video Clips, Graphics, Text	Potential Narration
1 (title)	Ruminant Nutrition Forage Quality <i>I: Healthy cows eating</i>	
2	<i>I: 2 to 3 representing various ruminant animals</i>	Ruminant animals are somewhat unique in their ability to use forage as their primary feed. However, the quality of that forage will impact animal performance.
3	[OTS] <i>As lower third</i> Dr. Jessica Williamson, Penn State Extension	I'm Dr. Jessica Williamson, the Penn State Extension Forage Specialist, and I want to talk about forage quality.
4	[OTS] Forage Quality <u>≠</u> Forage Nutritive Value	Forage quality should not be confused with forage nutritive value.
5	<i>WB: chemical composition</i>	Forage <u>nutritive value</u> generally refers to the chemical composition of the plant itself – the energy, crude protein, and fiber components – things you might expect to see on an analysis of your forage, for example.
6	<i>WB: forage quality</i>	Forage <u>quality</u> refers to a broader definition that not only includes forage nutritive value, but also forage intake and palatability. Forage quality is more reflective

7	[centered]	Forage quality is thus relative to the nutritional needs of the class of livestock that is consuming it. For example,
8	 <p>https://psu.app.box.com/file/391673255557</p>  <p>https://psu.app.box.com/file/411714991305</p> <p><i>Have images side by side; use a callout when narration talks about each image.</i></p>	<p>the sheep on the left is in mid-gestation and is fully mature and not in lactation;</p> <p><u>however</u>, the heifer on the right is still growing—in addition to trying to support a pregnancy.</p>
9	<p><i>V: animal grazing clips in field identified with correct forages; educator to determine location</i></p>	<p>Thus, the heifer’s nutritional needs far surpass those of the mature ewe on the left. Because of this, the quality of forage they consume should be adequate to meet each of their individual needs.</p>
10	 <p>https://psu.app.box.com/file/415432839064</p> <p><i>Animate image of plant for zooming.</i></p>	<p>At the early stage of growth, plants are vegetative and have very high crude protein and energy concentrations, and the forage quality overall is very high. The digestibility of plants depends greatly on the stage of maturity, the species, and the variety of the plant itself.</p>
11	<p><i>Above graphic: begin zooming from plant to cells.</i></p>	<p>This is because plants are made up of millions of cells, and within those cells there are cell contents that include proteins and sugars and are completely</p>

**Spend the most time in
pre-production.**

During-Production

Studio processes

- Studio SOPs and checklists
 - Setup: studio, camera, lighting, audio
 - Staffing: roles





During-Production

Talent and performance

- Teleprompter
- Talent coaching
 - Conversational
 - Practiced
 - Engaging inflection
 - Body language



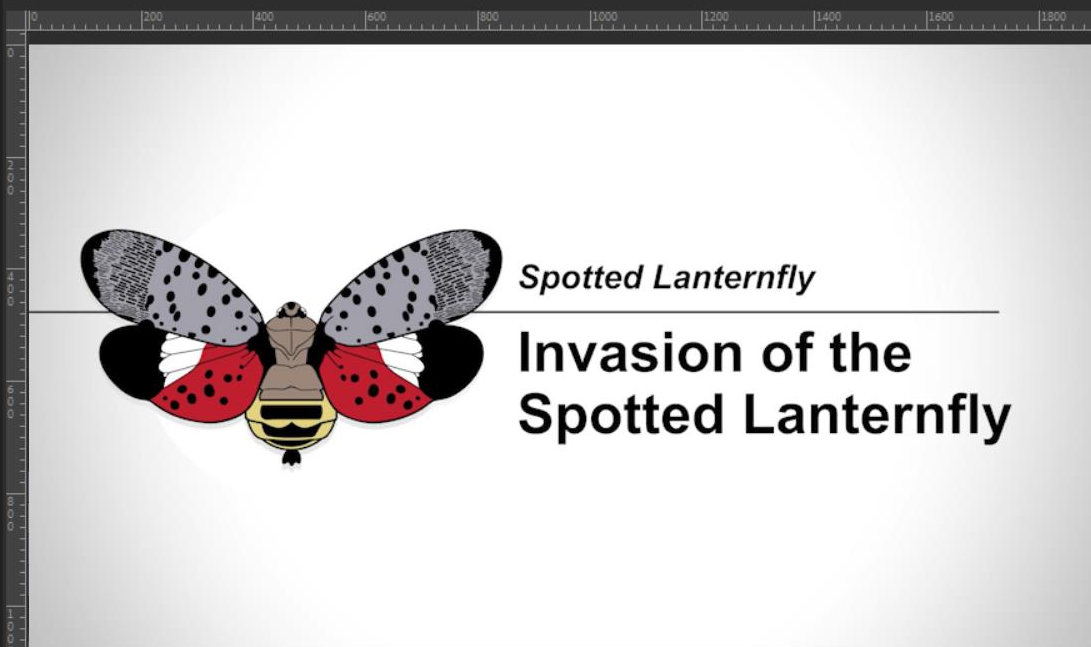
**Use a teleprompter for
efficiency.**

Post-Production

Editing

- Videographer processes recording, corrects audio and lighting
- Completion of graphics / animations
 - Future graphics library
- 4 MMSs = 1 editing software
 - Pre-set styles (font, size, callouts)

(no clip selected)



00:00:05:15

Fit

Full

00:06:11:06

00:00:05:15

Timeline view showing video tracks (V1-V4) and audio tracks (A1-A4, Mix) with various clips and markers.

The timeline shows a sequence of clips on video tracks V1 through V4. Track V4 contains the largest clips, including a large black clip and several smaller colored clips (purple, yellow, green, blue). Track V1-V3 contain smaller, overlapping clips. The audio tracks (A1-A4) show a series of small, repeating audio clips. The Mix track shows a volume level of 0.0. The timeline is marked with timecode from 00:00 to 00:06:24:12.

Project panel showing a hierarchy of folders and video clips.

The Project panel displays a project named "SLF_All States_2023". It shows a hierarchy of folders: "RAW" (4 items), "Graphics" (16 items), "Images" (100 items), "Nested" (5 items), "Text, Etc." (17 items), and "PPT" (12 items). Below the folders, there are several video clips with their names and durations:

- SLF_2023_1-2_The Invas... 6:11:05
- SLF_States_Sec1_Vid3... 6:20:20
- SLF_2023_2-2_What is a... 2:37:00
- SLF_2023_2-3_How Doe... 4:21:15
- SLF_2023_3-2_Biosecuri... 3:57:25
- SLF_2023_3-3_Egg Mas... 4:40:25

Post-Production

Video review and finalization

- One round of revisions
- Video review template

Video Review Instructions

Your instructional designer has completed a review of each video. Now it's your turn.

- Watch the video.
- List your potential revisions.
- If you agree with the ID's comment/revision, you can choose to write agree or leave it blank. If you leave it blank, the ID and MMS will assume you agree with the revision.
- If an MMS is unable to make the revision as indicated or if there are additional concerns, the MMS will make a note.
- If a video doesn't have any revisions, say "Ready for upload."

If you have any concerns, questions, or issues, please talk with your instructional designer.

Video Name (Example)

ID Comments/Revisions	Educator Comments/Revisions	MMS Notes
@:18 – clean up transition. It stutters.	Agree	
@:56 clean up jump cut after transition		
@1:02 zoom out on image	@1:02 replace image with (give Box link)	

“The storyboard wins.”

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“Helpful course with great detailed videos. Well-presented course, easy to get an idea of what it wanted the trainer to learn. Perfectly explains how to observe the insect & what steps to take to prevent it.”

Discussion and Thoughts

What did you learn?

What might you apply to your work?

Questions?



PennState Extension

Contact Me

Rebecca Rumbel (rar160@psu.edu)

Credits

All images and screenshots from Penn State

except:

e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning Clark, R.C. and Mayer, R.E.

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