

TEACHING REMOTELY WITH MEDIA

A guide and tutorial

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1 Introduction

Making use of media when teaching remotely can increase student engagement in your online learning environment. Integration of media components may increase students' perception of important information and motivation for learning (Sorden, 2012:12). This guide aims to assist you to implement media software and tools in such a way that will enhance the learning and teaching you aim to deliver in your module to students.

While media can enhance learning the current COVID 19 pandemic brings along many challenges that we need to keep in mind. Some examples of these are:

- The asynchronous instead of synchronous use of media
- Lack of device ownership and data access
- Socio-economic challenges of students

These and other COVID 19 challenges led to the implementation of the LOW Strategy that makes provision for teaching and learning using low tech, low bandwidth, mobile-friendly, and low immediacy in curriculum delivery. For guidelines on accessibility and LOW strategies [click here](#).

2 Available tools

At the North-West University (NWU), apart from the tools available from the Learning Management System (LMS), eFundi, there are a variety of media tools that you can use to supplement your teaching.

This document provides you with a guideline on how to create screen recordings, videos, narrated slide presentations, audio recordings/podcasts and the restricted use of video conferencing platforms under the LOW Strategy.

It is important when deciding on what media tool to use to adhere to low tech options. This will ensure that students who have limited access and connectivity are also considered in your planning. For more details about low tech, options refer to the [NWU Remote Teaching Guidelines by clicking here](#).

2.1 Screen recording

A screen recording is a recording of the material presented on your device's screen. Recordings of short demos, working out a calculation or explaining a difficult concept has great educational value. The video can be silent or include narration captured by your device's microphone. The length of the video is determined by the specific outcome; for example, step-by-step process of a calculation vs the shortest time it will take to explain the difficult concept. For more on-screen recording to engage learning [click here](#).

Practical Example: Show students how to create a Powerpoint presentation.



Figure 1. An example of a screen recording.

Figure 1 is an example of a lecturer using a screen recording to show students how they can create a PowerPoint presentation about COVID 19.

2.2 Video

Video can contribute significantly to teaching and learning. Clear restrictions, however, apply under the LOW Remote Teaching and Learning strategy:

2.2.1 Guidelines on the educational use of video

Click [here](#) for more information on how to use video as outlined in the *Multimodal Guideline* document.

2.2.2 Technical aspects that need to be considered in video as a medium, is highlighted in the *Guiding Principles for Enhancing Accessibility during COVID-19* document. For access click [here](#)

2.2.3 Video infrastructure and support services rendered by CTL during COVID 19 Lockdown in lieu of Emergency Remote Teaching and Learning include the providing of the following campus facilities and hardware:

- Recording Studio (PC)
- One-Button-Studios (VTC & MC)
- Pod-cast studios (VTC & MC)
- Lecture capturing infrastructure in specific teaching venues
- Concept/Lecture capturing using mobile Aver Cameras (for rental for off-campus use during Lockdown)

2.2.4 Guidelines on Video and Audio Compression Software can be found under *Tips and Tools in using Media*. To access click [here](#).

Information is available on the following:

- DIY Capturing setups
- Video Camera settings for low-data remote teaching/online distribution
- Video editing tools

- Video Duration
- Compression and File size
- Embedding of self-recorded video/audio
- Best Practices Tutorials for home recordings
- Using your mobile device

For more information about the above please contact the CTL Video Studio team [here](#).

Practical Example: Sharing a video about a specific topic broadening a student's perspective of context. (Make sure the length of video adheres to the set outcome)



Figure 2. An example of a video recording using a mobile device.

In Figure 2 a lecturer is using a mobile device to record the solution to a mathematical problem. The video will enable students to observe the answer to the mathematical problem step by step, as well as hear the lecturer talk them through the steps in the case where the lecturer records his/her voice as well.

2.3 Narrated slide presentations

Recording a voice-over during a slide presentation is referred to as a Narrated PowerPoint. Narrated PowerPoints take away the verbatim word-for-word reading of the text from a slide and adds a personalised lecture-like experience to your content.

It is recommended that you make use of questions to engage students by letting them pause to think during a narrated PowerPoint.

Remember that visually impaired students will not be able to see your PowerPoint. If visuals are used, mention these throughout the recorded descriptions.

Practical Example: Add a thought-provoking question in your narration to engage students.

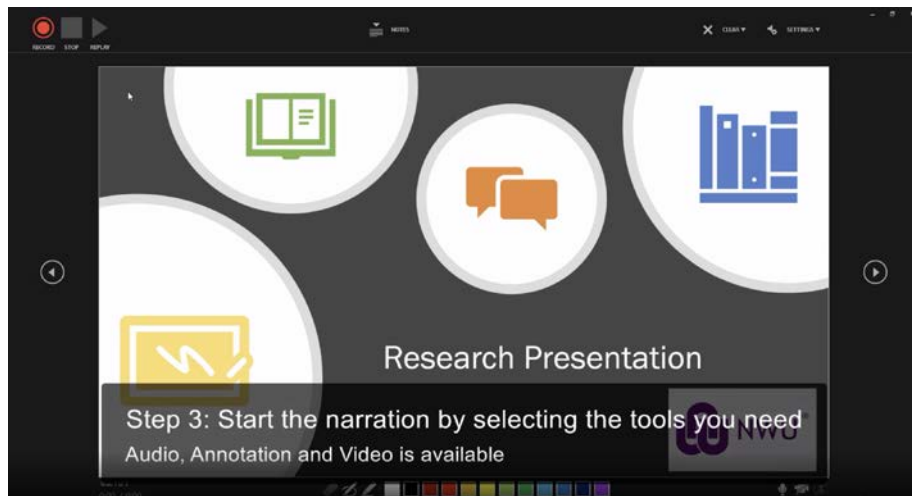


Figure 3. An example of a PowerPoint being narrated.

In Figure 3 a lecturer is recording narration over their PowerPoint. Narrated presentations reiterate concepts and emphasis very similarly to a face to face lecture.

2.4 Audio

Audio is one of the most popular choices of using media when teaching remotely. Speech, music or sounds can greatly enhance how students learn and engage with you.

Practical Example: An audio discussion between two or more people to provide various views on a topic

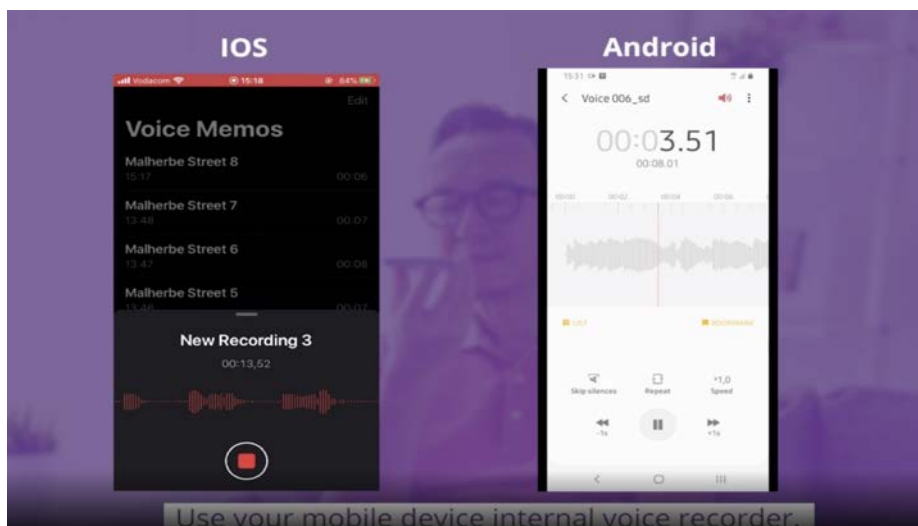


Figure 4. Examples of a Mobile App for Android and IOS devices to record audio

As seen in Figure 4 most mobile devices come pre-installed with apps to record audio and voice.

2.5 Video Conferencing Tools

CTL guidelines on the use of video-conferencing application for teaching and learning places strong emphasis on the LOW Strategy (low tech, low immediacy, low data, low bandwidth, low expectancy). The integration of video production in teaching and learning has highlighted the following optimal settings and data usage/file sizes when using video conferencing tools and their recordings:

- File size reduction of dimensions/aspect ratios and quality
- Maximum size per Video Conferencing session/recording 60mb 360p (640x360) to 720p (1280x720)
- Adequate format for mobile devices
- Short-duration and small-file-size video clip for purposes of concept capturing;
- Transcription of voice-files to text
- Subsequent uploading of created files to eFundi.

Video conferencing platforms for teaching and learning must be used sparingly and align with guidelines for the LOW Remote T&L Strategy. Reducing lecturer involvement to mostly one-way presentations, while data-consuming connected students play the role of passive observers, do not reflect optimal learning, neither can it be equated to optimal utilisation of data, an expensive resource at best considering current context. Obtaining student responses or contributions to learning opportunities, especially in groups of more than ten, does not happen optimally through video conferencing or live interactive whiteboard sessions.

For more information and guidelines on Video conferencing tools contact the CTL Video Studio team [here](#).

Practical Example: A video conference discussion between lecturer and students to complete a practical assessment.

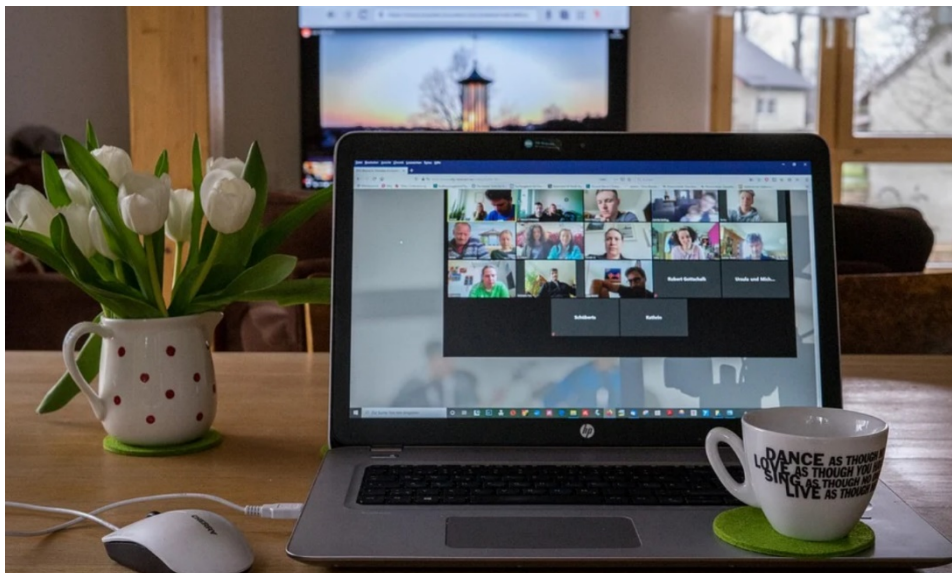








Figure 5. Examples of a Video Conference between lecturer and students

In Figure 5 a lecturer is meeting his/her students in a video conference.

3 When to use media tools for remote learning

Content Type	Recommendation	Online Tutorials
<p>Content and activities</p> <ul style="list-style-type: none"> The content needs auditory cues (tone, para-language, emphasis, etc.) to decrease the ambiguity of a piece of text/content. The activity refers to audio sources such as music, language or sound.  <p>Top Tip: Always make use of media transcriptions where possible.</p>	<p>Make use of audio-only tools</p> <p>Some examples:</p> <ul style="list-style-type: none"> A 'Welcome' audio to the class. An audio example of content (audio flashcard). A recording of a radio program, discussion/lecture, or spoken word narrative to be used as a case study or to expand on a concept. 	 <p>Click on the topics</p> <p>How to- record audio</p>
<p>The content needs both audio and visual cues to convey the meaning successfully.</p> <p>Put this in plain English.</p>	<p>Make use of combined audio and visual tool</p> <p>Some examples:</p> <ul style="list-style-type: none"> Narrated PowerPoint about a difficult set of instructions to an assignment. Screen recording of a case study with voice narration to explain discussion points. 	 <p>Click on the topics</p> <p>How to create a Narrated PowerPoint</p> <p>How to make a screen recording</p>
<p>Action / Motion is needed to understand the content.</p> <p>Content refers to video clips.</p>	<p>Make use of Audio and motion video content</p> <p>Some examples:</p> <ul style="list-style-type: none"> An in-lab demonstration activity recorded via Zoom. A video clip of social interaction on/from YouTube. A video clip to be used as a case study or to expand on a concept. 	 <p>Click on the topics</p> <p>How to- capture a video using Zoom</p> <p>How to make a screen recording</p>

Media transcriptions	Transcribing your media is one of the simplest ways to use technology to support different learning styles.	 Click on the topics How to transcribe your Audio using Otter
Media conversions	Editing video and audio file sizes and the format is important in order to adhere to low tech options.	 Click on the topics How to edit and compress your media

**Adapted from Joosten, T. 2012. Social media for educators: Strategies and best practices. Wiley & Sons, Inc. 144p.*

4 Summary:

Making use of the appropriate media during remote teaching for learning can:

- increase student engagement;
- assist in fostering active learning; and
- personalise and motivate learning.

5 Sources used:

Joosten, T. 2012. *Social Media for Educators: Strategies and Best Practices*. San Francisco: Wiley & Sons, Inc.

Sorden, S.D. 2012. The cognitive theory of multimedia learning. In Irby (et al) *Handbook of Educational Theories*, 155-168. North Carolina: Information Age Publishing Inc.

6 Additional readings on how and when to teach with media

How To Use Multimedia In eLearning: 6 Factors To Consider (2016)

Link: <https://www.talentlms.com/blog/how-use-multimedia-elearning/>

Screencasting to Engage Learning (2012)

Link: <https://er.educause.edu/articles/2012/11/screencasting-to-engage-learning>