

Go Film

An AHRI guide to planning and delivering video content
for showcasing research and research-led teaching

Guidance for Producing Video Content to Showcase Research and Research-Led Teaching ¹

The work of the AHRI and our 13 Research Centres is integral to King's Arts and Humanities research culture and crucial to high quality research-led teaching. Our research connects in deep and complex ways to teaching at all levels from undergraduate modules to PGT programmes to the specialist projects of our research students.

Video content is an excellent way to showcase research and can provide undergraduates, postgraduates and research students with exciting and engaging content. This content can be used by departments for inductions and research-led teaching, to deepen student knowledge through exciting and intriguing specialist projects and to illustrate interdisciplinary, creative and socially-engaged ways of working.

During the Covid-19 lockdown and for the foreseeable future, most academics will be producing content from their homes with their own computers and other devices rather than through facilities at the College. This document is aimed at providing you with some initial guidance. You may be new to producing video content or need a refresher. Go Film provides the basics and then points you to more detailed guidance available through King's.

What kind of research story do you want to video?

1. Decide on the kind of story you want to video, the purpose of your video content and who you are addressing. Some examples include:
 - Short video segments that might be used by you or other colleagues as part of PGT or UG lectures.
 - 5 – 10 min videos as hybrid promos / tasters for your Research Centre's activities and research. These could be usable on offer holder hubs (e.g. in the 'Discover More' sections).

¹ This guide draws on material from King's Recording Video Content for Asynchronous Delivery (Accessed 3.06.2020) <https://keats.kcl.ac.uk/mod/page/view.php?id=3299614>. CTEL provides a number of guides which are referenced here with hypertext links.

- 15 – 18 min taster lectures that can be associated with one or more programmes and / or departments on the offer holder hubs. An example of hubs are here: <https://www.kcl.ac.uk/offerholderhub/pg/digital-humanities> and <https://www.kcl.ac.uk/offerholderhub/pg/cmci>.
 - Videos of flexible length that can be used as part of the Faculty's PGR induction. This might be a stand alone lecture or a shorter framing video about a particular aspect of PGR work that your Research Centre might support students with.
 - What will be the most engaging and appropriate story you can tell for the kinds of students you are addressing? Is there a research story you can tell? It there the discovery of something new? An intriguing and challenging concept? Or series of concepts? Are you describing a particular project or case study? Is there a collaboration with a gallery or museum? Is there an aspect of your research that has changed something important? Be clear on how this links to the work of your Research Centre and to teaching content.
2. To clarify your core video idea for research led teaching you are strongly advised to liaise with a module leader or course leaders in terms which module or course this could be linked to or fed into. Or even easier - consider providing some video content from your research centre for something you already directly teach.

Which methods should you use to record your video?

A range of methods and tools are available to record video, but Kaltura is the supported King's tool. Kaltura allows for end-to-end video recording, editing and uploading to 'my media' on KEATS (N.B. video files should not be directly uploaded to KEATS as the file size can cause KEATS to slow and modules to become unresponsive for students).

You will need to learn how to use Kaltura for personal capture from home. Don't worry - there is great guide provided specifically on using Kaltura to create video content from your home:

[Using Kaltura Personal Capture \(PDF\)](#)

Other recording methods you can use

- You can use PowerPoint to record a narrated presentation. The CTCL provides an excellent guide to [record a narrated presentation](#) (PDF). This can be saved and uploaded onto KEATS via Kaltura. Again, you are advised before hand to think through the steps outlined as above as to your research story. For narration, it's all in the voice. Practice so that your voice is engaging, clear and lively, taking the viewer through striking and clear PowerPoint content.
- There is also Echo360 Universal Capture. Again CTCL has an excellent more detailed guide here [Echo360 Universal Capture: Personal](#) (PDF) that explains how to record video content for upload directly into Echo360. If you wish to make a video available for download in Echo360, [view this guidance](#).
- If you have a smartphone then this can be used to record your voice. The material can then be edited on a computer or the smartphone. If you want further guidance on this then go to CTCL's [guidance on computer / mobile editing apps](#) (PDF).
- You can record audio using your phone, [Windows PC](#) or Mac and upload via Kaltura onto KEATS.

Simple tips for recording video and audio

1. **Keep to an appropriate length.** Are you recording a taster – such as a short 3 – 5 min introduction? Or a longer 12 – 18 min lecture? Are you defining a concept? Or series of concepts? Are you describing a particular project or case study? Be clear on how this links to teaching content.
2. **Script first and remove extraneous research material.** Anything that might distract from the core research-led teaching message should be cut. Write a clear, lively, knowledgeable and concise script to avoid digression.
3. **Start with a topical or intriguing hook into the topic.**
4. **Segmenting / chunking / sequencing / repeating research.** As with a lecture or keynote, structure what you are going to say so that the research story builds in both

logical but also engaging sections or steps. Perhaps your video is a series of 2 – 3 shorter videos?

5. **Use appropriate level language.** As you would in a lecture, if explaining or introducing new terms or conceptual language provide an explanation or illustration. Although most videos are intended to be digested on first viewing / listening, it is also the case that students can and will stop, pause, rewind elements that may be new and challenging to them.
6. **Ask questions.** Asking students questions while they are watching may improve engagement and retention.
7. **Use your passion for your research, the depth of your knowledge and your research centre to connect it to your teaching.** Students at all levels want to both learn about your research and also are interested in how to do research. Use this as an opportunity to help them feel engaged and excited about what they are studying.
8. **End with further reading or recommendations on what to learn about next.**

Home production

1. **Learn the skills** for using Kaltura (see p 3 of this guide) that you will need before hand or at least familiarise yourself with the essential elements of the platform. Talk to other people who have already used it. The Arts and Humanities Kaltura 'superuser' who may be able to personally help you is: david.matthews@kcl.ac.uk
2. **Rehearse it.** Practice your script. Some people suggest that you imagine you are speaking with one student rather than a whole group. Others suggest you think of a lecture theatre. Find out what works for you. Animate your voice.
3. **Share it.** Once the video is captured then allow appropriate time to upload it or send it. Working out how to do this can sometimes be frustrating if you are struggling with narrow bandwidth and large files. Again CTCL has excellent [guidance on how to upload to mymedia](#).

4. **Showcase it.** If you want the video to showcase your research through marketing and to upload to one of the recruitment / offer holder hubs then once you have produced your content contact Ellen Englefield - ellen.englefield@kcl.ac.uk in Marketing and copy in Katrin Tiedau katrin.tiedau@kcl.ac.uk who will also then store your video to our AHRI archive for future use.

King's CTEL provides detailed guidance for video capture as well as regular course and workshops. See: <https://www.kcl.ac.uk/teachlearntech/teaching>.