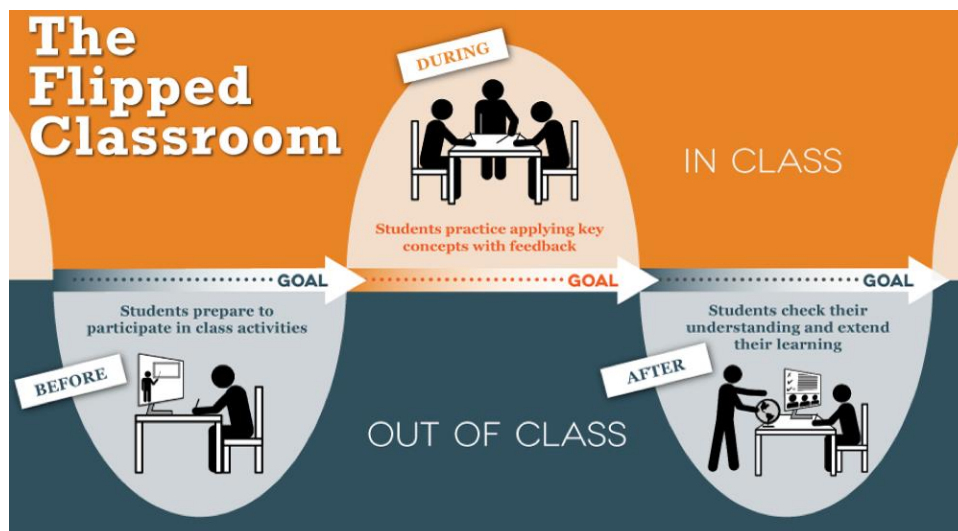




Key concept presentations

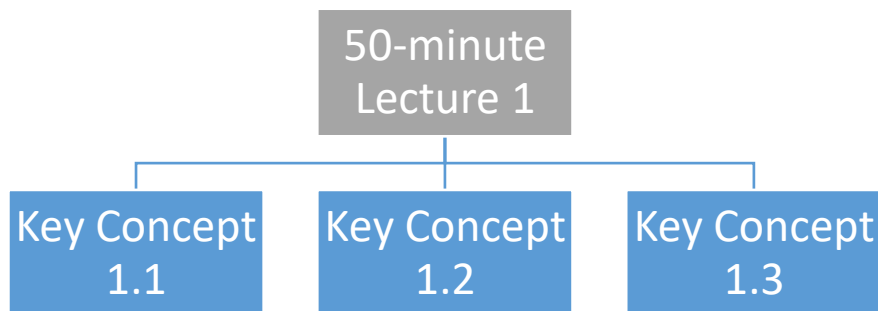
No doubt you are contemplating how best to manage your SP5 courses with our rapid shift to online teaching and wondering how you will balance your face to face time with your online teaching time! We predict that most courses will be using the [flipped classroom model of teaching](#), where students are exposed to key concepts out of class by watching videos and doing online activities. Only then do they come to class to practice applying these new concepts under the supervision of their teacher, maximising the value of their face-to-face learning time. After class, more time is spent checking understanding and extending learning.



Online lecture videos will, therefore, become a key component of the brave new world of university education. But not all video types are equal in terms of student engagement. In an empirical study of 6.9 million views of videos by students studying online courses, enthusiastic and personal videos of less than 6 minutes long, that occasionally showed the instructors head, were found to be the most engaging (Guo, Kim & Rubin, 2014). We call these short engaging videos - key concept presentations and in this *Guide*, we take you through how you can make your own concise, focussed key concept presentations that are accessible and easy to navigate using Panopto.

Identifying the key concepts

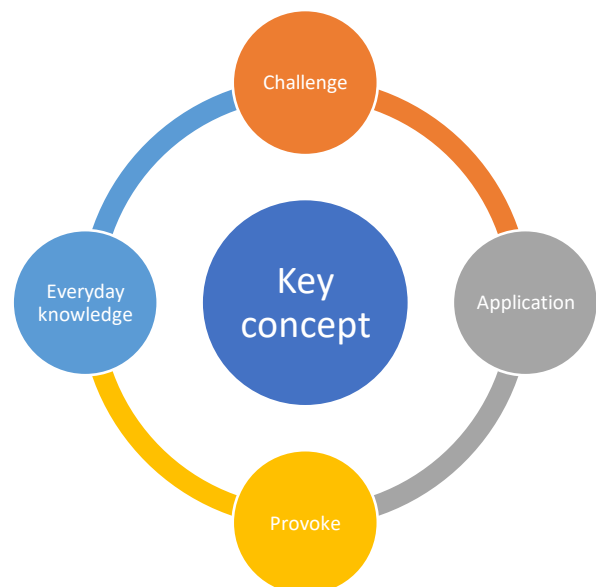
Start by looking at what is being presented in your lectures. The standard lecture can be a journey through the facts, developing a story that leads to a dramatic conclusion – but on closer examination, you will generally see a series of key concepts that are linked to the learning objectives for the course.



If you are using a slide deck, split your slides into these key concepts by saving your file as 1.1, 1.2 etc. and then deleting the excess slides to make discrete slide decks. Remember that the key concept presentation doesn't have to be everything – there are also other online resources (links, videos, articles etc.) that students can draw upon that can be provided using [eReserve](#).

Providing a hook for your key concept

Knowledge is built progressively and it is important for students to link their new learning into what they already know. Look more closely at each concept in your new key concept slide decks and consider how the concept is being introduced. Can you link it to everyday knowledge through an analogy or metaphor or build on existing knowledge? If so, note this down.



Next, consider how students might apply this key concept focussing on professional contexts.

Consider if there is a way that you can challenge or provoke students with this key concept, perhaps using a focus question or a call to action?

Prepare the narrative

Next, you need to prepare the narrative for the presentation – which is generally less than 1000 words – that will lead the students through the key concept, setting the boundaries for what is included in the concept. This will be the audio for the presentation. Polish it until it reads well, aiming to say a lot with a little. Once you have your words refined, you can then use PowerPoint and Panopto to create the video.

Create new slides

Download this [UniSA-branded PowerPoint template](#) which is in the 16:9 layout which is best for watching on mobile phones. Importantly, this template uses slide headings appropriately - which are used by Panopto to automatically create a table of contents in the video.

Duplicate the appropriate slides in the template, and delete any excess slides. Then add the **headings** for each part of your narrative. Put the corresponding narrative into the notes section of the PowerPoint slide.

Read the title and narrative for each slide - what **image** does it conjure? Enter that name into a google image search selecting the usage rights to labelled for non-commercial use. Select one that supports your point, and insert it on your slide. Also, attribute the image on the slide and note the web address of the image in the slide notes.

Read the slides narrative and identify any key narrative words to add to the slide. Add these as **dot points** – limit yourself to 3 words to a point and no more than 5 points. If there are more points – split the content of the slide over more slides.

Review the **structure** of the presentation to ensure it has a title and ending slide as well as an overview and summary – remembering to integrate your hooks to stimulate or provoke the learner. A copyright slide should be included at the end – however, this is primarily for the printable slides and notes version

of the video that is generated using PowerPoint (Panopto automatically adds a copyright notice to the beginning of the video).

Using images

Using images within your presentation is encouraged as well-chosen images helps with memory recall and the understanding of concepts. Your images need to comply with copyright laws and include alternative descriptions to comply with accessibility guidelines. Although these image descriptions are not evident in the Panopto presentation, they are visible to screen readers in the slides and notes handout produced from PowerPoint.

More information is available through Copyright at UniSA

- [PowerPoint and lecture recordings](#)
- [Using images in your teaching](#).

There are graphical tools within PowerPoint to help with adding images. For example, the online image search within PowerPoint is only for CC images (although you still need to find the web address). There is a SmartArt tool in PowerPoint that turns dot points into accessible graphics as well as built-in icons that work well with SmartArt.

Timeless and independent

Although it may not always be possible – attempt to make your key concept presentations timeless, by this we mean avoid using items that will need to be updated, for example, references to textbooks or Standards. If you have to include these details, put this detail on the slide, but not in the narrative as it is easier to update a slide in Panopto than it is to update the audio. Keep a separate spreadsheet that catalogues where these references are so when the inevitable next edition occurs, you know which concepts and slides need to be updated.

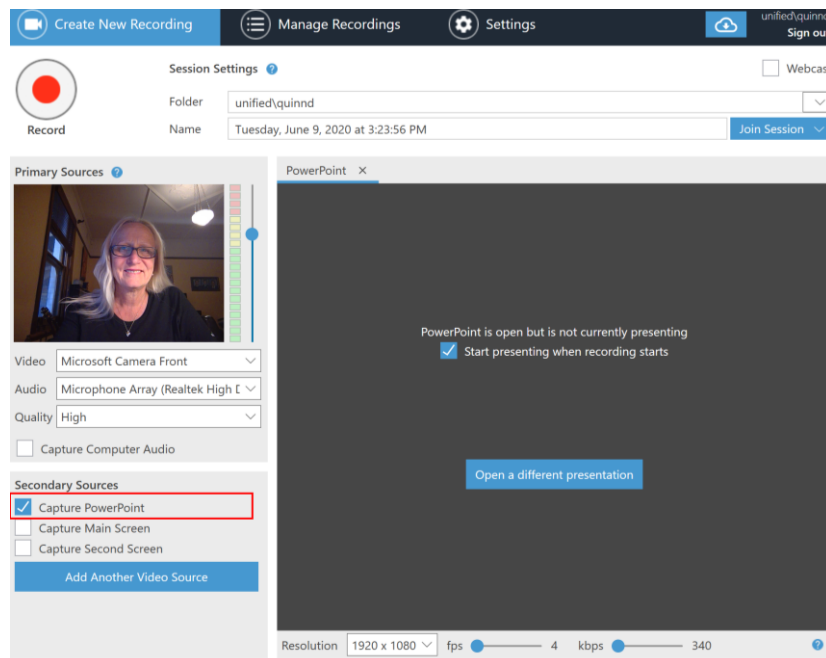
It is also a good idea to keep your presentations independent. By this we mean do not include statements like – ‘last week we did this’ or ‘next week we will look at that’ as chances are you will be re-ordering the content sometime in the future and this will need to be re-recorded.

Other tips to increase the longevity and multi-purposing of your key concept presentations is to avoid using the course code in your slides as well as week or concept numbers (although you can include these details within file names).

Recording

The next step is recording. You must have a good quality **microphone** that is correctly positioned and a **quiet environment** to do this. Always do a test recording and check the audio after your first recording before attempting to record others. The voice-over studio on the sixth floor of the Jeffery Smart building is ideal and has a radio-quality microphone and soundproofing on the walls.

Use **Panopto** to record your slides, selecting to capture the PowerPoint slides as the video stream. Consider also using a **webcam** as an additional stream in your video that students can choose to watch or not. Be as enthusiastic as you can, conveying your personality as you present.

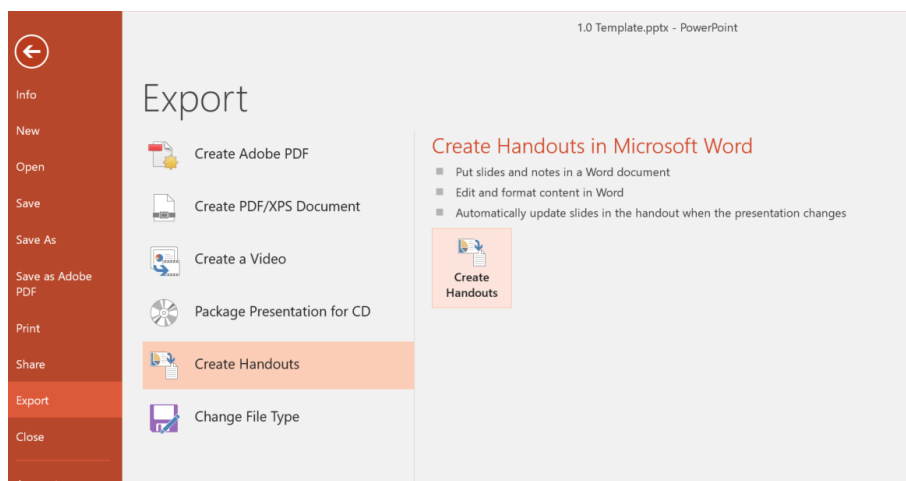


Once you have made your recording, you then need to edit out any stumbles, adjust the security and add your key concept presentations to your website.

- [How to record in Panopto using Windows](#) (5:04)
- [How to record in Panopto using Macs](#) (6:16)
- [How to add automatic captions to a video](#) (2:14)
- [Editing your Panopto videos](#)
- [Add a Panopto video to your course website](#)

Creating accessible video equivalents

For those students who are unable to access the video (e.g. those with hearing impairment) it is best practice to include slides and notes as a PDF. To do this in PowerPoint, go to File > Export > Create Handouts > Notes next to (or below) slides.



PowerPoint then builds a word document with slides and notes. This can then be saved as a PDF and uploaded into learn**online**.

If you would like to ask online teaching and learning questions related to your course, you can look through our FAQs, write to TIU@unisa.edu.au or have an [online consultation with a member of the TIU](#).

Reference

Guo, P. J., J. Kim, and R. Rubin. 2014. How video production affects student engagement: An empirical study of MOOC videos. Paper presented at L@S 2014, March 4–5, 2014, Atlanta, Georgia, USA, <<https://dl.acm.org/doi/pdf/10.1145/2556325.2566239>>.