

# Preparing to record a course video introduction

## Introduction

A friendly and personable introduction to a USQ course delivered via the web or on CD/DVD is the *course video introduction*.

Now that you have been appointed to lead this course for the next semester, this video introduction introduces you to the students, puts a face to the name, and creates an inviting atmosphere from the start.

The production process to complete this video-introduction is not onerous or time-consuming.

In essence the introduction is a one to three minute *talking-head* with you video recording a pre-written script in the DeC TV studio (Y103, Level 1 Y-Block). This introduction gives you the opportunity to introduce yourself to your students, tell the students a little about you and the course, and a convenient way for students to contact you.

## Script

Staff of Media Services have, by now, contacted you to make an appointment for the video-recording. We now ask that you write a short script, and email it to Jeffrey Black, Manager, Media Services - Audio, Video and Replication Services ([blackj@usq.edu.au](mailto:blackj@usq.edu.au)), or bring it along on a USB thumb-drive on the day of the video-recording. The preference is for the script to be emailed -as a Word document.

Your script should welcome students to the course; let them know (generally) what's coming up during the semester, and how to make contact with you. You may wish to provide students with a little of your own background – if you're comfortable with that.

Avoid making direct references to course codes, assignment dates/examinations and deadlines as they may change -and it may be possible to use the same video introduction in the following semester/year. Also, don't go into too much detail as to the structure of modules etc. in the course as again this may change.

Here are a few examples from past years:

*Welcome. My name is Mary Smith, and I am the course leader for Introduction to Marketing. Marketing is a central and important function for any organisation that serves a client base including private and public organisations, profit and not for profit organisations. Marketing is the process that organisations use to identify the needs and wants of attractive target markets, and then develop products and services that meet the needs and wants of their customers. Whether you work in the private or the public sector, and whatever career path you take, you will be working for an organisation that deals with clients or customers. So knowledge of marketing will be very useful to you in your career.*

*Marketing is a dynamic and interesting area of study. New and exciting marketing challenges constantly confront every marketing organisation. For example, the continuing emergence of the Internet as a means of reaching global markets creates attractive opportunities for many marketing organisations. Conversely, terrorism, war, and global disasters, such as epidemics create threats for major industries, like the tourism and airline industries.*

*I hope that you enjoy Introduction to Marketing. I am looking forward to meeting you all this semester either in person or on discussion board on the course homepage. Please do not hesitate to ask a question via the relevant discussion forum on the course homepage if you have any inquires about the course content or the assessment. You can also email me or contact me via Outreach if you have any questions or concerns. Good luck with your studies this semester and bye for now.*

And

*Hello and welcome to the course. My name is Mary Jones and I am the course examiner for Care and Education Settings.*

*I am originally from New York and left when I was about seven and spent most of my childhood in Brisbane.*

*I completed my first teaching degree in Brisbane and studied my Bachelor and Masters degree externally. My teaching career has spanned nearly 20 years and has been rich in a variety of early childhood contexts that have not only strengthened my pedagogy but also allowed me to touch the lives of and be inspired by a lot of little people. I have taught in a variety of contexts including:*

- *child care centres as a full-time and contact director*
- *preschool*
- *primary school – particularly multi-age classrooms, lower primary and country schools*
- *international lecturing experience – lecturing in early childhood teacher preparation programs in Asia and national lecturing experience*

*My lecturing at USQ is in the area of early childhood Thinking and Movement, Partnerships, Care and Education Settings as well as Inclusive Learning Environments.*

*My research interests include catching a moment to move with young children, advocacy for quality care environments for young children and creating and analysing effective learning environments for children in the 21st century. Over recent years both in Australia and overseas I have been concerned with the community and parents being informed about how to interpret and assess quality learning environments. I am passionate about quality collaborations in early childhood contexts and believe that it is vital that each child is appreciated for what s/he brings to a setting.*

*In the diverse and culturally rich classrooms of the 21st century, I believe that teachers in our classrooms and learning environments need to provide a positive atmosphere that recognizes the contributions that all children and their contexts make to a setting and responds to them with the goal of accommodating and supporting not only learners' academic requirements but their social and cultural needs as well. This belief ensures that all stakeholders in a learning environment are respected and valued and their voices are listened to. Our challenge, as educators, is to honour, recognise and address these needs, talents and skills. I really believe that this course will form a cornerstone to your early childhood degree here at USQ.*

*All the best, and welcome to Care and Education Settings.*

## Preparation

Prepare for the recording date by rehearsing the script – even in front of a mirror. Remember though, you do not have to learn the script.

Select a wardrobe that is fairly neutral, with subdued/pastel colours as they work best for video. Avoid heavily patterned clothing. Long necklaces can be a problem as often a necklace will hit the lapel microphone you will be wearing during the recording session. Bring some bottled water along – you may need it.

## Recording

Prior to the recording session, staff will load your script onto a *teleprompter machine* that sits over the front of the camera's lens. This equipment will scroll the script in front of the lens – you'll see it clearly, but the camera can't see it at all. The scroll is a full pass of the entire script – which means that (ideally) you will be able to read the script from beginning to end with no stumbles. If a reading mistake is made, we'll scroll the script back to the start and – take 2.

You'll be sitting on a high-stool, wearing a microphone and speaking directly to the camera in a near waist-to-tip-of-head shot. The studio lights will illuminate you for clear video images, and behind you will be a large lime-green curtain – the "green screen".



## Post-Production

After a successful take has been recorded, we'll check the tape, and then invite you into the control room to view and approve the recording, and sign the necessary paperwork.

In post-production, the green screen is replaced by a textured background which dissolves into an image, (chosen from the Photography archive) that is representative of the USQ. This is the USQ *look and feel* for course video-introductions. A watermark of the USQ logo will appear in one corner (a security device).



Once editing is complete, the product will be compressed and moved on within DeC for insertion into the course material.

### **Some Variations**

- Two lecturers appearing on the same introduction – the camera will be zoomed out to accommodate both talking heads.
- A wider shot to show more than upper body – no problems.
- A themed introduction – sunscreen, sunglasses and flowers for a tourism introduction – no problems.
- Moving video instead of a still image – yes, if we have it or you can supply copyright-cleared footage
- Stopping during the read, and asking for editing out of mistakes and overlay to cover mistakes – no, we want you to do it “error-free”.

Please discuss any other variations you may wish with staff before the shoot day.

### **Finally,**

Gesture, be friendly, smile and reassure your students.