MANIFESTO
Version 2.0

Videos in Higher Education
PREAMBLE

This manifesto is an overview of the opinions and feedback shared by the experts involved. It is the result of a creative ThinkTank and cannot be attributed to the opinion of a specific expert, organisation, or University.

The Manifesto presents fifteen key statements on videos in higher education. The statements were motivated by the fact, that videos play a larger role in higher education today than ever before. Yet there are still no convincing standards established. This manifesto neither aims to present a finalized answer to the challenges of video in higher education or state an infinite truth. It’s was rather written in an effort to raise the awareness on the topic for continuing and fruitful discussions. Therefore, its goal is to reflect the current landscape of university productions and advance scientific educational video development in the future.

The first draft of the Manifesto was designed by educational filmmakers, digital learning specialists and e-learning content experts from the EPFL Lausanne, ETH Zurich, FHNW Basel, LMU Munich, HSG St.Gallen and Leuphana University in a two-day ThinkTank at FHNW Basel, Switzerland. Further, the outline was again presented to other interested individuals from the League of European Research Universities (LERU) E-Learning thematic group on a three-day workshop on Video in Higher Education at the Chiemsee, Germany organised by LMU Munich.

This „version 2.0“ of the manifesto was created by Sebastian Becker (TIB, Hannover).
A cooperation of:

- Centre for Innovation
  Leiden University

- Universiteit Leiden
  The Netherlands

- University of Applied Sciences and Arts
  Northwestern Switzerland

-- GEBERT RÜF STIFTUNG --

MANIFESTO

Videos in Higher Education
It’s all about the performance.

Be the master of the topic

“What is your unique selling point?”

HAVE FUN, VIDEOS CAN BE SEXY

If you don’t enjoy the creativity of the production process, how can you expect your viewers to enjoy watching your videos?
WHY AND WHEN VIDEO

Video is not always the right medium.

Ask if video is a suitable medium for the content, purpose and learning goal; consider its length and style, and make use of the inherent richness of the characteristics of the medium.
CHARACTERISTICS OF VIDEOS AS MOVING IMAGES

Video as a time-based medium offers certain specific characteristics: use the power of images to visualize the invisible; recombine images and sounds in a unique way; visualize your arguments; the rhythm of montage defines the dynamics. Audiovisual rhetorics meets scientific education.
The learning experience of a lecture in a classroom and an educational video are fundamentally different. The classroom experience is a social learning setting, the video consumption is an autonomous process that should not replace social learning settings.
LEARNERS AND GOALS ARE SITUATED

Learning is always contextualised. The reception of videos is dependent on the individual sociocultural background of the recipient, which unfolds differently in different contexts. Think about the involvement of the learners.
LEARNING EXPERIENCES AS STORYTELLING

Stories create a more immersive learning experience. Spend more time on creating a narrative storyboard and script based on the content, examples or argumentations. There are few good videos without a (at least decent) storyboard.
The quality of a video is determined and constrained by storytelling, editing, performance, sound, cinematography, framing, props/scenery, and technical equipment, to name a few.
 BOTH SIDES OF THE CAMERA

On one side: Filmmakers can support or hinder the performance of a lecturer. The individual production setup strongly influences the performance of a talking Head.

On the other side: It all comes down to the educator’s performance skills. Speaking faster does not make your video more dynamic. Practice is a must.
Focus on the message, not the messenger.

Be generous.

Kill your darlings.

Film making is never a one man show.

If you do not want to collaborate, go run a marathon.

Filmmaking is never a one-man show
If you do not want to collaborate, write a book.
TRANSPARENCY OF VIDEO PRODUCTION

Formalizing the distinct stages of decision-making is key to defining necessary skills and allocating available resources. A lack of organisation does not make your video more creative. And with less budget the video does not get more creative either. But with a better organisation, the full creative potential of video might be realised with a smaller budget.
We're just kidding. Ask yourself a few questions:

Key rule in filmmaking:
The better the Preproduction, the less work in the preproduction, production and postproduction.

We'll fix it in postproduction is a no-go.

As the educator, are you making yourself happy?

Learning, practicing, and getting experience is also a learning process and that means practicing and getting experience. If something isn't ideal, don't worry—making and practicing don't have to be perfect.

Finally, getting better and better at it.
RIDING ON THE SHOULDER OF FILM GIANTS

No one is born a master. There is a long-established history in scientific educational filmmaking, dating back to the very beginning of moving images. Read, watch and learn – and contribute to the further development.
THEORY MEETS PRACTICE

Knowing all the rules and theories about education and filmmaking will not immediately make you a great educational filmmaker. There is no one-size-fits-all approach to videos in higher education.

Practice; play; cooperate.
World's collide!

Filmmakers; educators; learning experience designers; nerds; technicians...

Embrace the unique perspectives of those involved in the production processes. They might even shape your own thought processes.
FUTURE KNOWLEDGE LEGACY

Not all videos last forever - but some do. Videos - including yours - are historical artefacts of and for the university archives to conserve. Can you live with that?
Modern users want to do more than just watch a video. They want to feel included and in control. You can make your videos interactive by using H5P technology to include quizzes. Putting comprehension quizzes in educational videos will help users study concepts they are weak on and feel confident about concepts they understand.
Make your videos easy to find and use! Perhaps you want to put them on the TIB AV-Portal (av.tib.eu)? Check it out!
Always write good metadata and helpful descriptions for your videos. The AV-Portal will then let people search for them and refer to or cite them by a Digital Object Identifier (DOI).
As TIB develops more tools to help people discover, explore, and understand videos, your videos will become even more useful to students and educators.
THE RIGHT RIGHTS

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