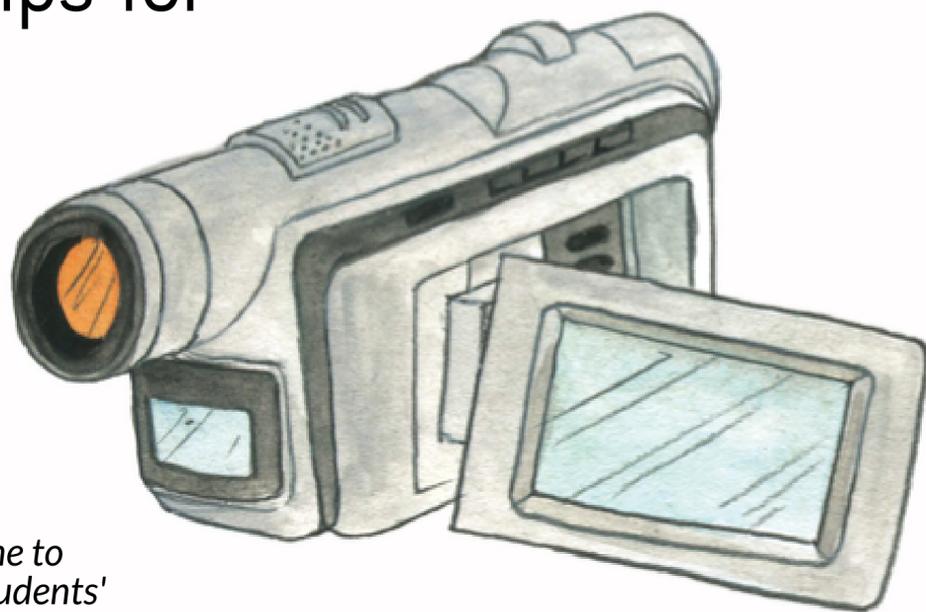**LSU | Digital & Continuing Education**

Top 10 Research-Based Tips for Recording Video

1 **A good lecture does not always translate into a good video.**
Traditional in-person lectures do not necessarily make for effective online educational videos

2 **Shorter videos are more engaging.**
Keep video length to 6 minutes or shorter. If you need more time to cover a particular topic, segment videos into chunks to keep students' interest

3 **Add instructor cameos.**
Videos that intersperse the instructor's talking head with slides are more engaging than slides alone

4 **Keep it casual.**
Videos produced with a more personal feel could be more engaging than fancy studio recordings. Try filming in an informal setting such as an office or try using a smartphone to record weekly updates

5 **Keep it interesting.**
Videos or tutorials with dynamic screen changes, animations, and graphics are more engaging than narrated PowerPoint slides or simple screencasts

6 **Keep re-usability in mind.**
Avoid referencing course names, numbers, or dates within the video. Title videos according to topic. This way, you minimize the risk of having to record video over again when you make updates to a course over time

7 **Adapt your delivery to online learning format.**
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for an online lecture video. If necessary to use, plan the delivery and post-production of classroom lectures with the online learning format in mind

8 **Be upbeat and enthusiastic in your presentation.**
Videos where instructors speak fairly fast and with high enthusiasm are more engaging

9 **Edit your videos.**
Whenever possible, use post-production to remove instances of jumbled speech, long pauses, audible breaths, and filler words

10 **Students engage differently with lecture and tutorial videos.**
For informational videos, focus more on the first-watch experience, designed to hold attention once for the duration of the video. For tutorials, add support for re-watching and skimming by adding a table of contents or other markers in the video

Adapted from: Guo, Philip J., Juho Kim, and Rob Rubin. "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos." L@S '14 Proceedings of the First ACM Conference on Learning @ Scale Conference (March 2014): 41-50.