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BerkeleyHaas

TEACHING TIP OF THE WEEK

Online Teaching Strategies

Tip of the week: Tips for creating asynchronous materials

Video has become a vital component of many flipped, hybrid, and online classes. Here are some tips to help you create effective content that helps students to achieve the learning objectives.

Asynchronous video materials offer numerous possibilities to improve learning and engage students. To make effective use of videos, ask yourself the following questions before recording a video:

- What learning will your video support? Re-examine the learning objectives and what you want your students to achieve. Link your video to a learning objective through a follow-up activity. When students take notes or answer guided questions while watching, they retain material better than students who watch passively.
- What are your goals? Video can be used to introduce new content, for review, or to reinforce essential content that has been previously introduced. Consider whether you are using your video to deliver course facts and concepts, or to teach skills. Make the purpose of the video clear to help students focus their learning
- Is video necessary? Consider other means of conveying the information to your students. Keep in mind the time requirements for you to prepare, record, and upload the video and the time requirement for students watching it.

If you decide that asynchronous video is the right tool, keep in mind these three key variables (a.k.a [SSW](#)) for making your videos as effective as possible:

- Keep your videos SHORT: Multiple short videos are better than one long video. [Studies](#) show that learner engagement with videos begins to drop after the 6-minute mark and it falls dramatically after 9. Moreover, variance in engagement increases significantly for videos longer than 3 minutes. If possible, break down

the content in your videos so that each short video covers a single learning objective or task, and nothing more.

- SIGNAL how to process the material: Aide students' cognitive processing by using cues to direct their attention to the critical aspects of the content. Cues can include using an outline visible throughout the video, headings for each slide or part of the video, arrows to point at key information, and annotations.
- WEED OUT non-essential content: Since students engage in both essential and incidental processing, which together can exceed their cognitive capacity, it is crucial to remove all non-essential information to focus on the learning objective. Avoid going into topics that are entertaining but not essential for the learning objectives. This will also help keep your videos short.

Ask for feedback about your videos! Ask students for their feedback on how effective they think the videos are.

Request a [consultation](#) with a [Haas Digital](#) instructional designer to start working on creating asynchronous content for your course.

Finally, in response to questions received during these past few weeks, here are some tips to maximize the effectiveness of your live videos and Zoom recordings:

- Add captions to your Zoom Recordings: make sure that your Zoom meetings have the "Audio Transcripts" option selected and that you've mapped your Zoom Meetings to your course library. See detailed instructions on how to do it [here](#).
- To optimize the sound quality and synchronization of your videos, it all comes down to:
 - Strong enough internet connection. Test your connection at <https://www.speedtest.net/>
 - Hardware to support it. Mesh routers are great for big houses or spaces where internet needs to go across multiple floors. The network card in your laptop can also have an effect on how you receive the bandwidth (e.g. some old machines just can't be optimized).
 - Learn how to [shut down](#) programs that compete for bandwidth.

TELL US WHAT TEACHING TIP TOPICS YOU WOULD LIKE TO LEARN MORE ABOUT: Follow this [link](#) to let us know what topics you would like us to cover.

The Online Teaching Tip of the Week is a series produced for Haas Faculty by the Associate Dean for Learning Strategies' Online Teaching Tips Team.