



MANIFESTO

Videos in Higher Education

A cooperation of:



MANIFESTO

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 1.0” of the manifesto was finalized by Jeanine Reutemann (Research Fellow at the Centre for Innovation, Leiden University) and Armin Rubner (Director of the eUniversity: Concept Development and Services at Ludwig-Maximilians-Universität München).

► 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?*



► Video is not always
the right medium.
Consider its length
and style, and make use of the
inherent richness of the medium.

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.*



*emerges in the interaction between
images and sounds, movements,
storytelling
and video even
allows to visualize the invisible.
▶ The art of video
making*

► The learning experience of a lecture in a classroom and a learning video are fundamentally different. The classroom experience is a social learning setting, the video is consumption, mostly autonomous.

► The social and emotional aspects need to be taken into account.



CLASSROOM VS. / AND VIDEO

The learning experience of a lecture in a classroom and an educational video are fundamentally different - for the lecturer as well as for the students. Learning can take various paths. Video consumption is an autonomous process that should not replace social learning settings.

**LEARNERS AND GOALS
ARE SITUATED**

*Learning is always
contextualized.*

*The reception of videos
is dependent on the
individual sociocultural
background of the recipient,
which unfolds differently
in different contexts.*

*Think about the involve-
ment of the learners.*



Receptivity of videos is dependent on the individual
sociocultural background, which unfolds differently in different contexts.

**LEARNING EXPERIENCES
AS STORYTELLING**

*Stories create a more im-
mersive learning experience.
Spend more time on
creating a narrative story-
board and script based
on the content, examples or
argumentations. There
are few good videos without
a (at least decent) storyboard.*



There are hardly any good videos without a decent storyboard. Stories create a different learning experience. Spend more time on creating a narrative storyboard based on the content, example or argumentations.

**VIDEO PRODUCTION
VALUES SHAPE
THE QUALITY OF
LEARNING
EXPERIENCES**

*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.*

► The quality of a video artefact
is determined and constrained by storytelling, editing, performance, sound, cinematography, props | scenery, and technical equipment.



► *Video made and
killed the lecture star*



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 oneman show

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

**COLLABORATIVE
PROCESS DESIGN AND
CO-AUTHORSHIP**

*Filmmaking is never a
one-mans-how.*

*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 realized with a smaller budget.



And with less budget the video does not get more creative either.

A lack of organisation does not make your video more creative.

**PRODUCTION IS DONE ...
NOW START OVER AGAIN**

*We're just kidding.
Ask yourself a few questions:
is the educator happy,
is your audience happy...
is the cat safe?
If reception wasn't ideal,
don't worry - making
learning videos is also a
learning process and
that means practicing,
practicing, practicing
and gaining experience, it
means learning and
finally getting better and
better at it.*

► 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.



**RIDING ON THE SHOULDER
OF FILM-GIANTS**

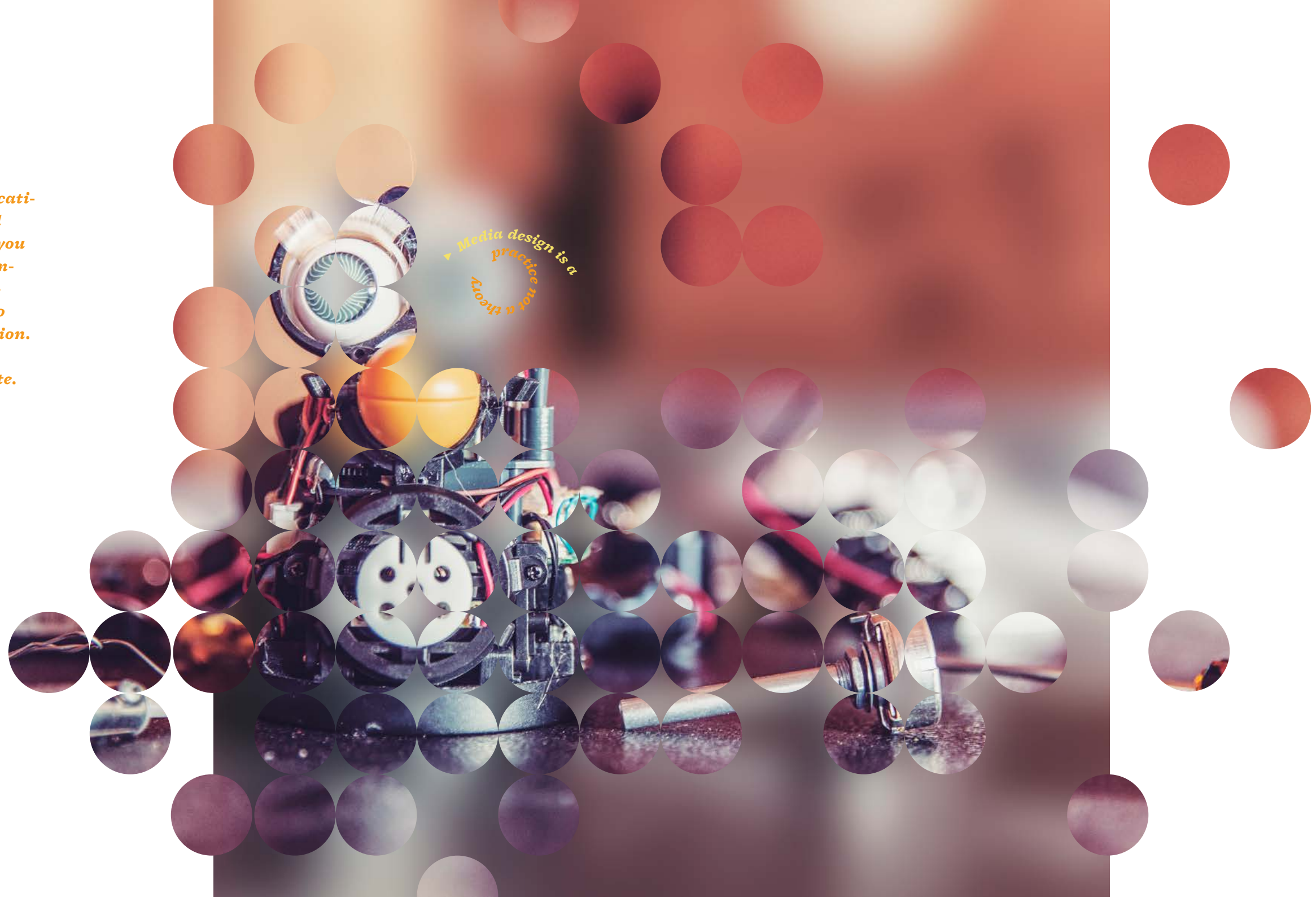
*No one is born a master.
There is a long-established
history in scientific
educational filmmaking,
dating back to the very
beginning of moving images.
Read, watch and learn
- and contribute to the
further development.*



**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 desi-
gners; nerds; technicians...*

*Embrace the unique perspec-
tives of those involved in
the production processes.
They might even shape
your own thought processes.*

pectives of those involved in the production processes. They might even shape your thought processes.

Worlds collide! Embrace the unique perspectives.

**FUTURE
KNOWLEDGE
LEGACY**

*Not all videos last forever
but - but some do.
Videos - including yours -
are historical artefacts
of and for the university
archives to conserve.
Can you live with that?*



IMPRINT

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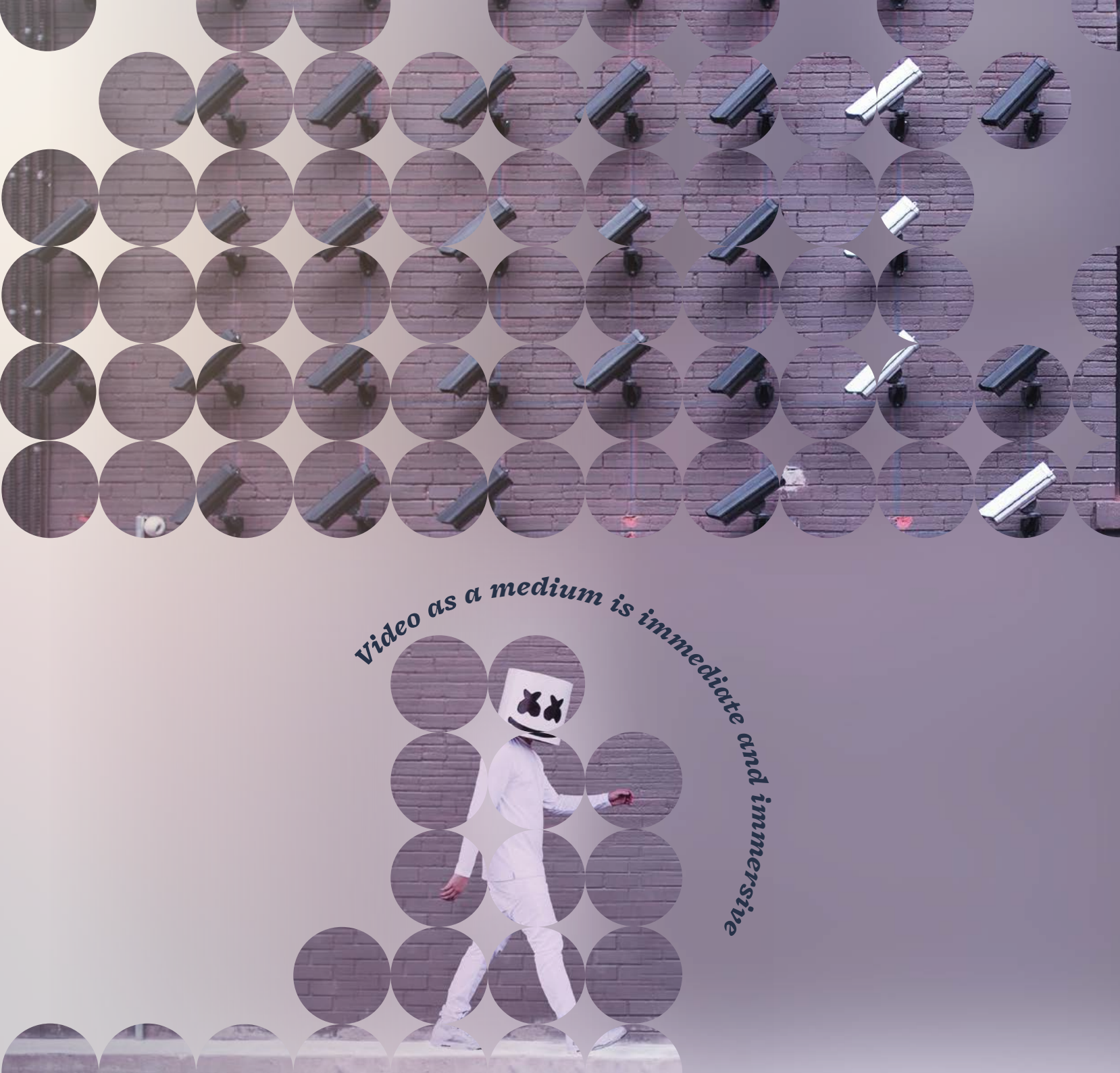
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Video as a medium is immediate and immersive