Media Planning Guide

Executive Summary

> This planning guide is written to move through decision making steps for establishing an approach to curricular media in an online course. Some steps, categories and approaches may not directly apply to every course, discipline, and/or teaching style. Over-arching principles are given to illuminate pathways in these grey areas. At the end of this guide, an accounting area will aid in configuring the content delivery strategy at a high level.

Guideposts

1. Asynchronous media assets in an online course are not a 1:1 translation from a face-to-face lecture setting.
2. The unique qualities of media presentation should be leveraged (where possible) during this development process.
   a. Can slow motion video or microscopic photography enhance the teaching of a concept?
   b. How about juxtaposition in narrative/visuals?
3. No longer are you broadcasting a lecture to dozens, or hundreds, of students.
   a. This is an intimate relationship across the medium
   b. Should be approached much more like office hours (or personal tutoring) than classroom lecture
4. Mistakes can be edited, but authenticity of teaching carries much more weight than hyper-polished, lifeless presentation.
   a. Keep it casual – some students may be learning in their pajamas!
5. Brevity and segmentation to a single concept improve retention.
   a. A 50-minute lecture need not forcibly become five 10-minute lectures (or ten 5-minute lectures). Spend as much time on a concept as needed
   b. Those divisions will be much more natural to learning and allow for greater reuse of materials should they be relatively self-containing
   c. Media can be paused and replayed by students, so there is less need to build in repetition during lecture. These materials can be dense.

Start With the End in Mind

> Lecture planning can fluctuate between the mundane repetition of previously curated materials or the exhausting creation of teaching methods and new associated teaching aids. Whatever your approach or time allowances, a crucial component to effective lecture delivery is a clear association between what is taught (the lecture) and stated goals (course objectives). Often this practice is referred to as Backwards Design: define the learning objectives > design assessments which prove mastery in desired learning objectives > design teaching materials to prepare students for correlating assessments. Before jumping in to recording lectures, checks against learning objectives and assessments will go a long way in assuring relevancy and retention in your recorded materials.

Asynchronous Lecture Planning

Describe your typical lecture presentation in the classroom. Responses here will help you take stock in normal lecture methods. Translating to recording should make the most of your tried and true teaching practices.

1. How and when did you prepare? (written outline, PowerPoint slides, research the night before to update example stats, "I know this like the back of my hand", guest expert visits class, etc.)

2. What, if any, visual aids are you using? (a white board or document camera / tablet / projected slides / props/samples, student participation in demonstration, etc.)

3. How long are these lectures?

4. Do you typically take/ask questions from/of your students during lectures? How about breakout discussions?

5. How would you describe a lecture in the past that went really well?

6. If you've ever taught asynchronously online, describe those lecture materials. (powerpoint slides with audio narration, video, readings, etc.)

Translating to Online

High-level descriptions of media intent

1. Media in this course is intended for the following:

    ☐ Lecture

    ☐ Demonstration

    ☐ Weekly/Module Overview

    ☐ Lab / Case Study Introductions and/or Debriefs

    ☐ Film-style scenarios, exercises, vignettes (i.e. 2MC's)

2. In your discipline, what (if any) teaching elements are specifically visual? Put another way; If you were authoring a textbook on this material, would pure text suffice? (Any charts, graphs or figures needed? How about visualizations, physical samples, hand drawings, or body movement?)

3. What, if any, media examples are you familiar with from your colleagues or discipline area?

4. Are there areas of content better suited for a guest expert to deliver?

Pre-Production Practicals

"Wh" questions regarding content in your course

1. **Who will appear / perform in media for the course?**

    ☐ Instructor

    > ☐ More than 1 core instructor

    ☐ Guest expert(s)

    If more than one guest, how many? _____

    Are they affiliated with UIUC? _____

    ☐ Students

    ☐ General Public (i.e. On the street)

    ☐ Actors

2. **When will recording(s) occur?**

   ☐ During regular business hours

   ☐ During nights/weekends

   ☐ Generally within the recording phase of the Course development schedule

3. **Where will recording(s) take place?**

   ☐ Instructor Office/Home

   ☐ IMR Studio

   ☐ Lightboard Studio

   ☐ Alternate UIUC Studio

   ☐ Audio Booth

   ☐ Field Recording

4. **Which of the following will the instructor provide:**

   ☐ Original Powerpoint files

   ☐ Powerpoint files already stylized (from IMR Graphics or otherwise)

   ☐ Script

   ☐ Original video, audio, photographs

   ☐ Non-original video, audio, photographs from _____

   ☐ Lecture outline / Bullet points

   ☐ Custom Software (SAS, Android App Developer, etc)

   ☐ Locations (building/room access, outdoor clearances, etc)

5. **How will media be recorded? Or, what media approaches will be employed? (consult with a Media Producer if unsure)**

   ☐ Lightboard

   ☐ "Weatherman"

   ☐ Field Trip

   ☐ Audio Narration

☐ Interviews

☐ "Documentary style"

☐ Live annotations / "inking"

☐ Picture in Picture

6. **Which of the following services, if any, will be needed by the graphics department:**

☐ Original style guide and template development

☐ Asset Development (infographics, charts, graphs)

☐ Conversion from original slides to Course style

☐ Custom Animation

Accounting of Media in your course

Media Approaches: Examples of Approaches might be: Studio lecture w/ slides, Interview, Software demo, Module Introduction, On-the-street interviews, On-location lecture, etc.
Number: List the estimated number of the Approach for the course
Weeks Present: Weeks that the Approach is present in. (e.g. Interview videos are in Weeks 1, 5, 7)
Production Inputs: Note what elements need arranging before recording begins (e.g. Slides, custom animation, guest lecture invitations, etc.)
Notes: Any special notes about the Approach for this course. More details for each individual asset can be made in Module-level plans.

Media Approach	Number (for entire course)	Weeks Present	Inputs from Faculty and/or Production Team	Notes