

# Lecture 3

Training/Instructional videos

- Organisations have created training modules using video since the introduction of Sony's  $\frac{3}{4}$ -inch U-matic cassettes.
- The visual itself shows how to do things and to explain procedures and behaviours.
- Many products now are sold with video manuals as well as printed manuals.
- VHS format and consumer VCR: many types of training and how-to-do-it videos are sold or rented to public; e.g. aerobics video or how-to-do-it videos.

- In 1980s, interactive videos were not easy to make because the time required to spool backwards and forwards to different sections of the tape took a long time.
- The advent of laser discs, the first was 12 inch format, then CD-ROM, and now DVD, mergence between computers and audiovisual media became possible.
- Programs designed are interactive so that user input is made part of the program concept.
- What used to be exclusively linear video now becomes a component of multimedia that demands a different kind of conceptualising and writing.

# Evaluating training contents

- Training and instructional programs are different as desired end result can be closely defined, and then tested or measured. The content can be evaluated in a controlled way.
- Evaluation is a crucial part of writing process
- Two kinds of evaluation: formative and summative.

# Formative evaluation

- A process of evaluation that takes place before committing resources and time to a project.
- “Formative”: part of the forming or shaping process.
- Techniques that can be applied: making up questionnaire, and using its answers to guide you to the content of the program.
- Asking people about difficulties on certain issues, their fears, how they would overcome them as well as what they think would be useful to be included in the video.

# Summative evaluation

- This evaluation takes place at the end of the process of communication to see whether the message worked as planned.
- It tries to verify whether the objectives set were met and whether the intended message is being effectively received by the target audience.
- Both evaluations work in tandem (cycle). The first evaluation becomes the basis for the second.

- Sometimes, they can be used independently and serve a purpose.
- Formative and summative evaluations rest on many techniques that work equally to assess training needs.

- Focus group
- ○ Hand-picked group of people who represent a cross-section of target audience and agree to participate in the evaluation process.
- ○ Might involve questionnaires, meetings, and discussions to collect responses about products, services, or effectiveness of the message.
- ○ It is advantageous to measure hypothetical responses and actual responses with the same group of people.

- Questionnaires
- ○ Can be used without focus groups to conduct formative or summative evaluations.
- ○ Good questionnaires are efficient to collect information about the audience and its attitudes.
- ○ Informally, writers ask and answer questions about the target audience.
- ○ Formal questionnaires need to be designed to elicit specific results and eliminate faulty assumptions.

# Training video formats

- Show and tell
  - The most basic tried-and-true technique because that is what it does.
  - The technique is to show on screen how to do something and then explain what you are seeing in a voice-over on the soundtrack.
  - The show-and-tell technique is usually a standardised demonstration captured on video.
  - A talking head production and a conclusion are typical of this kind of program.

- How-to-do-it videos are training videos that general public buy or rent from video stores. They include cooking, exercise routines and other topics.
- They use the visual medium to show moving pictures of what would have to be described at length and would be difficult to follow in print.
- Many television shows are based on the show-and-tell technique.
- This kind of videos does not always demand highly creative or imaginative use of the medium.
- It does, however, require clear thinking and good organisation of the material.

- Job and task description
  - Most training concerns learning how to perform jobs.
  - Jobs are broken down into tasks.
  - A task is specific, identifiable, and short.
  - Many training videos are broken down into tasks and organised around task description.

# Training video devices

- The challenge with training video is to hold the audience while a great deal of information is delivered.
- The writer's skill is to create a device that gets the information across while keeping the audience's attention.

- **Dramatisation**

- o It means creating characters and situations that embody the training point.
- o A safety training video might use serious drama to make a point about the consequences of ignoring safety procedures in a factory or a warehouse.
- o Many other kinds of training programmes make use of comedy. It captures the audience's interest. The errors and mistakes are hilarious to watch.
- o It is memorable to show fictional character who does everything wrong than to explain what is right.

- o When you have a lot of information to convey, it can be delivered as factual documentary narrative; or by creating a video lecture.
- o It is usually more effective to dramatise a situation that allows your message to be sent via emotional attitudes or character conflicts than delivered it straight to the point.
- o Audience is more inclined to give its attention to dramatic treatments and to remember the points more easily than from recitation do's and don'ts.

- Educational/instructional video
- ○ PowerPoint allows bulleted points and headings to be spiced up with graphic objects, audio, and video.
- ○ Slides can be stored as picture files and called up as needed.
- ○ A training programme can be stored in a computer file and called up for live presentation.

- ○ The role for writers is to write slide presentations for training.
- ○ Companies with training needs need to train their employees for knowledge and skills for the betterment of their companies' productivities.
- ○ Educational institutions need to acquire information, learn methods and supplement classes or lectures. Live lectures can be recorded and replayed and video can be produced on specialised topics as extension to the classroom lecture techniques.

- How-to-do-it videos
- ○ Showing audience how to do something is the best example because explaining in words is nearly always as long and often ambiguous (vague).
- ○ For many retail items needing instruction, it is neither practical nor economical to provide a video manual.
- ○ More expensive goods or services do come with video manuals.
- ○ There is a commercial market for videos that show you how to do things; exercise routines, sports, etc.

- Interactive applications
- ○ Interactive training came into its own with the invention of laser disc.
- ○ CD-ROM, successor of 12” laser disc has been replaced by DVD.
- ○ The ultimate medium of training is now interactive.
- ○ Individuals absorb knowledge at different rates.

- Authoring software allows the instructional designer to create feedback loops for self-paced learning and obliging user to complete a test or learning module before proceeding.
- Training online is also available by sharing information to unlimited audience who can log on to a website.
- Synchronous communication – video, audio and white board accessible online
- Asynchronous communication – stored media such as stills and video for later access.

# Conclusion

- Writing training programmes involves specific goals; measured by techniques of formative and summative evaluation.
- Training and educational needs usually involve explaining or demonstrating an operation of process.
- The scripts are usually written in dual-column format like corporate videos.
- Spread usage of interactive media in training that can help learning more lively rather than just watching videos with synchronous and asynchronous communications.

