This is a transcript of a video from Ann N. Amicucci's webtext, "Effective Video Instruction in Online Courses: Suggestions Grounded in Universal Design for Learning," published in the PraxisWiki section of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28.2, available at https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3Avideo-instruction

Pairing Illustrations with Voiceovers in Instructional Videos: Transcript

Ann N. Amicucci

[*Text on screen:* Pairing Illustrations with Voiceovers in Instructional Videos]

[*Text on screen:* What not to do]

[*The screen shows a PowerPoint slide with a white background and a purple background shape along the top fourth of the screen. The title on the slide, shown over the purple portion in white text, reads* Revision Levels]

When you revise your writing, you want to start with the biggest, most important features of writing first: the overall argument you're making. These are called global revisions.

[*A bulleted item appears in black text on the white portion of the PowerPoint slide that reads:* Global: strengthen your argument]

Think of these as big-picture revisions that you'll do before you change anything else in your work.

[*A second bulleted item appears on the PowerPoint slide that reads:* Paragraph-level: strengthen organization, one idea per paragraph]

Next, you'll work on paragraph-level revisions, where you'll make sure each idea has its own paragraph, and you'll work with the organization of your paper so that your ideas are in an order that make sense and you've used transitions to lead readers from one idea to the next.

Finally, after you've strengthened your overall arguments and your organization of ideas, then you'll work on sentence-level revisions.

[*A third bulleted item appears on the PowerPoint slide that reads:* Sentence-level: edit sentences for clarity and completeness]

You don't want to start fixing comma errors or spelling mistakes until you've finished your global and paragraph level revisions, since you might end up changing or getting rid of some sentences.

[*The screen shows a middle-aged white woman with brown hair and glasses, sitting facing the camera with an empty desk behind her. She wears a purple sweatshirt.*]

One problem with that video was that I gave a verbal explanation to revision levels while text on the screen repeated what I was saying. So for audience members who are both watching and

listening to a video, asking these individuals to process that information simultaneously through their ears and eyes creates extraneous cognitive load. What we'd want to do instead is have a voiceover paired with an image or illustration on the screen, rather than excessive text.

[*Text on screen:* What to do in pairing illustrations with voiceovers]

[*The screen shows a simple illustration of a house made with straight maroon lines on a white background*]

I want you to imagine that you live in this lovely house, and you come home one day and notice your house is kind of dusty.

[*Graphic icons of gray clouds of dust and a green dustpan and green broom appear in the image of the house.*]

Things are a little messy. You should probably sweep the floors and dust your furniture.

But right when you're about to start dusting, you notice all of your furniture is messed up.

[*Graphic icons images of a blue chair lying on its side and a blue bed tilted against the wall appear in the image of the house.*]

Things are knocked over, a chair is flipped over on the floor. So you start thinking maybe you should do something about the furniture first.

But, one more thing, you also notice that the house is on fire!

[*Graphic icons of red, orange, and yellow flames appear on the house.*]

When it's time for you to revise your writing, I want you to think of this house. You've got to put the fire out first.

[*The screen shows the woman again sitting facing the camera with the empty desk behind her and wearing the purple sweatshirt.*]

In the revised video, I eliminated text on the screen, and I showed the visual illustration at the same time I gave discussed it. That old adage "show don't tell" definitely applies here. So if I can illustrate a concept rather than just feeding students words and definitions, they'll have a better chance of grasping how the concept works.