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

Using Enthusiasm to Connect with an Audience in Instructional Videos: Transcript

Ann N. Amicucci

[*Text on screen:* Using Enthusiasm to Connect with an Audience in Instructional Videos]

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

[*The screen shows a middle-aged white woman with brown hair and glasses sitting facing the camera in front of a beige wall. A small window covered with a white curtain and part of a white closet door are visible behind her. She wears a light blue t-shirt and a light gray scarf. She is speaking in a monotone.*]

You'll be reading several complex articles in this class. I recommend two reading strategies to get the most out of what you read.

[*The speaker frequently looks down.*]

First, picture somebody who cares about the topic and think about what you'd want to tell them as you read. What would they be surprised by? What would they want to know more about? Share these ideas with the rest of us on the discussion board.

Second, take notes where you talk back to the author. If they write something that confuses you, or angers you, or bores you, tell them why, and I'll be curious to see what reactions you have.

[*The screen shows the same woman, now wearing an orange t-shirt and sitting facing the camera with an empty desk behind her.*]

In that video, the ideas I talked about were fine, but the way I delivered them was completely disengaged. My tone of voice was dry and monotonous, which probably left you not want to listen to any more of the video.

Plus, I also looked down at my notes quite a lot, which meant I didn't come across as invested in my audience members.

[*Text on screen:* What to do in using enthusiasm to connect]

[*The screen again shows the woman sitting in front of the beige wall with the window and closet door visible. She is now speaking in an enthusiastic tone.*]

You'll be reading several complex articles in this class, and I recommend two reading strategies to get the most out of what you read.

First, think of someone who cares about the topic and consider about what you'd want to tell them. What would surprise them? What would they want to know more about? Share that with the rest of us on the discussion board.

[*the speaker occasionally checks her notes*]

Second, take notes where you talk back to the author. If they say something that confuses you, or angers you, or bores you, tell them. I'll be interested to hear what reactions you have.

[*The screen again shows the woman wearing the orange t-shirt and facing the camera with an empty desk behind her.*]

In that revised video, I didn't change any of the content, but my enthusiasm and confidence made it more engaging to watch. I looked at the camera to the degree I was comfortable with while checking my notes as needed.

Now this doesn't mean that you have to have your content memorized. It's definitely okay to look down at your notes when you need to, and something I like to do is keep a Post-it note with an outline of what I'll be talking about right next to my camera lens so that I can check my outline without having to look far away.