

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 Social Cues to Connect with an Audience in Instructional Videos: Transcript

Ann N. Amicucci

[*Text on screen:* Using Social Cues 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 desk. On the desk, there is a silver metal lamp and a gray file organizer with some papers and notebooks in it. She wears a light blue sweater.*]

For the final project in this class, students can choose what genre to compose in.

Students might choose to write a paper, record a podcast, create a video, or even stage a performance like a dramatic reading or a play.

[*The screen shows the same woman, now wearing a purple sweatshirt and sitting facing the camera with an empty desk behind her.*]

Now that video did minimize visual and audio distractions, but I missed the opportunity to connect with students in it. I referred to the project in general terms, and I just used the third person, referring to students as "students," which kept a little bit of distance between me and my audience.

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

[*The screen again shows the woman sitting in front of the desk with the metal lamp and the file organizer behind her.*]

For our final project, you can choose what genre to compose in. Now you can certainly choose to write a paper. I've had several past students record podcasts and create videos. I had somebody last year write a rap, and another recent student wrote a screenplay and then recorded her family members acting it out.

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

In the revised version, I used first and second person, words like "I" and "you" to start to close some of the distance between me and my audience members. I also personalized the examples so that hopefully students could begin to imagine themselves in the roles I was describing. When we personalize information like that, as long as we're not adding extraneous information, we can

enhance learning without adding unnecessary cognitive load.