Video guide of the Eduhub Community – Version 1

The SIG video - 12.2017

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Introduction and collaboration

Why do we need a video guide?

Videos are becoming more and more popular in the educational landscape of higher education. But it is difficult for both, the teacher and the e-learning service provider, to know what questions need to be answered before starting a video project. One of the tasks ahead is to develop a vision for what the video will be used. Another difficulty for people in charge of making video sequences is to assemble all the information they need for the video project.

Therefore this video guide project emerged with the global aim of bringing specific answers (with a lot of examples, deepening links and documents) for two types of questions:

1. How to define my video project?
2. How to make a video sequence?

We are happy to launch a first version of this video guide that was written in a collaborative writing project of the Special Interest Group "Video" of the Swiss Eduhub Community. Please do not hesitate to give us your feedback. We wish you a pleasant and informative time.

Herve Platteaux and Felix Seyfarth
SIG video leaders, 12.2017

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How to use the video guide?

The video guide is designed to help you with the production of video sequences which are to be used in a teaching and learning situation. It targets readers who may be involved in a video project being developed at an institution at the tertiary level of education.

> Definition of tertiary level: "The tertiary level comprises universities (incl. universities of applied sciences and universities of teacher education) and, as a second important pillar, institutions providing professional education and training. The latter is aimed at people with professional experience, enabling them to gain specialist education and additional qualifications. It comprises diplomas from a PET college and federal or advanced federal PET diplomas."(http://www.edk.ch/dyn/16342.php)

Part I of the video guide: "Define your video project"
- Readers: Stakeholders and teachers who want to plan a video project that will be implemented in their institution.
- Contents: What can be done (vision and resources)? What to do before the shooting (preparation or pre-production)?

Part II of the video guide: "How to make the video":
- Readers: Video makers during production (members of e-learning service providers and teachers) who are in charge of making a video sequence or a video collection.
- Readers : If they are only just beginning with the video making process, or for specific aspects if they are more experienced in video making.
- Contents: How to produce and diffuse video sequences? Each chapter deals with a specific question.

A collaborative writing process

The video guide began in 2016 at the Centre NTE (University of Fribourg - Switzerland) and continued in a collaborative writing project of the Special Interest Group "Video" of the Swiss Eduhub Community with the following participants who acted as authors and/or revisors:
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- Elsa Sancey, Université de Genève, Genf
- Urs Schmid, SWITCH, Zurich
- Felix Seyfarth, Universität St.Gallen, St. Gallen
- Maud Sieber, Université de Fribourg, Freiburg

The SIG leaders want to thank all the authors of the various chapters. Special thanks also to the reviewers: Ioana Gatzka, for a first review, and Lars Pautsch for a final review of the version 1.

To join us, simply click at the web page of the SIG "Video".

Part I: "Define your video project"

General suggestions (H. Platteaux & M. Sieber, UniFR)

Suggestions concerning the video project planning and management:
- Producing a video takes time.
  - Do not use videos in relation to documents that need to be changed often.
- Prefer short videos (4 to 5 minutes maximum).
  - That implies 1 video focuses on 1 explanation.
  - In the future, if necessary, your video will be easier to be modified.
- Do you need to produce a multi-language video?
  - Adapt your video style to simplify your project: prefer voice-over and do not film people speaking.
- Consider privacy issues.
  - The image rights of each person.
- A video sequence with poor image quality keeps your video all right but a few seconds of poor sound quality in a video sequence makes your video awful!
  - Make a good choice between available film sequences.
  - Take attention during the video production.
- Take advantage of mobile devices
  - Students use videos on their smartphones very heavily.
  - Mobile devices are very adequate for watching videos (on the go).
- At some point, it is crucial to say: "Stop! The video is finished!"
  - Video making is an (advanced) process that could go on and on without a limit.

Suggestions concerning video making process:
- A video is made of images. Use visuals.
  - Important keywords should appear.
  - Avoid filmed radio. Remember that film means "motion pictures".
  - Use animations.
- Use beat in your videos! Do not underestimate the importance of rhythm in a video.
  - Change images quite often.
  - Use a little bit of music and sound effects in the video.
  - Voice – over comments and people speaking must be enthusiastic.
    - Shots of people talking should include hand gestures.

- Choose and prepare your spokesperson for producing a video.
  - "We are not all made to be spokesperson".
  - People speaking must be enthusiastic and not static.
- If you produce a tutorial video:
  - Base your tutorial on a specific example → software with contents (for example: a Zotero with references in it and do not use an empty Zotero)
  - A specific and substantial tutorial motivates the end user because such a video says: "the author of the tutorial uses this tool himself / herself".
  - Avoid hesitation during the tutorial and show agility by using the software tool.

Plan your plan (P. Lehmann, UniGE)

Making a video is a big enterprise. This is enough reason to answer some very basic questions beforehand.

- What is the objective of your video? What do you want to achieve with it in terms of teaching and learning?
- How would you explain the objective to your grandmother? Keep it simple and positive.
- How will you measure the outcome? How will you know that you reached your objective with your video?
- In what context will you use your video? What is your audience, what type of teaching is relevant and adequate? Are there any prerequisites imposed by your institution (like guidelines, corporate identity, etc.)?
- Is the project self-achievable? Will you need external resources? In latter case: How will you get hold of it?
- What advantages and disadvantages do you expect from your video? What side effects or negative impacts could the project possibly have?
- What would be the secondary benefits? Would there be other learning techniques providing the same benefits, e.g. at lower costs? How to measure usage and success rates as well as return on investment?

Video purposes for learning and teaching (H. Platteaux & M. Sieber, UniFR)

Video is often used for recording whole courses. For example, PowerPoint presentations are recorded as a video with the teacher in a corner of the screen, or at least with his voice commenting the slides. However, video sequences can play a bigger variety of different roles (or purposes) in an educational setting. Below you will find a list of different ideas for such roles (or purposes).

Advertisement for a course-curriculum (case 1)
- A university (or another institution in tertiary education) wants to help its students choosing the optional courses they could take during their Bachelor degree.
- A video teaser will motivate your students, more than a written description, if it brings a dynamic and nice atmosphere that enhances further the natural attraction of students for videos.
- Example: Teaser of the course "Des outils informatiques pour réussir tes études" (Université de Fribourg - Centre NTE, 2016, 00:57)

Advertisement for a course-curriculum (case 2)

- A university (or another institution in tertiary education) wants to expand its range and become able to reach people outside its campus walls.
- A MOOC (Massive Open Online Course) is a typical example where to reach another target audience. Videos of the MOOC's should avoid specific terminologies and rather use another more simple language.

Introduction of a course or of a learning resource

- A teacher wants to introduce his/her course and to explain the main milestones that are about to come during the semester.
- A teacher wants to explain shortly why a given document-book is crucial for the understanding of his/her course.
- A video sequence is conceived to make it easier for students onboarding in the course and/or in the use of a course resource.
- Example: Capland, A. (2015). Onboarding new users with video. Retrieved on http://wistia.com/blog/video-for-onboarding

Put the focus on central content questions for a course

- A teacher wants to bring a short explanation about main aspects of his/her course.
- Such a video is a summary, an introduction. To introduce an online course, a video present different short explanations about the main concepts of the course. Interactive links are also placed in these explanations to make an easy access to main documents and resources going deeper into the main concepts of the course.
- Example: [Main concepts about "Des outils informatiques pour mieux réussir ses études"](#) (Université de Fribourg - Centre NTE, 2015, 04:08)

Video-conference

- A teacher makes an appointment with an expert to let this person intervene "live" during his/her course session. For this he/she uses a video-conference system.
- A few students work together in a team and use a video-conference system to record their meetings.
- A good video-conference system is [SWITCHinteract](#).

Prerequisite for a later activity (flipped classroom principle)

- Material that needs to be studied ahead of a course in order to prepare a discussion session that will happen during this course.
- Example: An amazing number of videos is available on the internet → find the one that fits your course and its objectives.

Showing a process sequence (for example: tutorials)

- A teacher wants to explain globally "How do we work in this class?"
- A teacher wants to explain the main manipulation steps to follow when using a tool that will be used many times by the students during his/her course activities.
- The advantage of video is the possibility it gives learners to watch a process, to stop it and to replay it as many times as they need. The production of such a video must focus on the main steps of the process and not going too fast and give time to show the important details with the required accuracy.
- Example: [Video "ZOTERO Tutoriel n°1 : Introduction et Installation de Zotero"](#) (URFIST PACAC, 2013, 03:39)

Rehearing a course and/or a conference

- A teacher wants to favor the understanding of his/her course for foreign students and/or not to disadvantage students who can't attend all courses, because, for example, of a work that helps them financially.
- For every course session, a video is produced to allow foreign students to listen again to the course and by that being able to answer the question: "What did he/she say about this example last week?"
- A series of videos can then be constituted and made accessible on the web for students for webinars and/or online conferences.
- Example: [Webinar "Online lecture videos - a survival "guideinar""](#) (J. Reutemann FHNW, 6.10.2016, 1:00:21)

Talking Heads - In front of the camera - Behind the camera: Performance and media design (J. Reutemann, Leiden Univ. & RedMorpheus GmbH, Switzerland)

Talking Head's is currently still one of the most common video styles in educational videos (see research video, "Video Styles in MOOCs: A journey into the world of digital education" https://www.youtube.com/watch?v=5VEHBuuRKXI).

Although we define Talking Heads as a video style category – there are around a thousand ways to record a Talking Head. First of all, the Talking Heads do not fill every square inch of the screen. They are thus always accompanied by a surrounding space, as an example an office space, a laboratory, a bookshelf or sometimes a monochromatic white space (for example: see image below).

Some educational videos can be found that use a surrounding space drawing attention away from the spokesperson through distractions, such as irritating perspectives, unimportant objects or people walking through the images. But also broadcast studios can be quite challenging for educators as the video situation in a studio differs in multiple ways from a traditional lecture set - up. When depicted in a monochromatic surrounding space, the situation can even get more challenging as the attention focus is one hundred percent on the spokesperson, as there is no more information within the surrounding space. With that, the spokesperson's body moves into the center of the discourse: each micro movement of the

facial expression gets noticed, each strand of hair which might be waving around uncontrolled in front of the monochrome space is visible, each alteration in the rhythm of the gestures suddenly is imbued with immense meaning.
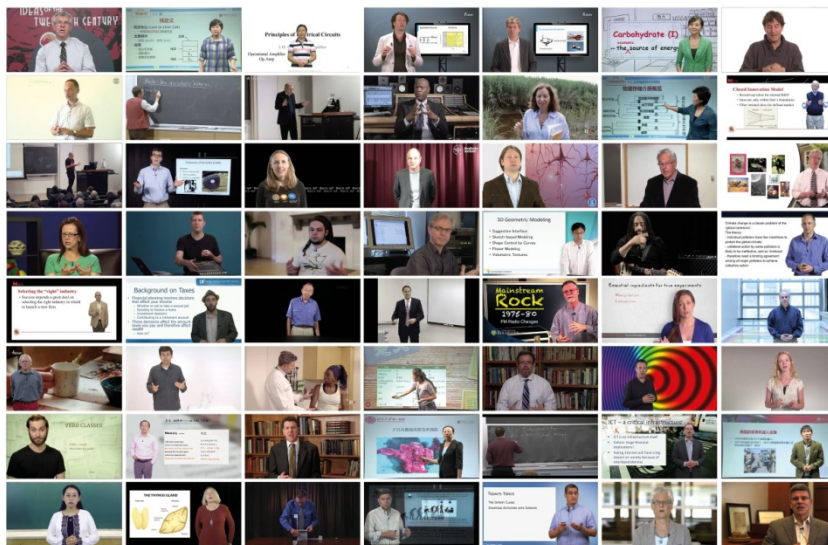

Image: Video examples of Talking Heads with different surrounding spaces from a research study (Data set of 448 MOOC courses); https://www.audiovisualresearch.org/moocs/differences-commonalities/

Thus, the surrounding spaces depicted in the educational videos should be chosen consciously to create specific meaning through the space and the objects in it. Each surrounding space and object, as well as the viewing angle chosen to picture a Talking Head, is unavoidably transformed into a sign and thus adds meaning to the speaker and the communicated message in terms of attitude and connotation.

To highlight, video productions are joint-productions. It needs preparation from the educators as well as from the production team. The production team has a responsibility towards the presentation of the spokesperson and should support him or her in any way possible. One spokesperson might be shyer than another and a third may be slightly hyperactive, with the corresponding increased use of gestures. In the end, the individual performance of the Talking Head steers the dynamic of the video – just as some lecturers are more engaging in traditional classroom lectures than others.

Perspective of the educator:

    (1) Be the master of the topic: Deeply understand the content that you're talking about. What is your "unique selling point"? Use it for your videos.

    (2) If you urgently need a teleprompter to make your speech performances: Practice (a lot) to read fluently from the teleprompter. Reflect on your use of gestures.

    (3) Don't try to be perfect. If you have a role model of a spokesperson (e.g. moderator, other educator or scientist), analyze step by step and with accuracy on how they perform in front of the camera. Adapt strategies, but avoid copying.

    (4) Get feedback from as many people as possible before publishing the video.

    (5) These videos will be out there in the world - and stay there, coloring the perception about you as an expert just as much as your written publications do.

Perspective of the production team:

    (1) There is no "one-style-fits-all" approach to video style. Decisions on design implementation include criteria such as stability of content, high demand, flexibility and reuse in different contexts.

    (2) Don't spam the e-learning world (market spoilers). Look for the e-component and non-e-component in video communication. We have a socio-cultural standard of content quality and your viewers can tell if you go down the cheap and quick route.

    (3) The perfect setting for one expert might be miserable for another. The closer the framing of a Talking Head gets, the bigger the mimics and bodily movements are. If the speaker is rather active, use a bigger framing, to diminish the fast reactions and large range of the bodily movements.

    (4) Create a friendly atmosphere. Create security with (power pose) furniture, thematic objects and different light settings. Give honest feedback on the performance. Avoid hierarchical structures in the team (for example PhD student - professor) and create interdisciplinary teams including the film maker.

Part II: "How to make a video"

Main steps and human skills to produce a video (H. Platteaux & M. Sieber, UniFR)

Before you can enter the four steps described below, you must be sure of the communication purpose of your final video.

This means it must be resolved if your video will be used for diffusing a scientific explanation or for publicizing your course. This decision must be made before the production starts because it has an impact on all its production steps.

Four main steps of a video production	Social skills for a video production
1 The scenario ● This is the description of your video that can, for example, be based on a narration ● In order to make the shooting step easier, the scenario work must have a specific result: "The storyboard". The storyboard describes your video "scene by scene".	1 The scenario ● Its quality will be supported by a subject matter expert, by a good story teller and by people bringing good ideas for images supporting the story.
2 The shooting ● All the "documentation" must be assembled first. The documentation includes photos, illustrations, soundtracks, etc. It is necessary to have all these parts before the editing begins. ● The shooting itself. If you need to go to a specific place, use a check-list (camera, lighting, batteries, documentation elements, etc.) before going there. A test of your	2 The shooting ● Important human factors for a movie's success are: an experienced cameraman, an experienced director (who keeps a good anticipation vision of the video progression), people finding quick solutions for unexpected obstacles (problem solving skills). Because we included the documentation into this step, the shooting also depends a lot on people who are good at finding

material in your usual environment will save you a lot of time into the specific place.	various documents, illustrations, etc. (organizational skills)
3 The editing ● Assembling all the elements is done with a software. ● The editing usually is splitted in two main steps: 1) Assembling all the image elements; 2) Recording of all audio elements and their assignment to the images.	3 The editing ● It depends a lot on a person who knows well the specifically used editing software with a lot of functions. If such a person is not present in the team, the video project must aim at making very simple videos (to use video software with only "cut" transitions between two images is really simple).
4 The diffusion ● The video is placed online on a course platform, an MOOC, a blog, etc. so that it meets its target audience and plays its communication purpose. ● A video repository (example SWITCHtube) can support you in making the diffusion process easier: open and/or login access, management of different video formats and so on.	

Storyboarding / Writing a script (P. Piller, PHS BE)

Why do we need to write a script?

For most video projects it is advisable to create a storyboard or a script in advance. Especially for collaborative or extensive projects it is clever to plan the recordings before you invest your time into their realization. So you can talk in an early state about your specific ideas, you get feedback very quick to details and you can better split up the tasks ahead between your team members. Moreover you gain a good instrument to organize your project.

Especially when you operate with clients a storyboard or script helps you to talk with them on an early stage, even before you do the main work. So you avoid investing a lot of time into recording and arranging your ideas, which at the end the client doesn't really want.

Further a storyboard or script confronts you with the main conceptual questions and the basic conditions: What should be the intention of the video? Who is the target group and what are their expectations and what is their previous knowledge? What should be part of the content? How would you design the plot? How should the video start and end? How you want to use the video in your educational setting? These questions help you focus on the main purpose and to get a better quality product.

At least a storyboard or script leads you to not realize just the first idea in mind. A storyboard or script gives you the chance to deal with the narration and to play with different settings and presentation forms. This creative process helps you to find a better, more fitting form for your video.

How to create a storyboard?

Originally storyboards are based on pictures, scripts contain more text information. You can do a mixture of it, too. You should always choose a form that suits you and your video project best. For a large video project it probably makes sense to spend a good part of the time in developing a good and detailed concept. For smaller projects it is maybe enough to keep the storyboard or script short and handy. The following points can be part of a storyboard/script:
- (stage) directions, instructions, the plot
- visual aspects, camera settings
- acoustic aspects, sounds
- narrator's text

Sq	Regie	Material (visuell)	Material (akustisch)	Sprechertext
1	• Roger wird eingeführt • Fragezeichen erscheint • Beides wird weggewischt	• Peter (Lehrer) • Fragezeichen	• Wischgeräusche • Bing	Das ist Peter. Peter ist Geschichtslehrer an der Sekundarschule. Er möchte mit seinen Schülern den 1. Weltkrieg durchnehmen. Neben dem offiziellen Lehrmittel möchte Peter weitere Materialien für den Unterricht verwenden, um das Thema möglichst aus verschiedenen Perspektiven zu beleuchten. Wie kann er vorgehen?
2	• Anna wird eingeführt • Fragezeichen erscheint • Beides wird weggewischt	• Anna (Lehrerin) • Fragezeichen	• Wischgeräusche • Bing	Auch Anna ist auf der Suche nach Unterrichtsmaterialien. Sie ist Kindergartenlehrerin. Anna möchte mehr Bewegung in ihren Unterricht bringen, um die motorischen Fähigkeiten ihrer Kinder zu verbessern. Sie kennt bereits die Idee des „Bewegten Unterrichts" und hat auch schon erste Übungen durchgeführt. Nun möchte sie ihr Wissen erweitern und Neues ausprobieren. Doch wo findet Anna erprobte Unterrichtsideen?

Storyboards or scripts can be realized with simple office software (Word or PowerPoint) or with paper, pencil and scissors. If you don't like to draw sketches it can be an alternative to take photos or screenshots instead. You better write down some information as bullet points instead of writing whole sentences. After all a storyboard and script should be a useful working tool for you.

Copyrights (E. Sancey & J. Gasser-Beck, UniGE & UniSG)

The main source of information about copyrights for Swiss higher education institutions is the Competence Center in Digital Law. Make sure to know where your video will be hosted and who can see it (for example, restricted access by password or not), as well as whether the content you use in your video (charts, photos, etc.) is protected by copyrights.

Present with SWITCHinteract (R. Barras, HTW Chur)

The visual guide can be found in the following document: "Present with Switch Interact" (EN) and "Präsentieren mit Switch Interact" (DE)

Platforms to store the videos (U. Schmid & P. Piller, SWITCH & PHS BE)

There are various video platforms on the web which allow you to upload video files. The most famous and by far the largest video platform is YouTube. This video portal allows anyone to upload an unlimited number of videos, has lots of features and is free to use. However, you have to accept the general terms and conditions of Google in order to use this video portal. These terms and conditions usually do not cause any concern if you have created the video yourself or if the video does not contain any recorded persons except you or people who have agreed to be recorded and if the video does not contain any content with potential copyright infringement (images, drawings, voices, songs). This makes perfect sense for funny cat videos, for tutorials about a special software application or game or for authorized videos about campus life at a university. Many institutions however do not allow the unauthorized disclosure of proprietary information about the university campus, its students or their employees, which is reserved only to responsible authorities.

This and other free video platforms are not suitable to store closed lectures or training videos, which are targeted at a clearly limited audience, as well as videos with a confidential or highly personal content. Such videos require special protection mechanisms with fine-grained permissions. Access to such videos should only be allowed after unique authentication process and according to a clear role model (viewer, contributor, producer). Nevertheless it is important that such video content can be created and viewed on the web, because viewers want to watch it on streaming (on mobile devices or PCs without downloading it completely from a file server and without inserting a CD or DVD).

For this purpose the video content must be stored on special servers to which only authorized persons have access and for which the Swiss data protection regulations apply. When creating highly sensitive video materials it is also essential that the entire processing chain, from storage, transcoding and playback of videos is done exclusively on domestic servers and that all accesses are solely permitted after correct authentication.

Portal	+ (pro)	- (contra)
Youtube	free, accessible with any device, subtitles possible	public
Vimeo	free but limited space, not public	additional data space only with the payable version

SWITCHtube	accessible with any device, made especially for higher education, not public, specific settings for limited user access	changeable for universities
SWITCHcast	live webcasting incl. slides, publishing on SWITCHtube, additional annotation possibilities, video editing settings included	additional equipment and audio recorder software needed.
Panopto	live webcasting, video presentations, multi camera recording, interactive quizzing, video analytics	expensive for institutions
Kaltura	adaptable to specific needs, possibility to video capture, possibility to manage users and channels	expensive for institutions

Streaming servers: SWITCHtube + Youtube (U. Schmid, SWITCH)

Why not store the video files on a file server like Dropbox, SWITCHdrive or OneDrive? Unlike other file types, video can contain different codec's, are usually rather large and should therefore be streamed instead of downloaded. "Streaming" means that the video starts playing right away in a web browser and in a suitable resolution according to the device that is used to watch the video. Streaming video servers take care of all the technical details, for example what kind of codec is used, how many tracks are written and which original resolution was recorded. Videos from a streaming server can show the video in any window resolution of a standard internet browser or in full screen resolution, without any further user interaction. Streaming of videos also does not require high performance viewing devices or large memory capacity of the mobile devices, which is usually very limited here. It is also strongly recommended to only use references (for example iframe-links) to videos stored on a streaming server whenever a video is referenced in a document, in order to keep the document itself small and handy without the need to store the large video file itself in it.

How to convert your office into a video production room

The SIG video team

This is quite simple to convert your own office into a "video production room" if you plan to realize a series of video lectures where you, as the teacher, appear in a video screen to support an explanation. You need:

- A big green sheet
- LED lightings

You can refer to the webinar of [Wolfgang Widulle (27.08.2015) "Developing counseling skills in an inverted classroom and training environment"](#) to get a lot of concrete details from his large experience.

Overview of video tools and their features

The SIG video team

Video cameras

	- Elmo L12iD visualiser camera - This device is very convenient to shoot sequences (image by image) in order to realize small animations - https://elmoeurope.com/product/l-12id-interactive-visualiser/
	- Ziggi HD document camera - http://www.ipevo.com/prods/IPEVO-Ziggi-HD-USB-Document-Camera

Audio microphones

	For good audio recordings it is strongly recommended to use wireless microphones, for example from <u>Sennheiser</u> or other brands. Wireless microphones avoid noise in the audio track caused by power circuits.
	- Smartphones have very good audio microphones - This trick (see picture left) is good for recording voices-off tracks (comments that will be added to image sequences) - source: Lavigne, C. & Mills, D. (sd). Recording Audio for Business Videos. Retrieved on <u>http://wistia.com/library/recording-audio-for-business-video</u>

Spots and lightings

	- LEDs are now available everywhere - LED's biggest advantage is that they avoid high temperatures during video shooting sessions - Think about LEDs with incorporated batteries: they are very convenient for both inside and outside video shootings - Projectors with different powers (10 to 30 W) are very easy to find, for example in large "do it yourself" shops

Various equipment for video shootings

	- A tripod - Its weight makes it stable
	- A green sheet or blanket - Use a large one - On the left, we see an example which was put on a wall before the video shooting
	- A framegrabber - To record VGA or DVI signals on a computer, it is recommended to use a DVI2USB framegrabber, for example from Epiphan. Framegrabbers do not send a video stream, but only single frames to a PC. Such devices should be used to record presentations which send frames each time a slide changes or an action on a frame is detected.
	- Screencast - source: Wistia Team (sd). Shooting your laptop screen. Retrieved on http://wistia.com/library/shooting-your-laptop

Editing software

Video editor	- Adobe Premiere (included in Adobe Creative Cloud) - source: Mazur, M. (2016). "7 Adobe Premiere Lessons from Editing My First Video". Retrieved on http://wistia.com/blog/adobe-premiere-lessons
Video editor	- Camtasia - FinalCutPro

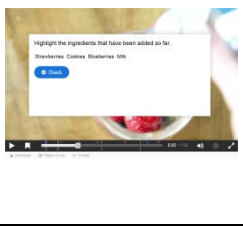|	
Video editor	● iMovie ● intuitive for beginners
Photo editor	● Gimp
Photo editor	● Photoshop (included in Adobe Creative Cloud) ● Webinar of Joely Tafanalo (12.11.15) "Create and edit videos with Photoshop CC"
Smartphone tools	● More and more applications are also developed for iPads, iPhones and Smartphones. ● Such environments can be used for very short and simple operations. On the contrary, a complex and long editing session will be comfortable on a large screen device.

Animation software

	● Commoncraft: this is not a software but a way to realize animations with a set of prepared small drawings that are animated (added, moved, etc.) ● https://www.commoncraft.com/
	● Draw my life ● https://www.youtube.com/watch?v=E_ifa0lJwOQ
	● Powtoon ● www.powtoon.com/
	● Videoscribe ● Select different visual elements and start: it is then drawn as if you would do it yourself. ● http://www.videoscribe.co/

Interactive video software

Inserting interactivity in a video allows to put exercises into a video sequence. See examples:

- Ayres, M. (2015). The Evolution of Interactive Video: A Chat with HapYak. Retrieved on http://wistia.com/blog/hapyak-interactive-marketing
- https://twitter.com/hapyakvideo

	- H5P - Allows annotations, quizz, checklists, cloze texts, Drag and drop - https://h5p.org/content-types-and-applications
	- SWITCHcast - Allows annotations - source: https://help.switch.ch/cast/annotate/
	- Edpuzzle - Allows insertion of annotations, audio notes, quizz - source: https://edpuzzle.com/