CaptureSpace Guidebook (faculty only)

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CaptureSpace Guidebook (faculty only)

CaptureSpace allows faculty to record presentations, screencasts, webcam recordings, and podcasts. Recordings can be easily uploaded to your My Media gallery, and added to your Blackboard Learn course.

CaptureSpace features several recording options:

- **Presentations & Lectures**: record multiple sources of video at the same time, including your desktop or a PowerPoint presentation with narration.
- **Screen**: record and narrate actions on your computer screen.
- **Webcam**: record your webcam with audio.
- **Voice**: record your audio only.
Download and Install CaptureSpace

The following steps will guide you through installing CaptureSpace. First, log into Kaltura.

1. Open your web browser and navigate to https://video.kent.edu.
2. Click the Login button in the top right corner.
3. Select Login from the drop-down menu.
FlashLine Account

1. Enter your FlashLine username.
2. Enter your FlashLine password.
3. Click **Sign In**.

![KSU Dev Sign In](image-url)
Select CaptureSpace

1. Click the Add New button in the upper right of the window.
2. Select CaptureSpace from the drop-down menu.
Download for Windows or for Mac

CaptureSpace is available for the Windows or Mac. Choose either the Download for Windows or Download for Mac link.
Run the Install

1. Follow the prompts to install CaptureSpace.
2. When you launch CaptureSpace for the first time, you will see a window prompt stating, *Please launch the Kaltura. CaptureSpace Desktop Record from the 'Add New' menu on your website.*
3. Click **OK** to this prompt.
Launch CaptureSpace from video.kent.edu

1. Open your web browser and navigate to https://video.kent.edu.
2. If needed, log back into the Kaltura site with your FlashLine account information.
3. Click the Add New button in the upper right of the window.
4. Select CaptureSpace from the drop-down menu.
CaptureSpace Installed

1. You will be prompted for an action regarding launching CaptureSpace.
2. Check Remember my choice for all links of this type.
3. Pick Launch Application.*
4. You should now see the CaptureSpace application, ready to use.
   ◦ Going forward, you can now launch CaptureSpace directly from your computer.
   ◦ There is no longer a need to launch CaptureSpace from video.kent.edu.

*Note - This step syncs your FlashLine information with your CaptureSpace install. Doing so allows you to record from CaptureSpace and upload directly into your Kaltura My Media library. You only have to perform this step once.
Recording Options

CaptureSpace has several tools that can be used to create presentations, screencasts, webcam recordings, and podcasts.

- **Presentations & Lectures**: record multiple sources of video at the same time, including your desktop or a PowerPoint presentation with narration.
- **Screen**: record and narrate actions on your computer screen.
- **Screen & Webcam**: Not recommended. Presentations & Lectures is preferred, as it offers nearly the same end result with more functionality and interactivity.
- **Webcam**: record your webcam with audio.
- **Voice**: record your audio only.

Note - If your computer does not pick up your microphone or webcam, go to the **Settings** tab to adjust your inputs.
Start a Recording

1. Launch the Kaltura CaptureSpace Desktop Recorder from your computer (see Download & Install CaptureSpace above, if needed).
2. Select your recording option (PRESENTATIONS & LECTURES; SCREEN*; WEBCAM; or VOICE) that best suits your recording need.
3. Click RECORD to begin your recording.

*Note - For the SCREEN tool, leave the default setting of Full Screen selected. And press RECORD.
Record

1. CaptureSpace will count-down for 5 seconds and then begin recording.
2. Conduct your screen recording.
3. If needed during the recording, press **Alt+D** to initiate the **DRAW** tools or **Alt+P** to **PAUSE**.
4. To finish the recording, click the CaptureSpace icon (*this may require you to move or close a few windows on your screen*).
5. Click **DONE** on the CaptureSpace menu.
Edit

Upon finishing your recording you will be brought to a page where you can edit your recorded video. The options are: Trim, Chop, Titles, and Credits.

- **Trim**: edit the beginning or end of your recording.
- **Chop**: edit selected portions of your recording.
- **Titles**: add an Intro Title screen before your video begins.
- **Credits**: place a credits screen at the end of your video.

**Note** - It is good practice to preview your changes before applying them. Set the parameters for the **TRIM** or a **CHOP**. Then, playback the video (you can move the playhead forward to skip forward-closer to the edit). Listen to how the video sounds as the edit is previewed; the playhead with skip over the edited portion. If the playback sounds okay, click **APPLY**.

If not, adjust the edit, playback, and adjust as needed until the edit is correct.
Upload

1. When you are satisfied with the edit, click **DONE** in the bottom corner of the review window.
2. Add a descriptive title for your video (eg. *ITEC 6744 Overview*), and a description and/or tags (optional).
3. Click **UPLOAD** to store the video file in your Kaltura My Media library.
Add to a Blackboard Text Editor

Access your Kaltura My Media library within any Blackboard text editor to embed a video within Announcements, Items, Discussion Threads and Replies, Blog Posts, Journal Entries, Wiki Pages, etc.
Open a Bb Text Editor

1. Open a text editor in Blackboard (eg. start an Announcement, or create a Discussion Thread).
2. Type your entire message (it's best to include videos below your entire announcement, post, thread, etc).*
3. Click the Mashups button in the third row of the toolbar.**
4. Select Kaltura Media from the drop-down menu.

*Recommended: Add a paragraph break to create a space between your message and the area for your video.

**Note - If you do not see three rows in the text editor, click the chevron button (up arrows) in the top right corner of the text box to expand the toolbar.
Select your Video

You will see all videos uploaded into your Kaltura My Media library.

1. Locate the video you would like to embed into the text editor.
2. Click the Select button associated with that video.
Add the Video

Your video will now be included with your typed message.

1. Complete the message and/or options associated with your Item, Post, etc.*
2. Click Submit in Blackboard to publish the message with the embedded Kaltura video in Blackboard.

*Note - As a best practice, it's best to avoid moving or removing the table of information beside the embedded video.
Add to a Blackboard Folder or Content Area

Access your My Media library within Content Areas and Course Folders to add Kaltura videos to your Blackboard course.
Place the video

1. Navigate to an area in your course where you would like to place your Kaltura video (eg. the Start Here folder for a Course Overview video).
2. In the Action Bar across the top of the screen, click Build Content.
3. Select Kaltura Media from the drop-down menu.

**NOTE - Edit Mode must be ON in order to view the Build Content menu option.**
Select your Video

You will see all videos uploaded into your Kaltura My Media library.

1. Locate the video you would like to embed into the text editor.
2. Click the Select button associated with that video.
Add the Video

1. Complete the information and options associated with your video.*
2. Click **Submit** in Blackboard to add the embedded Kaltura video to your Blackboard course.

*NOTE - Consider adding the duration (minutes) of your video to the title associated with your video. You will find the duration included in the description of the video.
Review

Your video will now be added to your Blackboard course. Move the video up/down in the Course Folder or Content Area to place the video in the best logical order in your course.
Script Writing

Benefits

Writing a script prior to recording a screencast will help you organize your presentation. The recording will be concise and to-the-point, and you'll be certain that you've covered the important and relevant information. If you need to edit or modify the recording at a later date or encounter a technical problem, you can easily adjust the script and re-record a presentation, instead of re-recording everything from scratch. Scripts also benefit *Universal Design*, the concept of creating instructional materials that benefit all learners and varying learning preferences.

Create an outline

Chunking information is a great way to build an outline of specific topics and actions to cover, as well as identify the focus for your recording. Behind the scenes, chunking also allows you to stagger the recording of your screencast by breaking it into smaller pieces. This cuts down the time you'll need to edit your recording if you make a mistake (you won't have to re-record the entire video, or single out a tiny section to be removed). It also simplifies future updates to the recording if a section needs revision.

Write and read a script

Once you've created an outline of your recording, you can plan and write your script. A script is the fleshed-out version of your outline. This should literally be exactly what you plan to say while recording. Be sure to include action cues with your script, which are defined as any action you'll perform onscreen. These action cues may include advancing a slide, loading a web page, or switching between open applications. These action cues don't just keep you on track during the recording process, they also ensure your narration will match the actions occurring on the screen.

Accessibility: Section 508 of the Rehabilitation Act & QM Standard 8.2

Federal law requires multimedia content to be compliant with Section 508 of the Rehabilitation Act. Essentially, this means that text transcripts should be made available for any enrolled students. Additionally, accessible course content is a requirement of Quality Matters Rubric standard 8.2. Therefore, it's a good idea to write out your script word for word so you'll have a transcript already prepared when you're done recording.
Screencasting

A screencast is a video recording of actions performed on a computer screen, such as navigating a website, creating a document in Microsoft Word (e.g. works cited page or annotated bibliography), or submitting an assignment in Blackboard Learn.

USES

- **Course Overview**: Record a quick walkthrough of your online course, and highlight important topics, assignments, areas of the course, etc.
- **Tutorials**: Record how-to guides for navigating on-screen applications or processes.
- **Student Feedback**: Narrate and clarify concepts or processes on-screen. Be mindful of FERPA regulations and student privacy in all recordings.

BEST PRACTICES

- **Plan your Screencast**: Consider reusability (avoid dates, term info); create an outline; write a script.
- **Prepare the Recording Environment**: Find a quiet place; stage your screen (close unnecessary applications, open/sequence screens that will be displayed).
- **Set Yourself Up for Success**: Be mindful of your voice (tone, rate of speech); be prepared with your script nearby; record a brief, test screencast to practice.

TIPS & TRICKS

- **Record a Practice Run**: Record for 30 seconds. Stop and check your recording. Adjust if needed, before completing full recordings.
- **Check Lynda.com (via Bb Learn)**: In Blackboard, browse **Build Content > Lynda.com** for existing tutorials before making your own how-to screencasts.
- **Pause and Use Drawing Tools**: During a recording, press ALT+P to pause and ALT+D to use the drawing tools; use markers, pens, and shapes to emphasize key points.
- **Create Timelines**: Access your video in **My Media > Edit > Timelines tab**. Add chapters to create navigation to key points in your video.
Best Practices

Consider reusability

If you would like to save your recordings for future classes beyond the current class you are recording for, you will need to keep this in mind while recording. Being able to reuse your recordings can be an efficient and practical decision, but effort must be made to make sure that you are not referring to anything that would cause the recording to be less useful or unclear for future classes.

• Do not refer to any dates, times, months, or school terms. Do not say your first discussion post is due on Monday the 17th. Monday will not be on the 17th the next time the class runs.
• Do not reference any holidays. Don’t refer to the work they will need to cover over Spring break because your next class term may be in the Summer or Fall.
• For your introduction video, do not reference specific assignments. This will be confusing to students if you spend 10 minutes talking about the importance of a case study that you replace in a future term.

Find a quiet place

You will likely have to perform a recording multiple times. It is essential that you find a quiet and distraction-free location in which to record. Public spaces rarely make good recording locations. You should also consider potential distractions at home. Are the kids home? Does the dog need a walk? Is your partner vacuuming or doing the dishes? All of these factors can affect the overall quality of your recording, or distract you from being able to successfully deliver your content.

Stage your screen

Before you get started with your screen recording, close any applications or programs on your computer that would distract from your walkthrough. If you are navigating through several windows or documents, have those screens ready before you start recording. Consider increasing or decreasing your screen resolution to optimize playback; or encourage students to review the video in full-screen, as needed.

Use your voice

Vary the tone of your voice, as well as your rate of speaking to avoid sounding too monotone. But try not to go overboard; it’s easy to push a microphone too far. If you’re using an external microphone for your audio, try to find and use a Pop Filter. A Pop Filter is a small screen that rests between you and the microphone. It dampens “pops” from sounds like the “t” and “p” in the word “type.” These sounds can create “pops” that go outside the normal range of the audio recording, and decrease the quality of your audio.

Be prepared
Keep your script nearby. If you can, keep it open on the screen in front of you. Doing this will make it much less noticeable when you’re reading your script (since you won’t have to look away from the screen to do so). Keeping a glass of water nearby will also help any issues. If you’re recording a lot at once, your throat may go dry and affect your ability to speak with consistency. Remember to frequently drink water, use hydrating cough drops, and take frequent breaks between recordings (every half hour or so, if possible).

**Tip: Record a practice run**

Try recording only 1 minute of your screen and narration. Then, playback the recording. The sound should be clear and loud enough while your computer speakers are set to half volume. If you find that the sound is too low, too loud, or completely absent in playback, make some adjustments prior to recording longer and additional tutorials.
Use Case: Course Overviews

Creating a short screencast that demonstrates how students can navigate to content areas in the course, use essential course tools, and access important course resources can be extremely beneficial. Regardless of how experienced your students are with online learning, a short course orientation screencast can help alleviate feelings of anxiety, as well as develop confidence in their ability to successfully navigate your online course. It can also significantly reduce the number of emails from students (especially those new to online learning).

Topics to consider for your course overview

- A quick walk through of where to begin the course, the START HERE folder; a quick walk through of the lesson modules/weekly folders so students understand how the course is organized
- Where to find your instructor information; where announcements will appear in the course
- How to access the discussion board tool; which tool to use to submit assignments; which tool to use when sending email; which tool to use for virtual office hours
- Where to find support information and technical help
- Other tools or course content areas that are essential components of your online course
Use Case: Student Feedback

Have you ever typed, and typed, and typed a response to a student and thought .. *this would be so much easier, if I could just explain this in person!* If so, consider recording a screencast of your student feedback; doing so could add clarity to the explanation of a complex process, and expedite your feedback process, a win-win. When recording student feedback, be mindful of your screen and sensitive student information. Do your best to “stage” your recording by removing any sensitive information (eg. Grades, student names) from the recording screen. And, be sure to distribute the recording only to the intended student.

If you find trends in things going very well or things that need attention among several students, consider making a summary walkthrough that highlights these key areas of your course assignments. It’s likely that all students would benefit from this information. So consider adding this recording to a course announcement.

Tip: Draw & Highlight

When recording your screen in CaptureSpace, press *ALT+D* to access the drawing tools; use the drawing tools to emphasize key points with the pens, shapes, and highlighters in the drawing toolset.
Use Case: Tutorials

Narrate and record an on-screen walkthrough of a particular computer application, technical process, or program. For example, you could demonstrate how to complete a worked example using writing or tablet software.

Tip: Before creating a tutorial, check Lynda.com

Sometimes, we need to add a personal touch to our instruction, or we are the foremost experts on a particular program, so we need to create/narrate our tutorials. However, in cases where a general set of instructions will work, eg. How to create a podcast with GarageBand, check the Lynda.com library of tutorials and resources via Build Content > Lynda.com Course in Blackboard.
Webcam & Voice Recordings

A brief, instructor webcam or voice recording is a great way to add presence to an online course for module introductions, and course announcements. For instructor introductions, webcam recordings are recommended over voiced recordings.

USES

- **Instructor Introductions (webcam - recommended)**: Record a brief introduction and consider including .. a welcome to your students; pertinent course information; course goals and themes; information about yourself; and your contact information.
- **Module Introductions**: Record a brief introduction for each module in your course. Consider including .. goals and an outline of the module; additional details on assignments or areas where students typically need guidance.
- **Course Announcements**: Record a brief course announcement to add an active presence to the course. Consider including .. a summary of the prior week’s activity, goals for the week ahead, details on an upcoming or ongoing project, etc.

BEST PRACTICES

- **Plan your Recording**: Consider reusability (avoid dates, term info); create an outline; write a script.
- **Prepare the Recording Environment**: Find a quiet place; stage your screen (close unnecessary applications, open/sequence screens that will be displayed).
- **Set Yourself Up for Success**: Be mindful of your voice (tone, rate of speech); be prepared with your script nearby; record a brief, test screencast to practice.

TIPS & TRICKS

- **Presence, Not Presentation**: Content is typically best presented alongside supporting visuals. Therefore, instructor “talking head” webcam recordings (where only the instructor is on screen) are not the ideal format for online lecture-type presentations.
- **Brevity is Key**: Try to keep "talking head" webcam recordings for introductions and announcements brief; one to two minutes is ideal.
- **Position your Script (webcam recordings)**: Have a script ready in a word processor on your monitor while you are recording, so you face the camera while reading.
Best Practices

Distance from the Webcam / Microphone

When recording on your webcam, CaptureSace shows you as you are recording. This allows you to see what you will look like, what the background looks like, and how close you want to be to the computer and webcam when you are recording. Expect to be close to the position you would be in when normally working on your computer when recording on your webcam, but adjust to the frame as needed.

What to Wear (webcam only)

Your outfit should reflect what you may normally wear in front of an in-person classroom, but remember that the human eye is different from the recording of a webcam.

Some helpful tips for what to wear while recording:

• Blues, greens, grays, and earth tones all tend to do well rendering on camera.
• Simple and tasteful are good values to have when choosing jewelry. Less is often more.
• Be mindful of how shadows appear on you, especially from your hair and glasses.

Some things to avoid:

• Certain patterns do not show well on camera: thin stripes, tight patterns, busy plaids, and even corduroy can cause a rainbow-like wavy pattern on camera that can be a serious distraction.
• High contrast clothing from skin tone or from other clothing can cause lighter colors to glow as the camera attempts to adjust the proper contrast.
• Cameras can also have issues rendering bright colors, especially reds and oranges. Check yourself on the webcam to see if there is any glow to yourself or your clothes.
• Large and ornate jewelry may have gems that will sparkle depending on the lighting. Earrings, necklaces, rings, and watches are all items to keep in mind when recording.

Lighting (webcam only)

This is a very big consideration when creating a webcam video. You will need to set up lighting in the room where you are recording. While the lighting in the room may appear to be enough for everyday living, office work, or even reading, the lighting may appear very dim when shown on a webcam.

Set up your computer area with lights with recording in mind, even if just for a temporary session to record an intro to your class. Where your computer is normally located is likely fine, but you may need to move around some lamps. You do not need to have professional movie studio floodlights, adjusting a desk lamp and moving a few floor lamps will likely suffice. A standard method used for recording is
called the *Three Point Lighting Technique* (see [http://www.mediacollege.com/lighting/three-point/](http://www.mediacollege.com/lighting/three-point/) for more information).

Main points from the 3-point lighting technique:

- Have two lights on either side of you for you to appear evenly lit
- Have a bright light on the background of the recording area, or on the back of yourself to give a more 3-D appearance

**Where to record**

The area where you will record your video will likely be dictated by where your computer is located, unless you have the freedom of a laptop.

Some tips concerning recording location:

- Choose an area where you won't be interrupted and have some privacy
- Avoid people or pets moving around in the background
- Reduce ambient noises as much as possible
- Turn off large appliances that may be heard during recording
- Shut any nearby windows and doors

**Working from a prepared script**

It is recommended to write out what you want to say beforehand. Many professors are used to having a few lecture notes and getting up in front of a class with little to refer to. While this often works well for an in-person setting, online classes are much different. There will be no feedback from student reactions while talking to your monitor. You will not have the chance to answer questions on the fly that would take you in different and interesting directions. You won't have the chance to feed off the information your students give you to reinforce what the lecture is about.

Because of this difference, you will likely find it beneficial to work from a completed prepared script for your lectures and for your introduction. This will be a helpful tool that will allow you to plan out what you want to talk about ahead of time and give yourself the chance to edit before recording. It is also a strong support for when you need to refer to something while you are talking or for direction if you lose your train of thought.

You can have a copy in a word processor on your monitor while you are recording. This way, if you position the camera correctly, you can appear to be facing the camera and yet be reading from your prepared statement.

**Listen to your recording**
Many people do not like the sound of their own voices, but it would be very beneficial to listen and watch any recordings you make prior to posting them for student viewing, even if you are certain that you did a good job during recording. Odd feedback sounds, noises you didn't notice, and the webcam cutting out from the cat unplugging the USB cable can all go unnoticed during recording and would go up for student viewing without your knowledge unless you sit and watch what you have recorded yourself. Taking the time now to make sure what you are producing is of worthy quality will save you time and effort later.

Reusability

If you would like to save your recordings for future classes beyond the current class for which you are recording, you will need to keep this in mind while recording. Being able to reuse your recordings can be an efficient and practical decision, but effort must be made to make sure that you are not referring to anything that would cause the recording to be less useful or unclear for future classes:

- Do not refer to any dates, times, months, or school terms. Do not say your first discussion post is due on Monday the 17th. Monday will not be on the 17th the next time the class runs.
- Do not reference any holidays. Don't refer to the work they will need to cover over Spring break because your next class term may be in the Summer or Fall.
- For your introduction video, do not reference specific assignments. This will be confusing to students if you spend 10 minutes talking about the importance of a case study that you replace in a future term.
Use Case: Instructor Introduction

For an introductory video for your class, the basics you will want to cover will include the following:

• A welcome to all of your students
• Any pertinent information from the syllabus that requires highlighting, but do not simply read your syllabus. They should have a copy in the course to refer to for the majority of the information.
• Goals and overarching themes of the class to give an idea of what to expect over the term.
• Some information about yourself. During online classes it is much harder to get to know your students without the visual reinforcement from an in-person class. The same is true for them getting to know their teacher. Show them you are an actual person.
• Contact information. While available in other areas of your course this bears repeating. Make sure your students know how to get a hold of you, especially in case of emergency.

Maximizing Success in the Online Classroom
OCDE 10001 – Dr. Bethany Simunich

Home

Facilitator Introduction

Transcript of Introduction: Script of Bethany Simunich Introduction.pdf
Use Case: Module Introductions

For typical recording sessions that cover a lesson, the material you will want to cover will give you a guideline for what you want to record. You may want to cover:

- An overview of the module (learning objectives, the order of materials, assignments)
- Important details that learners sometimes overlook or misunderstand
- Key assignment details, deadlines, or procedures
- The reasons why you created this module: *why is this information relevant? how does this module fit into the existing course curriculum?*

![Module 1: Getting started; Blogging; Twitter & Social Media](image-url)