

Recording video material for different stages in the transition

Make the most of your time with academic staff and capture footage that can be used in different stages of the transition process. Questions will vary from discipline to discipline, but always focus on the interviewee's interpretation and opinion based on their own experience and research. Sometimes defining a subject is a contentious issue, therefore framing the question in the individual's interpretation provides a much more varied response for editing later.

Questions

Theme of the videos: provide an introduction to studying [[SUBJECT]] by presenting the variety of interests held by staff and reassuring students about what the subject is about.

1. What does '[[SUBJECT]]' mean to you? (Consider: your own research interests, how you might explain social policy/specialist area in two/three sentences)
2. What can students expect to do on a [[SUBJECT]] degree programme? (Consider: study activities, perhaps something from your own modules/specialist pathway, or a more generic statement about the things they will learn)
3. If you teach on a Year 1 module, what is the significance of that module? (Include: what makes it interesting, how it fits in with the rest of the programme)
4. How does studying [[SUBJECT]] link to the 'real world'? (i.e. what connects [[SUBJECT]] as an academic subject to the actual experiences students or their families may have, what are the impacts of [[SUBJECT]])
5. Where can studying [[SUBJECT]] lead students in terms of future careers?
6. What one top tip would you offer to new students?

Advice

- Allocate a single day, with predefined timeslots (allow 30 mins per person, but only 15 mins interview recording time maximum).
- Book a few quiet rooms with good lighting, allow for different backgrounds.
- Choose questions that will allow for different edits for different stages of the transition.
- Issue the questions in advance, interviewees will come prepared.
- Listen to the responses, steer them away from duplicating previously captured answers and ensure that all answers are 'full answers' for ease of editing.
- Use two cameras for ease of editing later:
 - Keep cameras on the same side of the interviewer (so they look in the same direction across the frame between angles).
 - Ensure different framing (e.g. medium close up and mid-shot).
 - If interviewee is doing something interesting (e.g. lab) then film 'cut ins' separately.
 - Film some generic shots of the locations relevant to your teaching for titles.
- Edit ruthlessly:
 - Ensure a logical 'flow' of narrative and do not include you asking the question (it should not however just sound-bite after sound-bite).
 - You do not have to tell the full story or include everyone.
 - Do not include people who are uncomfortable on camera.
 - Keep duration to its absolute minimum.
- Add subtitles.
- Get consent for the videos to be used on YouTube and other formats (e.g. podcasts).

Use of videos in different stages

Each stage has a different aim for the prospective student and as such will need to be edited from your captured footage to feature the most appropriate content.

Example: What does [[SUBJECT]] mean to you?

- Public webpages
 - Definition of subject
 - A little bit of real-world contextualisation
 - Explaining the subject to a general audience
- Application stage
 - Personal motivations and experiences
 - Individuals in the Department
 - Targeting for conversion those who know a little about the subject
- Preparing To Study site
 - Research interests and modules specifics
 - Detailed terminology to spark interest
 - Teaser with detail of what students will expect to study

Matt Cornock, SPSW
November 2012/July 2013