

# From Insight to Implementation: Adapting Video Production to Enhance User Engagement

# Academic & Digital Development Practice

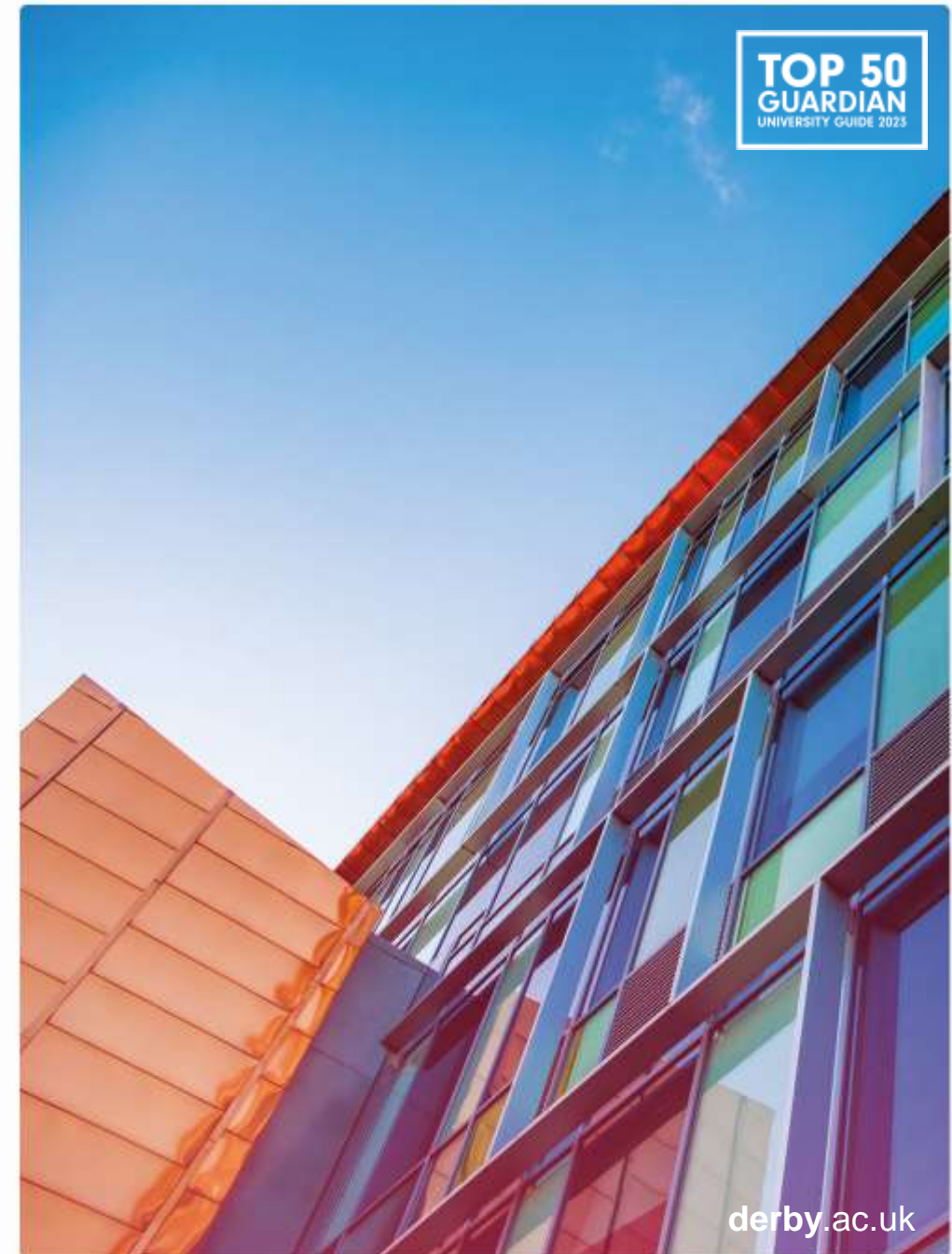
- Mandatory academic staff course – yearly update (4th year)
    - Process can be used with student content
  - Current (2024) course has been live 2 months
  - 650+ Students (academics) completion of course (2022)
    - PC; desktop/laptop
  - Analysed:
    - video content
    - engagement
  - Created:
    - data driven content plan
    - Experimentation with content
    - Built in D2L
- Mandatory staff course was a contributing factor to our 2023 TEF gold Status



# The Process

How we processed the data.

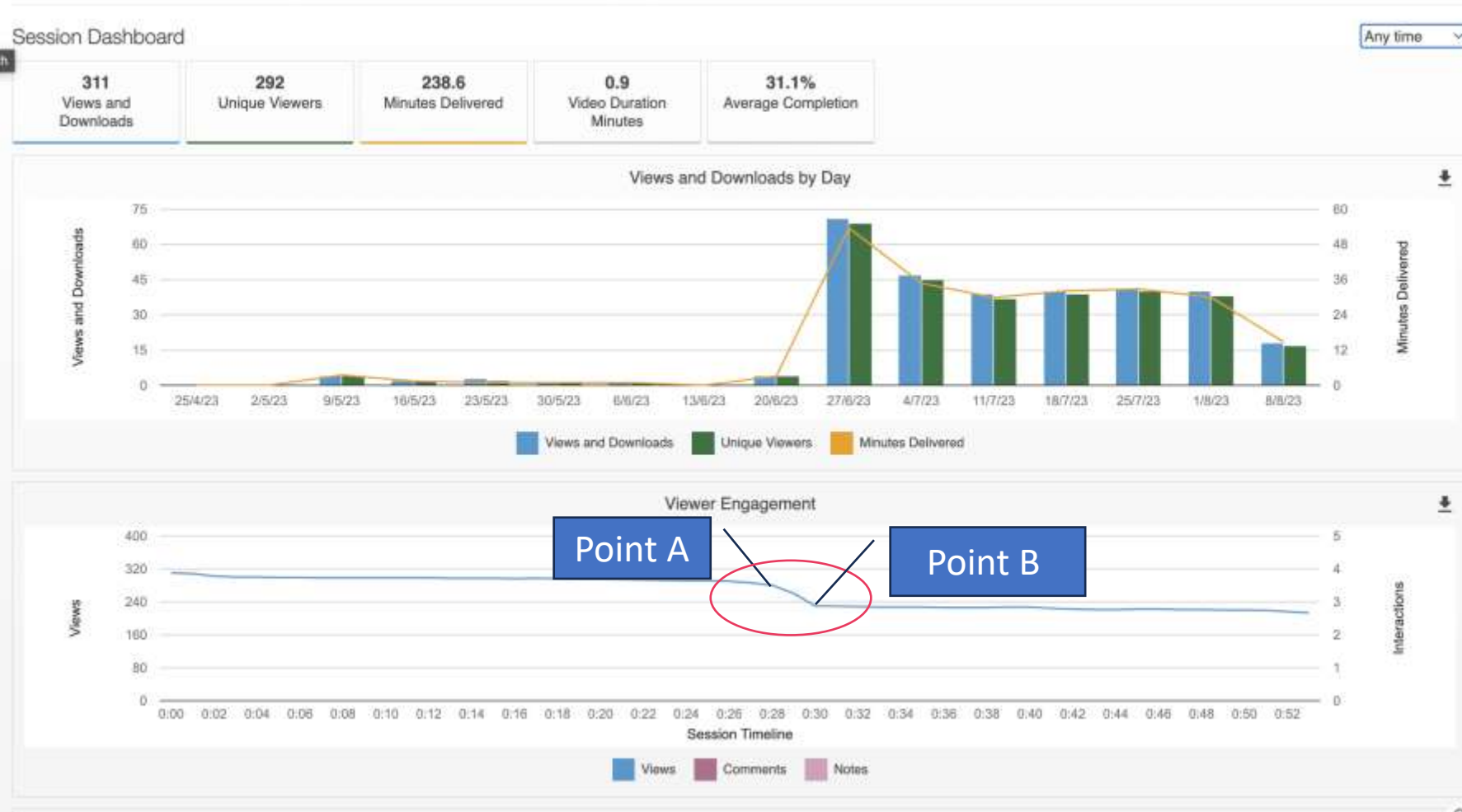
Looking for evidence of  
cognitive overload or  
disruption





# The Process Explained

Analytics > ... > Academic and Digital Practice Development Programme > Navigating Blackboard



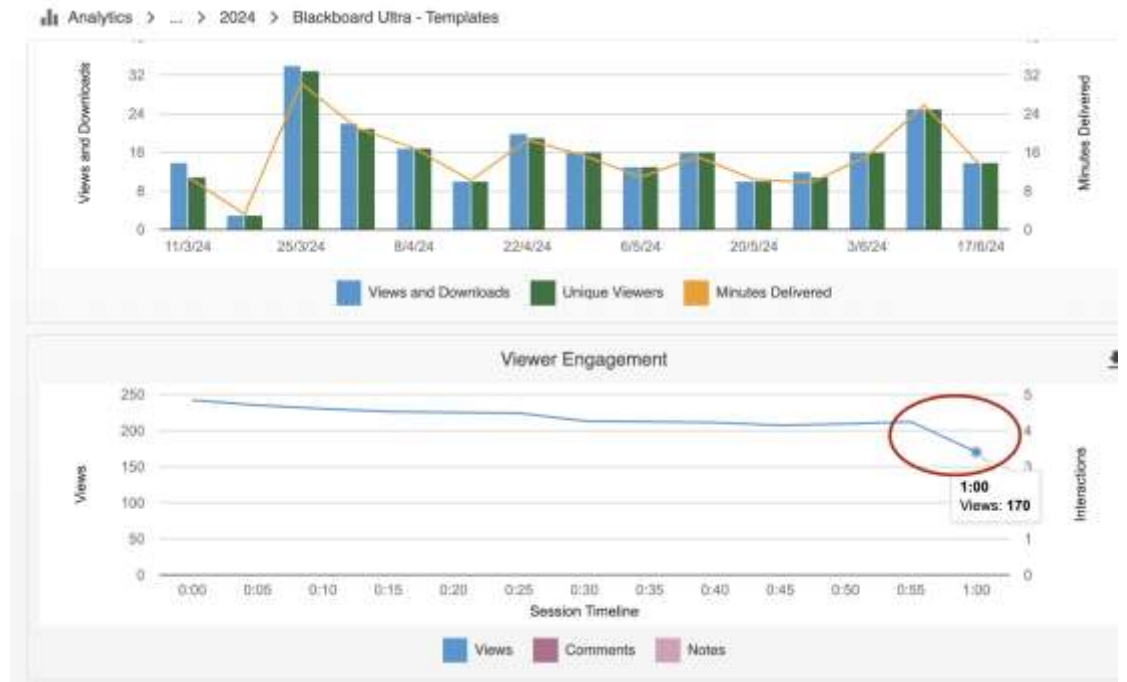


# What We Found

Trends and Phenomenons.



# End frame fall off – Marketing aren't always right



# Transitional phrasing

The course will also point you **{start on shot A}** **[start of dip]** toward further development sessions, **{Cut to shot B}** which are aligned to key themes **[end of dip]** to support you with the transition to Ultra.



# Transitional phrasing

## Original

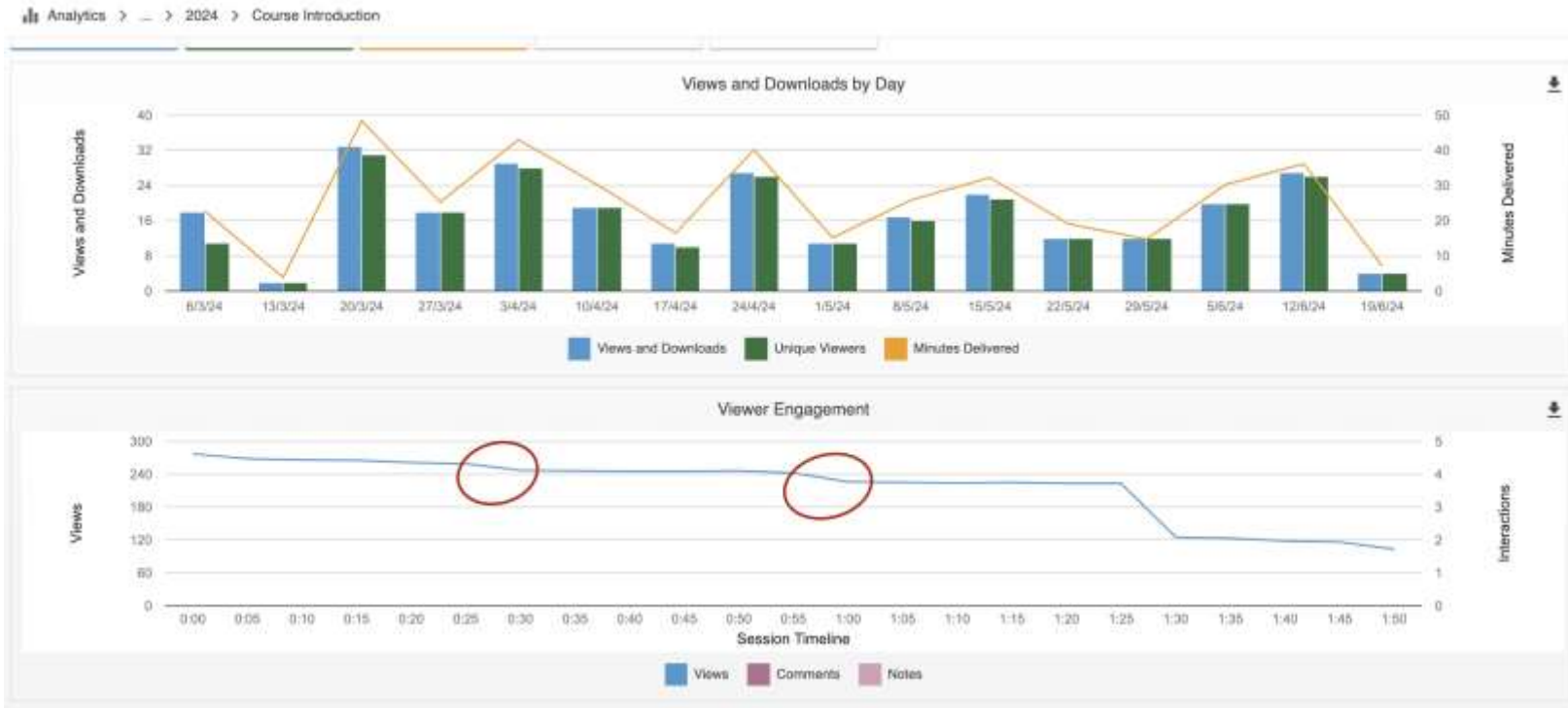
“The course will also point you toward further development sessions, which are aligned to key themes to support you with the transition to Ultra.”

## Potential Redefined version (softer)

"Additionally, we offer sessions that complement the key themes, providing invaluable support for your transition to Ultra."



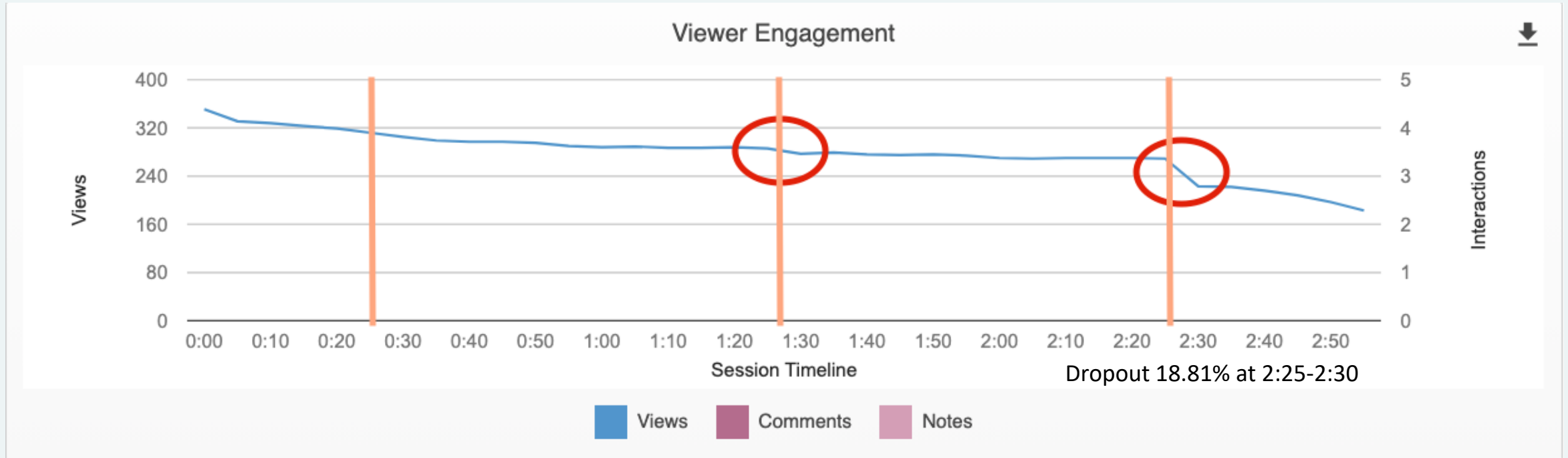
# Teleprompter tension – Small Dips



# Welcome Video – 2023



# Viewer Engagement - Welcome Video



## Original



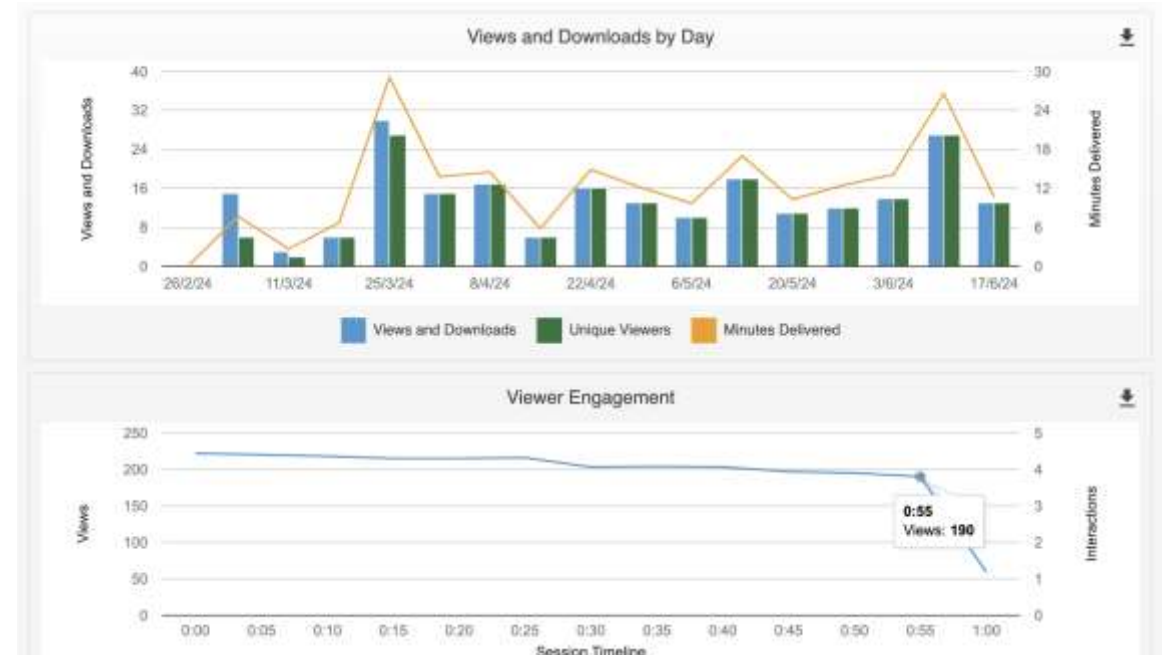
## Re edit



Ideally a fresh new scene!



# Play head fatigue - Finishing statement Fizzle



So ultimately this leads to improved outcomes, and this is creating a positive learning environment for our students.



# Abrupt visual overload



# Partial message transmission

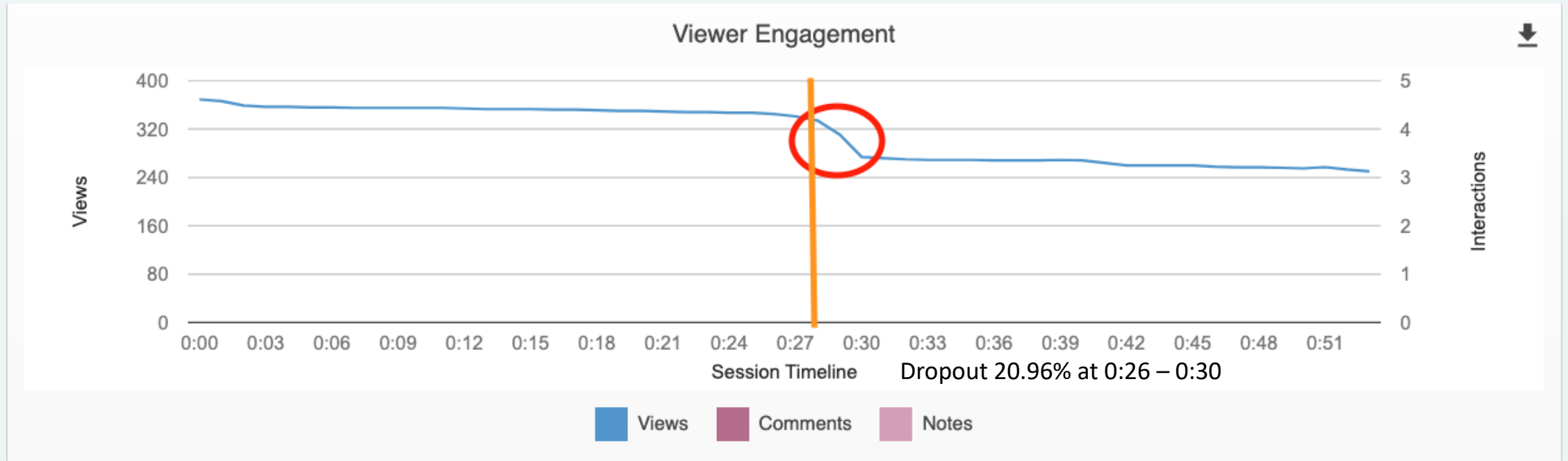
## When can you stop watching?







# Viewer Engagement - Navigating Blackboard



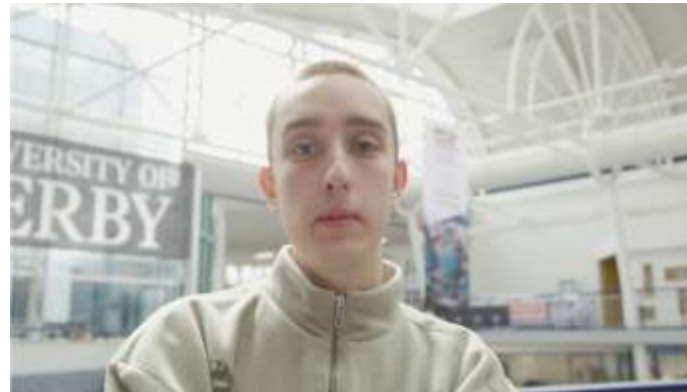
# Student Feedback from Academics or Students?



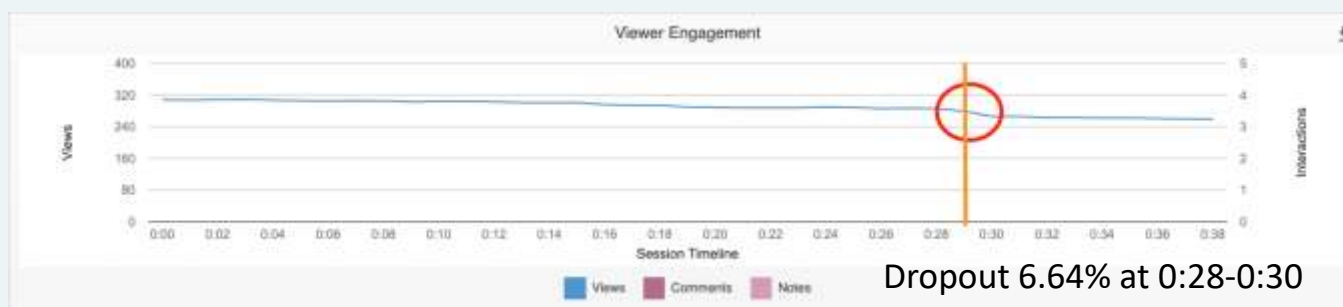
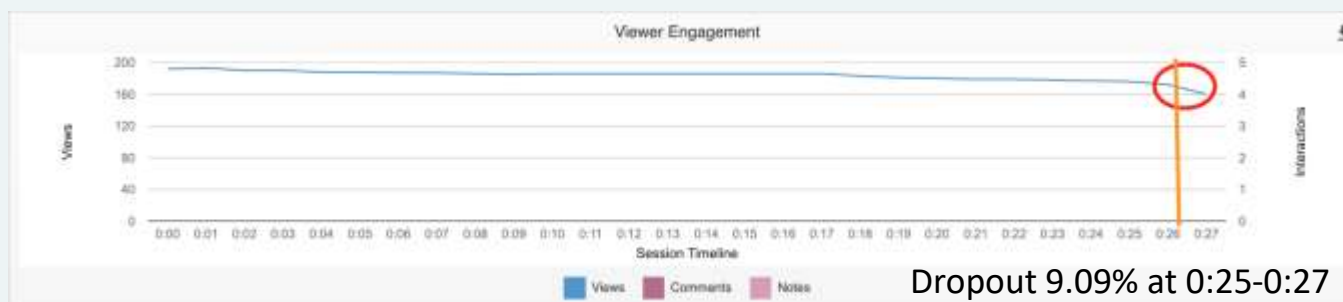
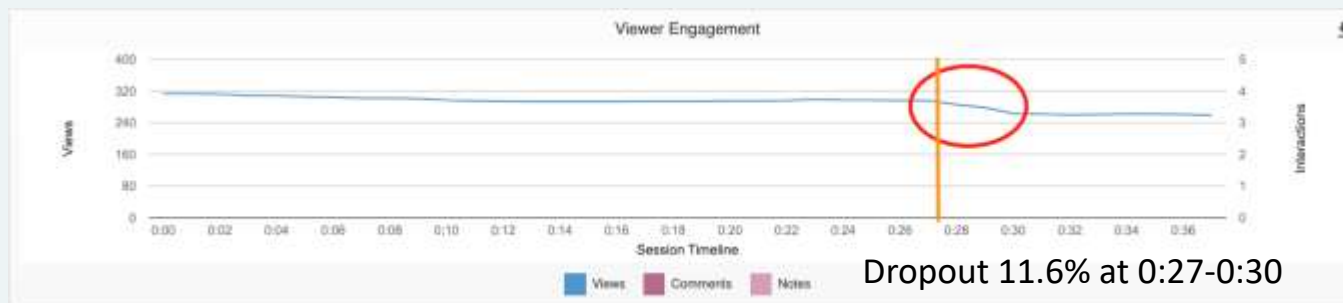
From this



To this



# Viewer Engagement - Student feedback



# Further considerations and anomalies

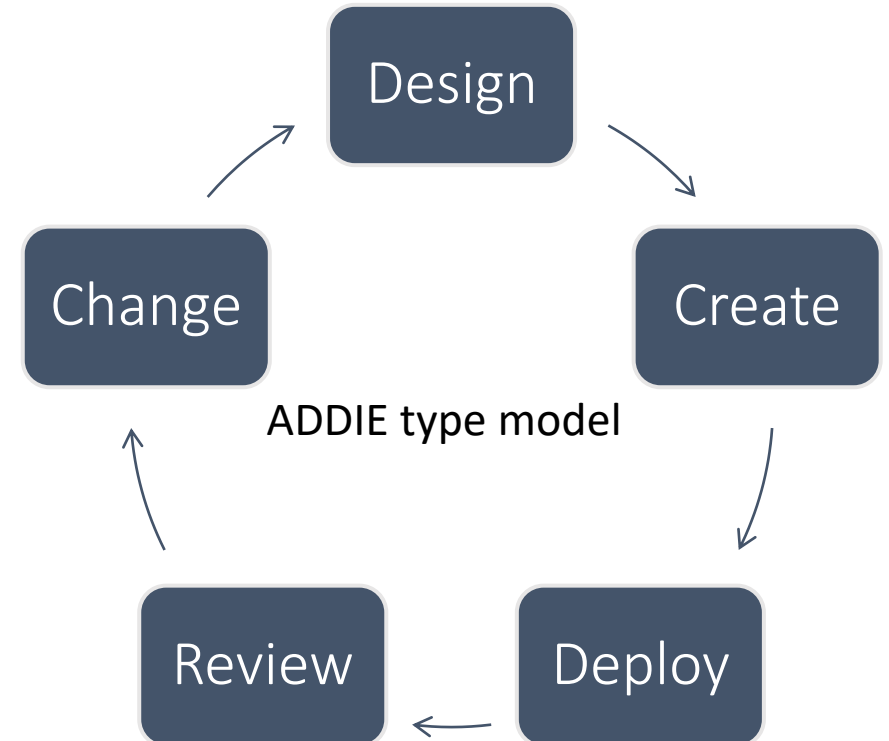
- **'Attention Hurdle'** every 25-30 seconds
- If videos don't deliver at these 'attention hurdles' Dropouts are significantly increased
- Videos of shorter length don't necessarily have less dropouts
- Dropouts can be sharp or gradual
- **Personal editing** – stop and starting, re reading context – creates own personal edit- instances of views going up halfway through video.
- **Mean misrepresentation** - When 'viewing averages' fail to capture the true nuances of human viewing behaviour.





# Future Videos – Things to consider

- Voice – Who is in the video?
- Pace – how they present
- Scenes – variety for cutaways
- Time – for single call to action messages – 30s tops
- Attention hurdles – Be aware at those intersections in the edit
- Give them reasons to invest time (25-30s) not excuses to leave.
- Variety – Try different types of videos
- Information overload? - is multiple videos better than 1 bigger video?
- Context – Where the videos sit
- Ongoing process
- Developing a glossary of terms with definitions
- Room for experimentation, Black and white? Voice over content with stock footage? Impact of these?





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# THANK YOU

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