

Manual visEUalisation

The Making of the Videoscribe

“Don` t judge, don` t insist”

Topic: Diversity & Inclusion in Adult Education

visEUalisation

HOW TO DEVELOP INNOVATIVE DIGITAL
EDUCATIONAL VIDEOS



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1. Preparation Form

Don't judge. Don't insist! is the first video [2Kroner](#) ever created. We had no prior knowledge of using the applied software [Sparkol VideoScribe](#) and did not know how to draw digital images on the computer. Thus **Don't judge. Don't insist!** gives you a realistic insight how far you can get after some initial training.

During our project we realised that the process of videomaking runs smoother when you invest time in preparatory thoughts in order to avoid time consuming and ineffective alterations in later stages. One initial tool to set up **Don't judge. Don't insist!** was a specific **preparation form** on the topic. It's a template that supports you to gain clarity about your motivation to make a video and to specify the target group. In the **preparation form** you answer three crucial questions about the topic in mind:

- Why do we make the video?
- Who should see the video?
- What are the key points of the video? What should the viewers learn from the video?

During the entire process of video making you can and should always come back to those questions, especially when it seems the video team seems a little bit lost and off course. It is crucial for successful teamwork that the team forms a joint understanding of the video's objectives and the future recipients before you are starting to make things visual:

Preparation form: Diversity & Inclusion in Adult Education

VisEUalisation Project – how to develop innovative digital educational videos
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SUMMARY FOR VIDEO PREPARATION	
Name of the Topic:	
Diversity & inclusion in Adult Education	
OBJECTIVES. Why do we make the video?	
Diversity and inclusion are two very specific concepts that are used for navigating inequality issues. Albeit both concepts are not unproblematic in their scope. Questions such as "Who is not yet included and who decides who is included when, how and where?" or "When is any given group diverse and according to whom? who do we diversify for?" highlight that whenever diversity and inclusion are employed a hierarchical power structure underlies which usually benefits a supposedly homogenic or non-diverse group of people. The video should not be a concept or terminology explanation but rather be a visually palpable example of divisive dynamics and raise the question how we as educators can trace those dynamics and intervene in a meaningful way.	
TARGET GROUP. Who should see the video?	
Trainers in adult education, administrative staff in educational institutions, train-the-trainer-staff and institutions.	
What are the key points of the video? What should the viewers learn from the video?	
Why – as an educator – it is important to recognize concepts such as diversity and inclusion. Successful diversity and inclusion endeavors require attention and dedication. There is no "one fits all" solution.	

An example is shown here, but all the images are saved in a folder as an attachment:

23 Images related to the topic:

50 words related to the topic:

Diversity	Education	Ability	Accountability	Hoisting
Difference	Certificate	Skills	Adjustment	Harvesting
Trainer	Validation	Talent	Privilege	Creativity
Teacher	Community	Drive	Discrimination	Institution
Student	Categorisation	Roles	Deprived	Formal
Classroom	Motivation	Power	Peerpressure	Nonformal
Mobbing	Learning	Language	Progress	
Equality	Foster	Innovation	Fox	
Equity	Teaching	Fear	Stork	
Marginalisation	Matfounish	Failure	Tale	
Exclusion	Responsibility	Success	Support	
Inclusion	Aptitude	Continuity	Environment	

In addition, this preparatory process invites you to cast a first glance at existing free stock images. This research gives you a deeper insight about the visual language that already exist about your topic in mind. You will find both: graphics that respond to your own visions and portfolio and visualisations that you would never use. In the case of **Don't judge. Don't insist!** we did not make use of a lot of stock images as we were curious to explore the new opportunities self-drawn images might open up. We wanted to test out if we could master the graphic tablet.

An initial **brainstorming of 50 words** supports the preparatory process. Brainstorming in general opens your mind and hereby supports you to outline your topic. The collected catchwords might be useful to transport your message. They gain further importance if your plan is to upload your video to YouTube or other websites. Significant keywords make it easier to find an interested audience. Altogether the **preparation form** is a useful tool to familiarize yourself with your topic.

2. Storyboarding

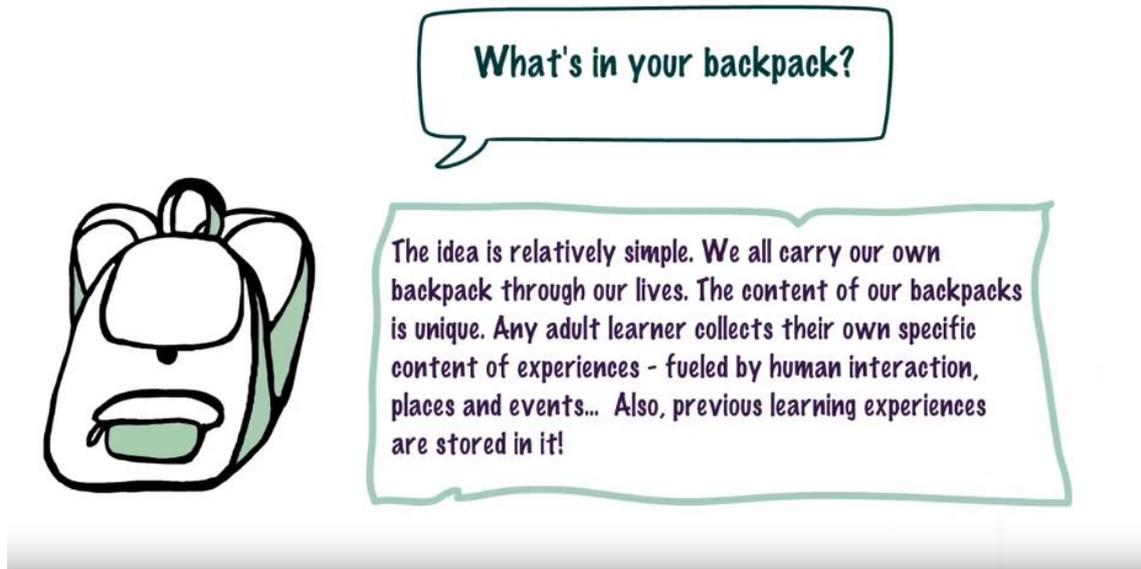
A **storyboard** is a popular and essential tool to prepare a video. Our conclusion is that neither outstanding images nor an excellent technical realisation can compensate a poor or non-existing storyboard and storytelling. A storyboard is a visual representation of how your video will unfold itself screen by screen. As it is an internal work document it does not need to be tidy and nice at all. Don't get too detail driven! It's more important to doodle rough and fast to capture every idea that comes up and to develop a sense for the narrative. The storyboard of **Don't Judge. Don't insist!** is simply sketched with a pencil. The internet offers a wide range of free storyboard templates. We downloaded a free word-template from www.boords.com. But even a scratchpad or flipchart might do the job. You can learn more about creating a captivating story in our **visEUalisation Toolkit Storytelling**. This Toolkit offers 20 master plots that support you to elaborate characters and stories.

The story of **Don't Judge. Don't insist!** is nevertheless first and foremost an attempt to share our first-hand experiences as trainers in adult education. At this point of the visEUalisation - project we had not been yet trained about plotting. We simply centred the video around an already existing concept of our business attitude and teaching.

The concept of “a backpack filled with experiences” everybody is carrying around we use to remind us that it is our responsibility not to judge adult learners fast and easy only because they are not acting in accordance to our very specific expectations or life

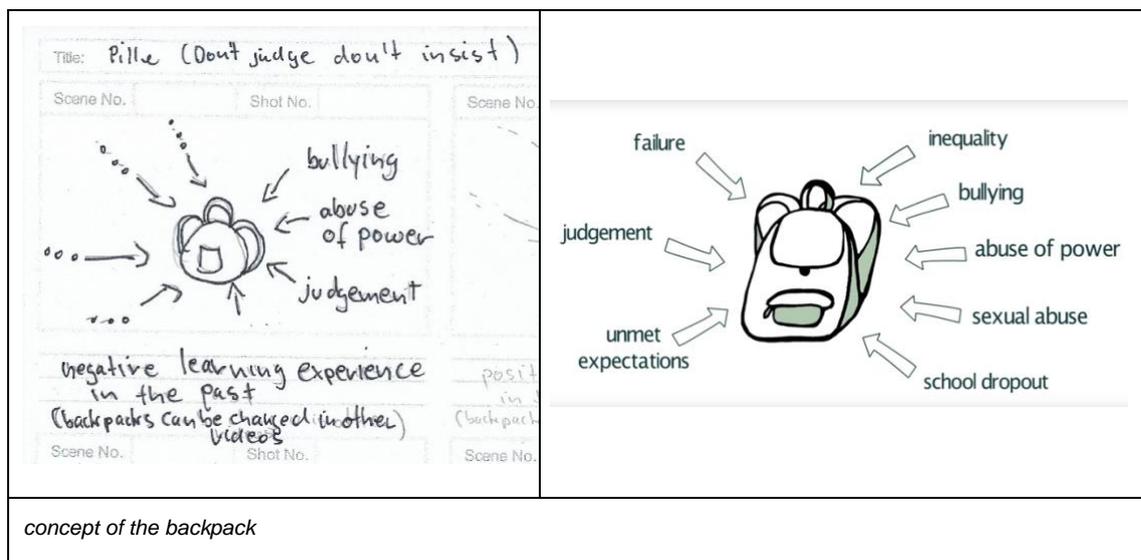
experiences. In the 2Kroner “Code of Conduct: Learning” we state that it is “neither our place nor our job to judge the current status of the respective learning biographies and strategies of the individual(s) in front of us.” Every adult learner and as well the trainers have gained a lot of life experiences – good ones and not so good ones. We all carry our backpack:

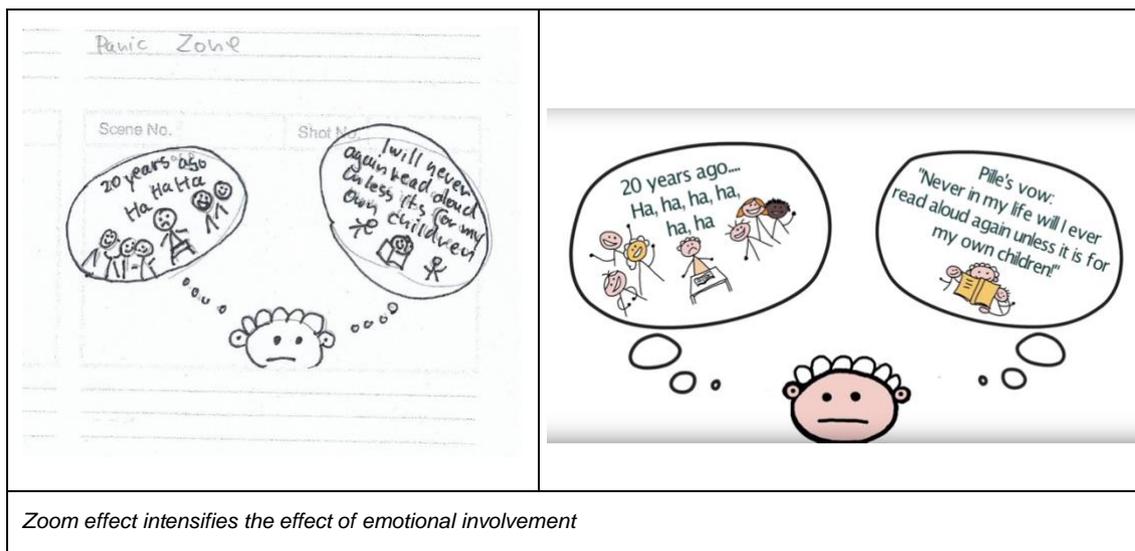
Scene from Don't Judge. Don't insist!



The video making process itself might develop or change your original storyboard – which is totally fine. Some things seem gorgeous in script form, but for whatever reason don't work visually. However, you can see that crucial scenes and ideas were realised according to the storyboard.

Storyboard and realisation by comparison:





As **Don't judge. Don't insist!** was our first video the biggest challenge was to restrict ourselves. The first thought was to have a story for all of the three learners presented at the beginning of the scribe showing as well three individual backpacks. But what might seem quick and easy on paper soon develops into a way too long film in reality. If realised it would have taken more than 20 minutes to play the film, which is not suitable for our workshops. We really struggled to apply some helpful rules:

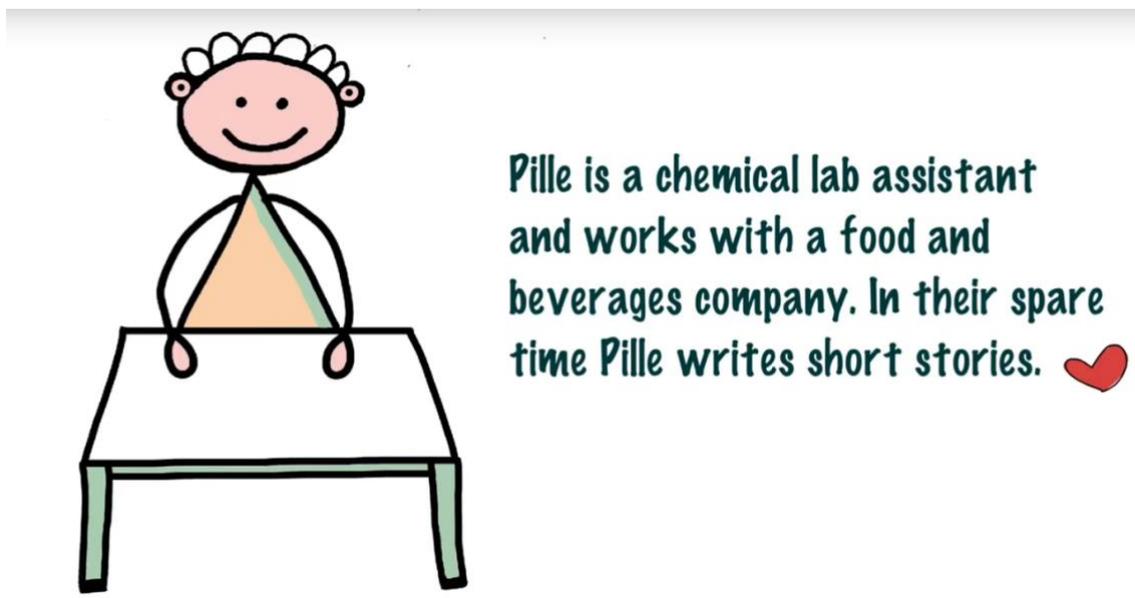
- Try to keep it simple. Reduce the number of characters and create a clear and easy to follow story line.
- If you are creating a videoscribe, a video or film avoid or reduce dialogues as much as possible and trust the pictures.
- You will never build the perfect story. Allow yourself to finish it and let it go.

However, the video **Don't judge. Don't insist!** can with only small adaptations be used as a template to develop other characters carrying a completely different backpack – for instance filled with the experience of structural racism, illness, anxiety, disability, poverty, sexism... – there are no limits to your creativity. There are more images of “Mario” and “Petra” for you to download in our library than we used in the final scribe. You only have to vary the text and maybe to produce some more images. In this way **Don't judge. Don't insist!** is more adaptable as the very specific stories 2Kroner tells in the videos **Mind the Gap** or **Bloodshed**.

3. Images

For **Don't Judge. Don't insist!** we created stick figures. Basically, only upper bodies and basically formed by an outline. The decision to represent only the upper part of the body

saved us some time. At this point of our learning experience everything else would have been too ambitious as none of us has unlimited time to produce images and you have to get acquainted with the graphic tablet. Nevertheless, we took care to represent different skintones and genders. The main character Pille was designed as a non-binary character bearing a genderneutral fantasy name and referred to with the pronoun “they/them/their”:



However, despite our good intentions we noticed that the audience interpreted Pille to be a female character, mostly because of the scene where Pille is reading to their kids. This goes to show that certain topics – like the care aspect of parenthood – are so strongly tied to certain gender expectations in people’s minds.

To create digital characters, you need both a pen tablet and an image-editing program. The **Don’t judge. Don’t insist!** characters were drawn with a **Wacom Intuos Pro Pen Paper Tablet M** and edited with the free and open source image-editor **GIMP**.

Both Tools together will take you probably 2-5 days to get acquainted with and to figure out your preferable settings (beginners, no prior knowledge). Don’t be disappointed at the beginning. Eye-hand coordination is challenging if you have never drawn on a tablet before. During the first hours it was a challenge for us even to draw a straight line or a neat circle. You can learn more about GIMP in the “visEUalisation Online Course Unit Digital Image Processing”.

User interface GIMP:

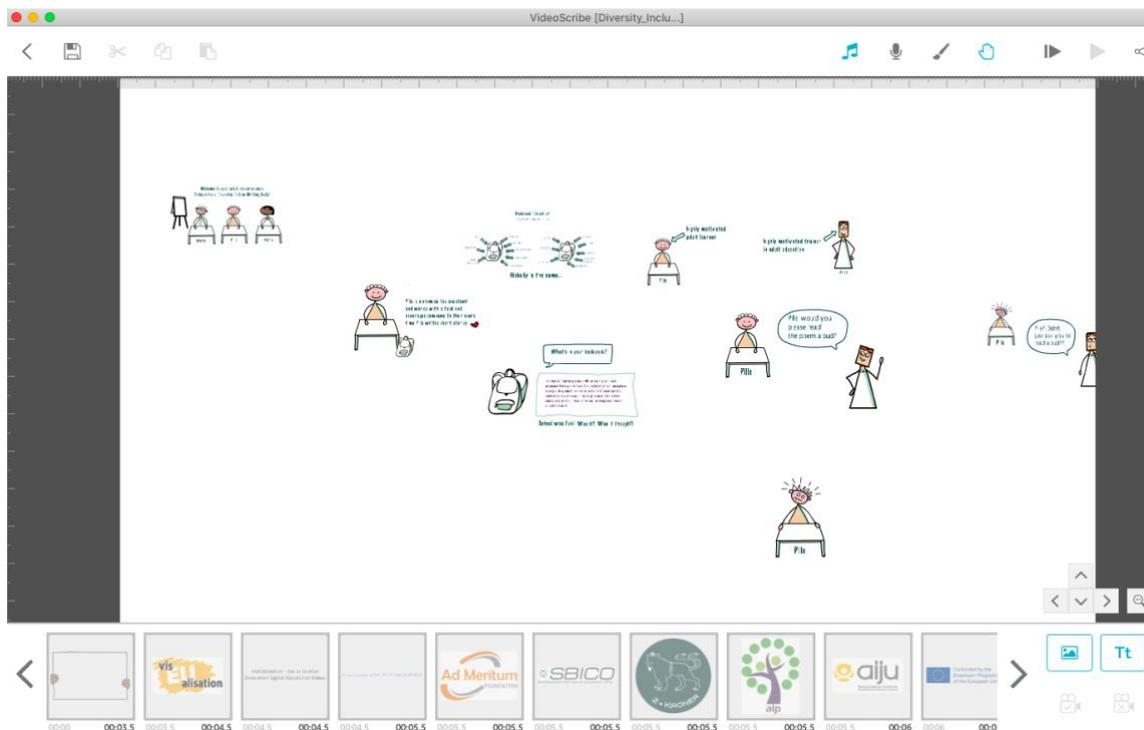


If you rely on stock images or the original VideoScribe gallery of images the challenge will always be to display a scenery that fits together and differs not too much in style and colours. Our experience is that creating your own images does not only allow for you to represent exactly the characters and gestures you need but it also adds an unique style and makes your video appear that much more cohesive. An individualised style makes your video way more distinctive than the average whiteboard video online. It has much greater recognition value and is way more memorable.

4. Sparkol VideoScribe (the actual software)

Don't Judge. Don't insist! is set up with [Sparkol videosoftware VideoScribe](#). VideoScribe is a typical **whiteboard style animated video software** that allows you to create animated whiteboard videos. You can select images from the VideoScribe library, upload your own images, type text, select fonts and add music or voiceover.

Interface VideoScribe: Don't judge. Don't insist!



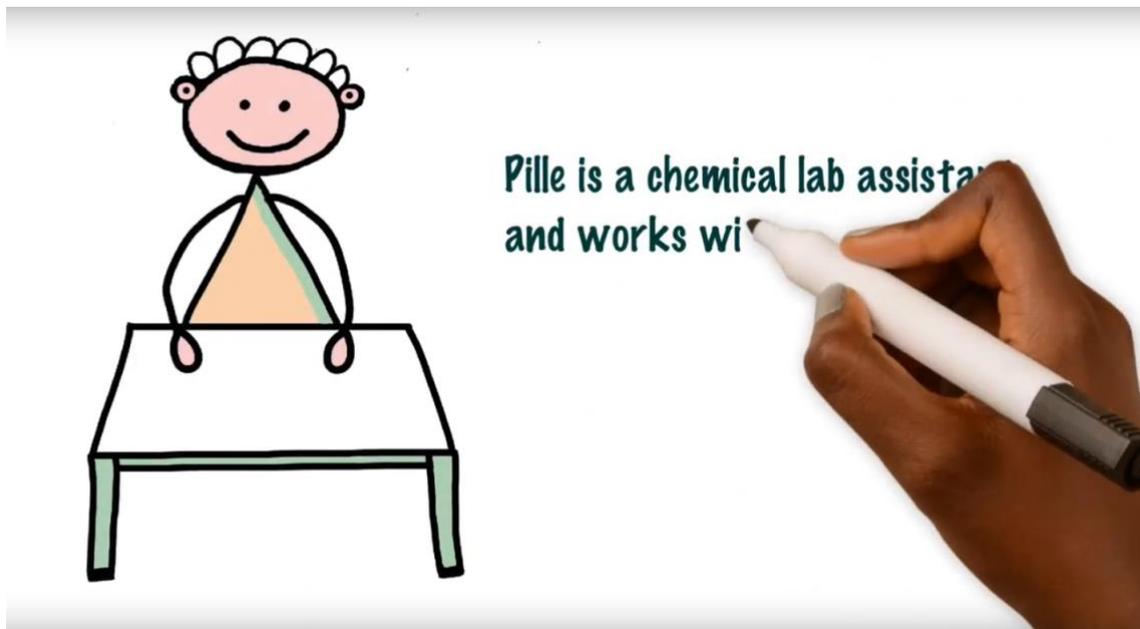
As you can see, the software allows you to create your scenes via uploading and arranging the various elements on a **big virtual whiteboard**. The respective scenes will be run according to the pace you set. The screenshot demonstrates why a well thought out **storyboard** is an absolute must. It is a bit like making a real movie: after a scene is shot it is difficult to make essential changes without a re-shoot. Meanwhile minor adjustments in colour or pace are quick and easy to implement into the video draft. We have to stress it again: Major changes are complicated. Replacing a single image is manageable at any point of the process but adding an entirely new scene, changing the order in a sequence or adjusting the zoom can be very time consuming and nerve wrecking. Every retrospective change runs the risk that you suddenly have to adjust all neighbouring scenes. Or that you – by accident – destroy the settings of a scene that already was in the can.

In the beginning the most difficult thing with VideoScribe is to set the camera position and to adjust the zoom. The movement on the screen was confusing. It took us some time to realise that by default VideoScribe will draw each element in the centre of the screen. They call this the camera position and you can customise and lock the camera position for each element to control how an element appears on screen. This VideoScribe tutorial might help you to set the camera:

<https://help.videoscribe.co/support/solutions/articles/1000033728-use-zoom-and-set-the-camera>

Sparkol VideoScribe offers great features to add to your video. In **Don't judge. Don't insist!** we applied the “hand feature”. The hand feature allows you to select a hand and/or writing utensil you want your text and images drawn in. You can choose from a varied selection. The “hand feature” is part of the unique aesthetic you might know from various educational scribes throughout the world wide web. It is popular because it is very easy to apply and makes a great effect. If you choose to use it you have to take into consideration that images and letters that are drawn by the “hand” take a little bit longer than elements that are just faded in. The “hand” will contribute significantly to the total length of your film.

The typical “hand feature”:



If you work with a video it is helpful to note your main decisions on specific colours (hex value code) fonts and hands/features either on the storyboard or elsewhere. You will have to enter the information repeatedly. By documenting it immediately you make it easier for yourself to reproduce your chosen style in future videos.

Don't judge. Don't insist!'s main settings:

Fonts styles: Marker felt Thin (explanations), Zapf Dingbats (speech bubbles)
Font colours: dark petrol #3c39, dark lilac #320f47 and red #ed1c24 (Note: VideoScribe offers a preselected colour palette but you can also enter a defined hex value which gives you the freedom to individualise colours and to take up colours of

your corporate design or logo. This was done here as the dark petrol colour is the colour of the 2Kroner logo.

Hands: “hiswill”

Music: „Photo Album“ Bensound (Benjamin Tissot) www.bensound.com

VideoScribe is an easy to learn whiteboard style animated software. You`ll need 2-5 days to get acquainted with it and after that it will be sheer fun. However, our conclusion is that you should have prepared a ready-to-go **storyboard** and a good idea of the video you want to create. Every minute not invested in preparation will cause a double amount of time during the realisation. Check as well the visEUalisation Online Learning Units about Videoscribing and Storyboarding.

5. Music

At a late Stage of the process we changed the music/sound of **Don` t judge. Don` t insist!**. We aimed to try something new. The accompanying music was not simply taken from the VideoScribe Library. We decided to look for additional free music and found the Website of Benjamin Tissot, a french composer who offers a range of his tunes for free under www.bensound.com. The chosen title “**Photo Album**” was first downloaded from www.bensound.com to our computer and then uploaded to the VideoScribe Library. Once uploaded to the VideoScribe Library you can apply the sound as any other original tune from VideoScribe. In addition, some extra sound effects were added during post-processing. This was easily done with the iMovie app by apple. We aimed at keeping costs low. So extra sounds were taken from the library and not custom bought. We think you can come a long way with free of charge material.

6. Referential Sources: Online Tutorials

Selection of storyboard templates, ideal if you want to print your templates and sketch your storyboard in the traditional way by hand: <https://boords.com/storyboard-template#pdf-storyboard-templates>

“**How to storyboard – the basics**” by James Chambers. Very briefly summed up and useful introduction into storyboarding: <https://boords.com/blog/how-to-make-a-storyboard>

Copyright and free-to-use websites for sharing and downloading photos, illustrations, vector graphics:

<https://pixabay.com/>

<https://unsplash.com/>

<https://www.needpix.com/>

Copyright and free-to-use website for downloading tunes for multimedia projects such as videos and web applications with credit to Benjamin Tissot:

<https://www.bensound.com/royalty-free-music>

whiteboard style animated video software [Sparkol videosoftware VideoScribe](#).

Sparkol VideoScribe Tutorial on camera position:

<https://help.videoscribe.co/support/solutions/articles/1000033728-use-zoom-and-set-the-camera>

Sparkol VideoScribe Tutorial on “hand feature”:

<https://www.youtube.com/watch?v=dpb2kLnYqx8>

7. Imprint

This paper was written in the framework of the Erasmus+ Project “visEUalisation – How to develop innovative digital educational videos”. Authors and final editing: Julia Keil and Jan Schröder from 2Kroner (www.2kroner.de)

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