

Manual visEUalisation

The Making of the Videoscribe

“Problem Tree Analysis”

Topic: Project Development for NGOs in Adult Education

visEUalisation

HOW TO DEVELOP INNOVATIVE DIGITAL
EDUCATIONAL VIDEOS



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1. Preparation Form

Problem Tree Analysis is the fifth video [2Kroner](#) created. During our project we realised that the process of videomaking runs smoother when you invest time in preparatory thoughts, thus to avoid time consuming and ineffective corrections in later stages. One initial tool to set up **Problem Tree Analysis** 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. 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: Project Development for NGOs in Adult Education



visEUalisation Project – how to develop innovative digital educational videos
2018-1-PL01-KA204-050821



Co-funded by the Erasmus+ Programme of the European Union

SUMMARY FOR VIDEO PREPARATION
Name of the Topic
Project Development for NGOs in Adult Education
OBJECTIVES. Why do we make the video?
Project development within the realm of NGOs and grassroots organisations is often seen as a time consuming and unpaid activity. It's also often understood as a very complex set of skills that are uncreative and boring. The aim of the video is to present a timesaving and collaborative tool that allows for a participatory group process where everybody is heard and can contribute. Thus, making project development a joint effort with benefits. The benefits being: a shared vision/goal from the very beginning of the project, evenly spread responsibilities and knowledge about the project etc. ...
TARGET GROUP. Who should see the video?
Trainers/facilitors dealing with project development courses – both as services to NGOs as well as in train-the-trainer settings.
What are the key points of the video? What should the viewers learn from the video?
Project development can be conducted in a timesaving way that still allows for a group process.



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

25 images related to the topic

50 words related to the topic

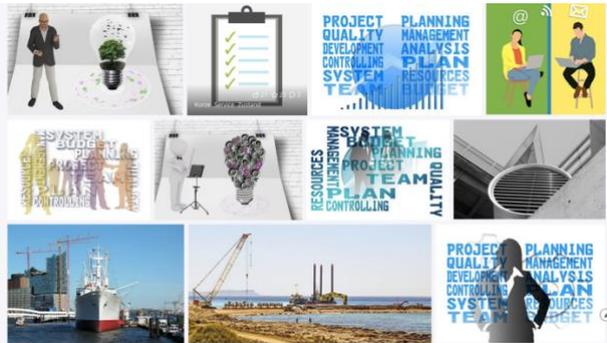
Goal	Innovation	Problem	Phase	Adaption
Impact	Development	Purpose	Brainstorming	Sustainable
Output	Implementation	Collaboration	Project Lingo	Creativity
Tangible Output	Resources	Framework	Participation	Information
Activities	Budget	Logframe	Role	Timebound
Work Package	Grant	Solution	Project Team	Solving
Milestone	Evaluation	Attainable	Structured	Provider
Work-Break	Indicator	Measurable	Purpose	Maximise
Down-Structure	Qualitative	Success	Issue	Minimise
Project Cycle	Quantitative	Criteria	Need	Focus
Structure				



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 **Problem**

Tree Analysis we could not make use of a lot of stock images. The aim of **Problem Tree Analysis** is to present a timesaving and collaborative project development tool for NGOs that allows for a participatory group process where everybody is heard and can contribute. But many existing images representing **project development** are either linked to the construction industries or IT services. Moreover, project development is often seen as something that only the project manager does, preferable a top down acting person that works in a business suit:

The web's mainstream presentation of project development:

 <p>The web's mainstream presentation of a project developer</p>	
<p>image: Mohamed Hassan www.pixabay.com/de</p>	<p>further online search results: www.pixabay.com/de keyword: project development</p>

It became pretty obvious, that for **Problem Tree Analysis** we'd have to create our own imagery if we'd wish to address people active in NGOs and social initiatives. You might however notice that e.g. the stock image of the tree shown in the preparation form was selected early in the process and incorporated in the video. The image of a tree with roots and branches is substantial for the method the video presents.

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 a website. 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 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 **Problem Tree Analysis** 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 **Problem Tree Analysis** is a plot-mixture between a “**Quest**” and “**Transformation**”. Within **Problem Tree Analysis** we want to share our first-hand experiences that NGOs have to go through a conscious **transformation process** to adapt to the rules and expectations of funding institutions. 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 exactly realized according to the storyboard.

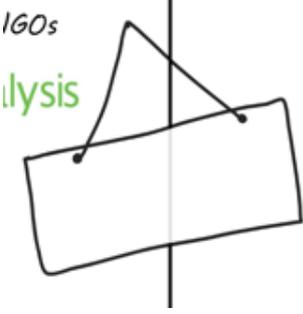
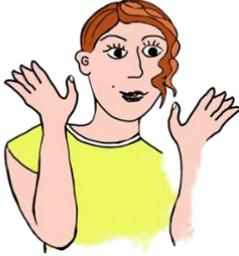
Storyboard and realisation by comparison:

<p><i>Zoom effect intensifies the effect of an annoying chatter galore...</i></p>	

A storyboard is particularly important in case somebody else is responsible for the technical realisation of the video and/or the drawing of graphics.

3. Images

For **Problem Tree Analysis** we combined free stock images and images made available through the [Sparkol videosoftware VideoScribe](#) with many individually created graphics:

		
<p>Free stock image: Ciker-Free-Image-Vector www.pixabay.com/de</p>	<p>stock image: VideoScribe library https://www.sparkol.com/en</p>	<p>Individually created image by 2Kroner you can find in the "visEualisation -elibrary"</p>

Using some stock images saved time during the making of **Problem Tree Analysis**. Nevertheless, 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 homogeneous. 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. For **Problem Tree Analysis** we decided to create individual main characters. Meanwhile, less significant text containers, arrows, bullet points and the like were taken from stock imagery where possible.

To create digital characters, you need both a pen tablet and an image-editing program. The **Problem Tree Analysis** characters where drawn with a **Wacom Intuos Pro Pen Paper Tablet M** and edited with the free and open source image-editor [GIMP](#).

User interface GIMP:

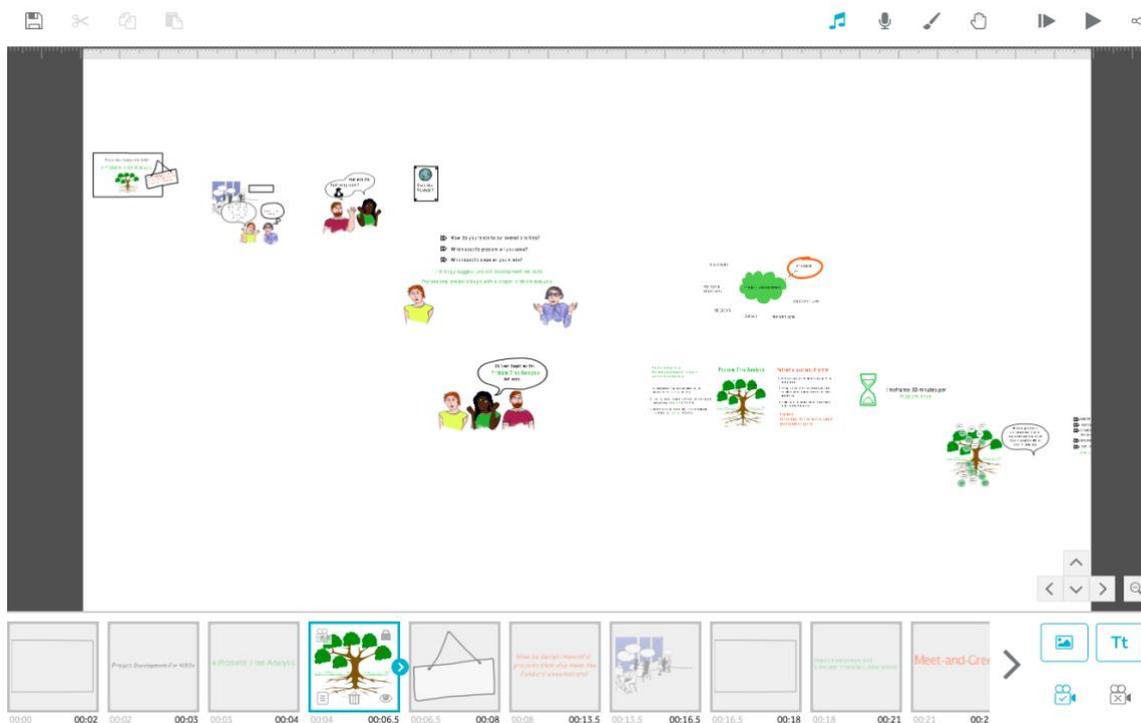


Both Tools together will take you probably 2-5 days to get acquainted with and to figure out your preferable settings (beginners, no prior knowledge). Don't be disappointed at the beginning. Eye-hand coordination is challenging if you have never drawn on a tablet before. You can learn more about GIMP in the “visEualisation Online Course Unit Digital Image Processing”. **Problem Tree Analysis** was the fifth video we ever made. The characters are a compromise between the rather reduced and easy to made stick figures in the video “Don't judge don't insist” and the very elaborated time-consuming graphics in the video “Mind the Gap”. The decision to represent only the upper part of the body saved us some time. However, this technique using Gimp's “smudge tool” only works if you choose a white background in your video.

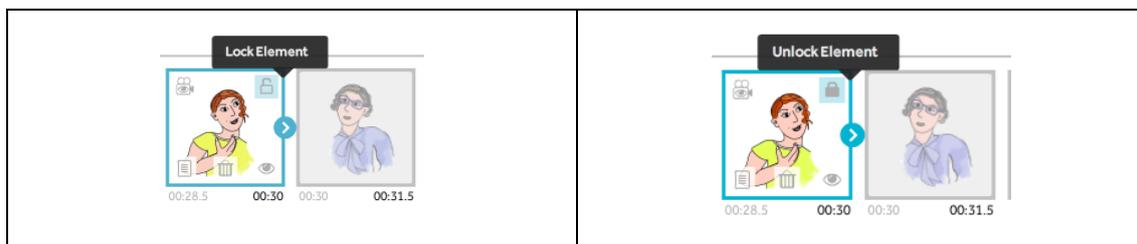
4. Sparkol VideoScribe (the actual software)

Problem Tree Analysis 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: Problem Tree Analysis

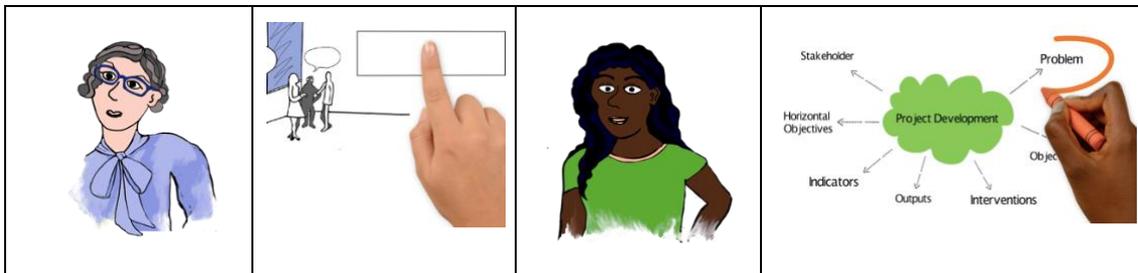


As you can see, the software allows you to create your scenes via uploading and arranging the various elements on a **big virtual whiteboard**. The respective scenes will be run according to the pace you set. The screenshot demonstrates why a well thought out **storyboard** is an absolute must. It is 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. 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. A quite useful feature in VideoScribe is therefore the possibility to lock elements you are satisfied with:



Sparkol VideoScribe offers great features to add to your video. In **Problem Tree Analysis** we applied the **“hand feature”** and **“animated gifs”**. 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. For **Problem Tree Analysis** we adapted the hand feature in accordance with the character that drives the story in a specific moment:



The animated arrows are another feature taken from VideoScribe. To find various animated images in the VideoScribe Library use the keyword „gif“:



Animated images add refreshing touches to your video, in particular if your video is a little bit longer. With 04:31 minutes **Problem Tree Analysis** is a rather long video. We created it to use it in teaching/online teaching and not for facebook or other fast-moving environments.

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.

Problem Tree Analysis’ main settings:

Fonts styles: Marker felt Thin (speech bubbles), Helvetica Neue Medium (explanations)

Font colours: black #000000, green #5fbb46, orange #f15a29 (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.

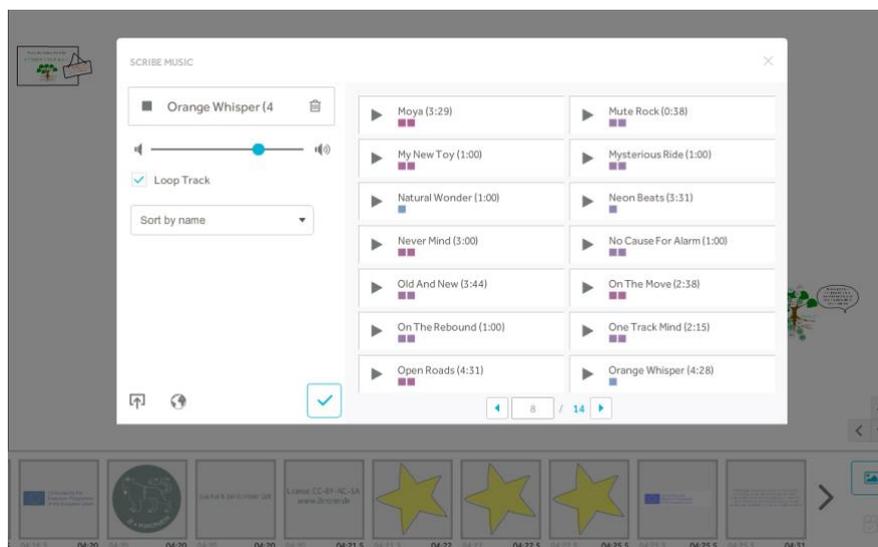
Hands: „hannah“ (white), “hiswill” (black)

Music: „orange whisper“

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 Unit about Videoscribing.

5. Music

For **Problem Tree Analysis** the accompanying music was simply taken from the VideoScribe Library which offers a wide range of choices: the chosen title is “**orange whisper**”. No post-processing was made. If you decide for a title lasting not as long as your video you have to activate the “loop track” feature:



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>

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

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

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

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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