Videos in Presentations
Role of the Session Leader

Why Use Videos?
In an LLC music class or theater class, for example, historic performances of pieces and plays could easily be displayed via streaming video. In a current issues class, videos of interviews and debates among experts could be viewed and compared. In a class focused on a place, such as in a class on cities or a class on James Joyce's *Ulysses*, a video walk through a city like Dublin would be readily available. Such displays would certainly add clarity and impact to a presentation.

Video Resources:
For streaming video, YouTube and TED are but two of the many Internet sites that make videos available for free, and such sites can be easily accessed in the LLC classroom. YouTube and TED host huge archives, containing videos addressing all of the topics studied in LLC classes. TED features high-quality talks by experts on innumerable issues. YouTube hosts digitized versions of new and classic recordings, films, TV documentaries, interviews and more. For movies and CD versions of audio content, the public library and a service like Netflix offer a wide range of content.

<www.TED.com>   <www.YouTube.com>

Tips for Integrating Videos into a Presentation

- **Target the Content**: Video content should be one element within a presentation; *it should not be the whole presentation.* Nothing replaces a presenter's interaction with the class. Thus, once you have a draft of your presentation in hand, decide when and approximately how long to use video content. For example, a short clip from a video could be a great opener for a presentation, really grabbing the class's attention, or a powerful closer, adding a visual element at the end. Or a few clips shown at intervals throughout a presentation could prompt discussion on different but related themes.

- **Locating and Using Video Content**:
    1. **Before** visiting video sites, assemble a list of search words to use in the site's search bar, including topical words and descriptive terms, names of experts and specific formats, such as "interview with . . .", "documentary of . . . ", "performance of . . . .", etc.

    2. **Next**, select and visit one of the easy-to-use sites, and enter the various terms into the site's search bar, and sample many of the listed videos. If necessary, use links on the site's sidebars to connect to other relevant videos.

    3. **Save and Integrate**: Once you have located an appropriate video clip, save its Internet address. Use the bookmark feature of your web browser, or copy the web

address at the top of the screen and paste it into your slide show or into a digital version of your text or notes cards. Place the address at the exact point in your presentation where the video should be displayed. Then, during your presentation, a click on the address should link directly to the video.

4. **Practice**: Rehearse your presentation including the video display; do it again and again until you feel comfortable with the routine. Usually, you can control the start and stopping points of a video by managing the time-elapsed bar at the bottom of the screen. Also, ask for help and support from the course coordinator. The coordinator will help you set up the technology in the room and help you manage it during a presentation.

5. **Anticipate problems**. Sometimes video or audio technology just does not work during a class session. Be prepared to do the presentation without these elements. Presenters can always share the links to the video after the class, through email.