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MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE
MADANAPALLE – 517325, ANDRA PRADESH



Standard Operating Procedure (SOP) for E - Content Preparations in MITS 90.8 Community Radio Station

(Based on Policies and Guidelines of establishing E - Content in our Institution)

INTRODUCTION:

The Standard Operating Procedure (SOP) is a resource that contains basic necessary information to create, manage, and offer E-content preparations. It includes significant details on general instructions, such as preparing presentation slides, outlining content, defining scope and sequence, and producing lecture videos. The success of an online E-content hinges predominantly on the planning and constructing the course content rather than the delivery phase. Resource individuals, such as lecturers, play a pivotal role in influencing learners and shaping their learning experiences through structured module/unit development.

OBJECTIVE:

To establish E-Content preparations by operating the resources at MITS 90.8 Community Radio Station (CRS), adhering to the Policies and Guidelines for establishing E-Content in our institution. This initiative emphasizes achieving learning goals, developing educational content, organizing teaching and learning activities, and incorporating feedback and assessment through video lectures.

SCOPE:

Resource individuals are urged to create an outline for each unit/module of the course, elaborating the foundational concepts or ideas that will serve as the framework. It is recommended to utilize a concept map that distinguishes the central concept from the subunits/modules.

1. Consider the overall expectations of the module/unit. What actions should the participants/learners take to grasp the concepts?
2. When creating the unit/module, consider logical sequencing, the interconnection of materials, how sequential presentation aids learners, and the correlation between time commitment and content difficulty.
3. Clearly defining expectations for content through individual learning outcomes is advantageous. Following this, evaluate how learners can showcase the attainment of these specified outcomes.



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PREPARATION OF PRESENTATION SLIDES:

In an E-Content platform, it is important to furnish slides or handouts containing specific content, aiding learners/participants in comprehending lectures and associated terminology. This allows learners/participants to follow along seamlessly while watching video lectures. The subsequent section details the preparation and utilization of presentation slides. This segment provides guidance on using a set of presentation slides (PowerPoint) for developing narrated online lecture courses.

1. Slide Guidelines

The forthcoming information provides guidance on designing the slides for each module/unit. It is advisable to maintain a consistent structure across all module/unit. The preferable structure for preparing slides is briefly outlined as follows:

- (a) Title and Aims(s) slide: Show the title and aim(s) in the beginning slide.
- (b) Previous Class slide: Review the material covered in the previous class (*Optional*)
- (c) Content slides: Deliver the content for current class.
- (d) Summary slide: Summarize the content for the current class.
- (e) Next class slide: Briefly describe the content to be covered in next class (*Optional*)
- (f) Credits/References slide: Provide credits/references utilized for the content preparation to avoid copyrights claims.
- (g) Feedback slide: The attainment of learning outcomes can be measured through Feedback and Assessment from the learners/viewers/ participants. (*Provide Google form link for receiving the feedbacks*)

Note: Kindly consider the copyright issue before utilizing any material from an authorized resource. The lecturer is responsible for copyright clearance. Find open materials or create your own.

2. Templates for Presentation Slide

The Resource individual can fix a preferable standard PowerPoint template to develop Units/ modules or discuss with the technical operator for the template. The lecturer should provide PPT as an electronic file consisting of: Unit/Content Title, Overview of the Presentation Slide and General Slides to the technical operator for maintain internal records in MITS CRS. Below are sample of the pre-made slide similar to what you will receive.



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- (a) Unit/Content/Course Title Slide: The Title Slide includes the title of the class, the instructor's photo, name, title and affiliation with MITS, and the course goals. Below is a sample 1 of the Unit/Content/Course Title Slide.

Samples 1:

MITS MADANAPALLE | **MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE**
(UGC-AUTONOMOUS INSTITUTION)

INFORMATION THEORY & CHANNEL CAPACITY

Presented by
Mr. T. Manivannan,
Asst. Professor, Dept. of ECE, MITS

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- (b) General Slide: A general slide should be used for the content to be delivered in each Unit/Module. All slides must have some empty space/ unused area at Right Bottom corner (PowerPoint Presenter View) to locate the video of the lecturer/ presenter who is delivering the content. Below is a sample 2 of the General slide with PowerPoint Presenter View.

Samples 2:

The Need for Data Compression

- What do we usually send in digital communication?
- **Text:** Using standard **ASCII** representation, each character (letter, space, punctuation mark, etc.) in a text document requires **8 bits or 1 byte**.
- Suppose we have a fairly dense text with 50 lines of text per page and 100 characters per line.
- **Audio:** In digital audio, it's typical to use **16 bits per sample** and 44,100 samples per second, resulting in 70.6 kb/sec or **88.2 kB/sec**.
- With two channels for stereo we would get 128 kB/sec.

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Note:

- i. Layout continuity from frame to frame conveys a sense of completeness**
- ii. Headings, subheadings, and logos should show up in the same spot on each frame**
- iii. Margins, fonts, font size, and colors should be consistent with graphics located in the same general position on each frame.**
- iv. Lines, boxes, borders, and open space also should be consistent throughout.**
- v. Font Style Should be Readable – *Recommended fonts: Times New Roman, Calibri, Arial, Tahoma and Veranda***
- vi. Use the Same Background on Each Slide**

LECTURE VIDEOS:

Well-crafted video lectures serve as effective motivators for student learning. Adhering to this foundational principle of instructional design ensures that video lectures fully engage learners in the educational process. Overall, video lectures should contribute to cognitive development, offer realistic experiences, foster motivation and emotions, and demonstrate skills.

1. Pacing and Length

- a) Generally, video lectures are kept to a duration of 10-13 minutes, promoting effective and focused viewing for learners. If a class exceeds 15 minutes, it is recommended to divide it into two parts, like Part 1 and Part 2. A commonly accepted guideline is that 120-150 words equate to one minute (60 seconds) of duration. By considering the script, you can calculate the timing of the video accordingly.
- b) It is recommended to limit the face of presenter/Lecturer (Full Screen) to less than 25% of the total time duration, otherwise, the PowerPoint Presenter View technique should be employed if the presenter/Lecturer can project their face at the right bottom of the slide without disturbing the contents in the slide.
- c) Integrate pre-prepared content, particularly intricate diagrams or equations, to maintain a brisk pace. Utilizing effective animations is advised to enhance the overall effectiveness of the learning process.



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- d) It is commonly recommended to create around two (2) hours of E-Content (video lecture) per week, assuming the presenter is willing to prepare a module. A module is defined as a collection of videos centered around a specific topic.

2. Media for video lectures

Think about what you are presenting and how you will present it:

- a) Solving equations on a Pen tablet
- b) Software demonstration (Screen Casting Software – Samvad Teleprompters, Microsoft PowerPoint screen recording etc.,)
- c) Physical demonstration
- d) PowerPoint Slides
- e) Animations
- f) Voiceover tools

3. Tips for good video shoot

It is advisable to be aware of the dress code when filming in front of a green screen or chroma key.

- a) The Presenter/ Lecturer must avoid extremely dark or light color shirt, as well as multicolored clothing. Green-colored shirts should be strictly avoided. Opting for neutral tones or pastel colors (excluding shades of green) is recommended.
- b) Elaborate patterns should be avoided in any video, as they can cause shimmering or flickering.
- c) Wearing bright white shirts, unless they are worn under a jacket, is not recommended.
- d) Stripes should be avoided at all costs, as they introduce a waving pattern or shimmer on the video.
- e) Opting for early morning hours for shooting is typically a prudent choice to minimize the impact of facial stress. Adequate sleep is undoubtedly the best ally, as a refreshed face on video serves as a virtual facelift for the learner.





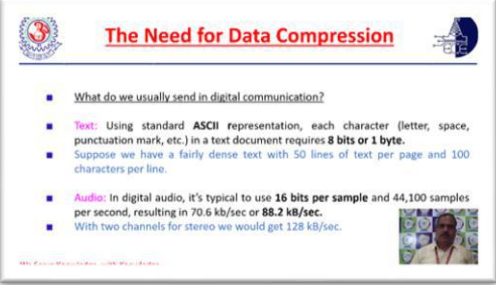



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4. Typology of video production

a)	Talking Head		
b)	Presentation Slides with Voice-Over	<p>Talking Head</p>	<p>Presentation Slides with Voice-Over</p>
c)	PowerPoint Presenter View		
d)	Text-Overlay	<p>PowerPoint Presenter View</p>	<p>Text-Overlay</p>
e)	Pen Tablet Capture		
f)	Conversations	<p>Pen Tablet Capture</p>	<p>Conversations</p>