

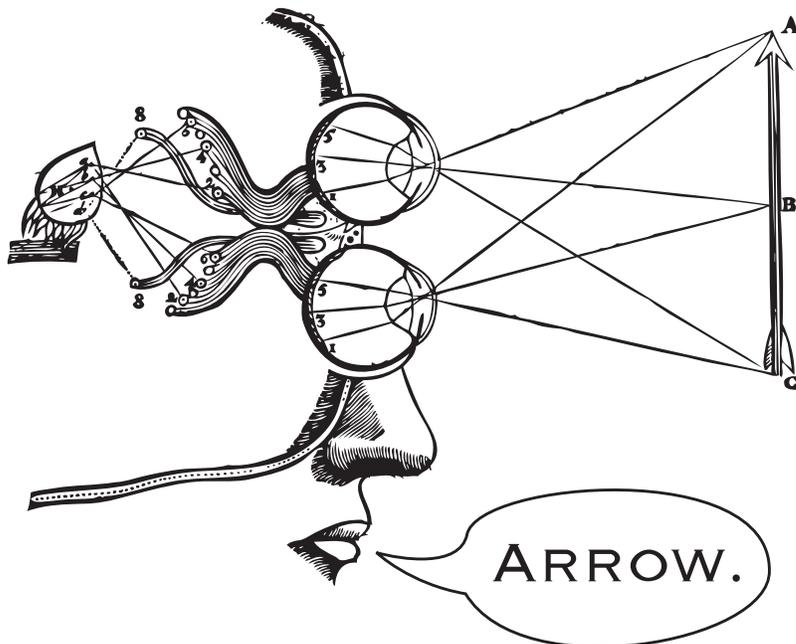
3 Simple Considerations When Creating Internal Video Communications

By Joe Stuber, Senior Video Producer

It happens every day in companies around the world. A directive comes down from Leadership about the need to internally communicate the organization's new vision, product, service, goals or objectives. Timely internal communication can be a powerful tool to engage staff and improve performance, and for most corporations, it's a fundamental strategic issue as an increasingly sophisticated workforce expects transparency and honest dialogue in return for buy-in to the business direction.

In order to communicate most effectively, many organizations turn to video. Video is one of the most impactful forms of media on the planet, and a recent study by mobile market researchers the Yankee Group shows that viewers can learn 200 percent more with video. What's more, video increases the power of persuasion by 43 percent over audio or written communications. And according to the networking experts at Cisco, video is set to become 2/3 of the world's mobile data traffic by 2016.

That's powerful stuff. But there is a difference between simply making a video, and producing an effective video presentation. The question for you, Mr. or Ms. Internal Communicator, is how can you ensure your next video message isn't missed at a meeting, or deleted in a desktop dustbin? The answers could live within Mayer and Moreno's Cognitive Theory of Multimedia Learning, at the core of which lie three considerations for creating multimedia communications:



The original game of "Monopoly" was circular • A snail can sleep for 3 years • More people are killed by donkeys annually than are killed in plane crashes • Butterflies taste with their hind feet • The continents names all end with the same letter with which they start • Bees have 5 eyes • Hippopotamuses quippedalophobia is the fear of long words • Barbie's full name is Barbara Millicent Roberts • "Suffragette" is the only English word that ends in the letter "t" • Isaac Asimov is the only author to have a book in every decimal category • The first Ford cars had no windows • Almonds are members of the beach family • The letter "P" is called "Charlie Brown" • The pound symbol on the "pound" key (#) is called "hash" • A fly hums in the middle of the key of C • Snuffleupagus' first name was Alyoisus • Nevada is the only state whose name is just one syllable • A cat has 32 muscles in each ear • Betsy Ross was born with a fully formed set of teeth • A quarter has 119 grooves around the edge • Dart-boards are made out of horsehair • Slinkys were invented by an airplane mechanic

See It, Say It

People have two separate learning channels – auditory and visual – sometimes referred to as Dual-Coding Theory. Verbal information is processed by the brain's text base, and visual information by an image base. The brain attempts to integrate this information by making the necessary connections. "Students who listened to a narration explaining how a bicycle tire pump works while also viewing a corresponding animation generated twice as many useful solutions to subsequent problem solving transfer questions than did students who listened to the same narration without viewing any animation."

Know Your Audience

Each viewer approaches the media with a certain level of prior knowledge. Understanding who comprises your audience can help you formulate a better message – one that will be most likely to resonate with your audience. “Students who lack prior knowledge tended to show stronger multimedia effects and contiguity effects than students who possessed high levels of prior knowledge. Students with high prior knowledge may be able to generate their own mental images while listening to an animation or reading a verbal text.”



Keep It Simple

The Coherence Principle shows that students learn and retain more with fewer words, pictures and images. In other words, less is more. If too much information is presented, you might just lose your audience altogether. “Students who read a passage explaining the steps in how lightning forms along with corresponding illustrations generated 50% more useful solutions on a subsequent problem-solving transfer test than did students who read the same information with additional details inserted in the materials. A shorter presentation primes the learner to select relevant information and organize it productively.”