

Best Practice	Description	Reference
1. Keep the content focused	People learn best when extraneous content is excluded	Mayer, 2017
2. Use signals	Highlight essential materials	Mayer, 2017
3. Use more graphics and less text	People learn better from graphics and narration than from graphics, narration, and on-screen text.	Mayer, 2017
4. Maintain spatial contiguity	On screen texts, when used, should be placed next to relevant graphics	Mayer, 2017
5. Maintain temporal contiguity	Corresponding narration and graphics should appear simultaneously	Mayer, 2017
6. Segment the lecture video	Avoid long lecture videos or segment videos into six-minute chunks	Mayer, 2017; Guo et al., 2014
7. Provide a framework (pre-training)	If your lecture video concerns a novel and complex idea, provide students with a holistic overview first	Mayer, 2017
8. Prioritize narration over long on-screen textual descriptions	Avoid long on-screen text descriptions. Instead, rely on narrations to convey your points	Mayer, 2017
9. Be personal and speak naturally	People learn better from a conversational-style presentation than a formal-sounding presentation	Mayer, 2017
10. Create your video with online students in mind	Showing video recordings of an in-person lecture is less engaging than a pre-planned online lecture video targeting online students	Guo et al., 2014
11. Gesture and point	If the video is in a marker-and-board format with a live lecturer, point and gesture to information on the board	Mayer, 2017
12. Show your face	People find a lecture video more engaging when they can see the speaker's face	Guo et al., 2014
13. Record simple and personal videos	Personal and simple (think low-budget) videos can be just as engaging as polished studio productions	Guo et al., 2014
14. Speak enthusiastically	Creating a lecture video is like acting. You want to engage your audience in a commanding manner	Guo et al., 2014
15. Draw on the screen	Khan-academy style drawing videos are more engaging than PowerPoint slide narrations, but the actual learning gain is minimal	Guo et al., 2014; Chen & Thomas, 2020
16. Don't worry too much about your accent	People prefer Midwest human voice over other voices, but there is evidence that learning is better with an accented voice because it requires more cognitive effort.	Mayer, 2017; Morris & Chen (<i>in press</i>)