HOW TO EASILY PRODUCE AND INTEGRATE QUALITY VIDEOS FOR MEDICAL EDUCATION

Christof Daetwyler[1], MD, George E. Zeiset[1], BA, and Tatum Langford Korin[2], MA
[1]Drexel University College of Medicine, Philadelphia, Pennsylvania
[2]David Geffen School of Medicine at UCLA, Los Angeles, California

Abstract
Fascinated by video's ability to transmit implicit information, we have been working with digital video technology for the past 10 years. The sound of a voice, a painful expression, a body gesture are all present in visual and auditory communication. Implicit information is important in clinical medicine. It also triggers the actions of a physician. Video of patients is an easy and efficient way to convey such implicit information.

Physicians make many videos, but only some are good enough to make use of outside the institution where they have been produced. This is wasteful, because with a bit of know-how many more of these movies would be usable for other teachers and students as well (assuming patient permission).

In a short period, this workshop will provide enough information and hands-on experience to allow the participants to produce simple, but good, video for educational purposes.

Outline:
- **Part 1 – Basics about video in educational settings**
  This part covers the benefits of including video in technology assisted teaching in particular the kind of information that fits best on video.
- **Part 2 – Technical Background**
  Video is light and shadow in motion – with a soundtrack. This part covers the basics about lighting and sound.
- **Part 3 – Basics of videography**
  We'll look at examples and discuss how video works for documentation of a state or a process.
- **Part 4 – Hands on**
  The workshop leaders will bring three video camcorders. The attendees are split into three groups. Each group will come up with a plan for a short educational video (demo of a process, interview with a patient, demo of skill, capture of a talk). Then they do the setup and tape a short sequence. Later we'll discuss it in the whole group and give feedback. Finally the groups will tape one more sequence to apply what they have learned in the feedback session.

Objectives
Providing insight where video would fit best for an educational task – and how to make good use of it. The workshop is aimed to allow the participants the production of simple, but good, video for educational purposes.

Benefits
Participants in this workshop will become able to produce simple, but good, video for educational purposes.

Intended Audience
Physicians and other health care professionals who would like to produce video for educational purposes.

Prerequisite skills
No prerequisite skills are needed, but an interest in visual communication (video- or photography).

Number of attendees that can be accommodated
Limited to 18 attendees due to the hands-on nature of the workshop.

Equipment needed
A room with a video projector and amplified loudspeakers. We'll bring two video camcorders along with us.

Instructor Qualifications
Christof Daetwyler MD has worked with video for almost 20 years. Before going to Medical School in Zurich, Switzerland, Dr. Daetwyler attended the School of Applied Arts in Zurich where he produced his first video in 1986. After graduation from Medical School in 1997, Dr. Daetwyler worked at the Department for Educational Media at the University of Berne Medical School where he made extensive use of video for educational purposes. During this time, Dr. Daetwyler took a course in Documentary Film Making at the School for Applied Arts in Berne, Switzerland. During a 3-year fellowship at the Interactive Media Lab at Dartmouth Medical School, Dr. Daetwyler became involved in large-scale filmmaking as Joe Henderson's Associate Director. In his present job at Drexel University School of Medicine he spends part of his time working with co-presenter George Zeiset.

George Zeiset BA received his diploma for the study of Radio, Television and Film. He is the Director of the Technology in Medical Education (TIME), a group that is responsible for all aspects of technology and media for medical education at the Drexel University College of Medicine. In this function he makes all lectures available online to the students. He is also responsible for setting up videoconferences and taping video for educational purposes. The actual DocCom project that he's working on with Dr. Daetwyler involves the taping of 40 sessions about medical communication skills (see http://webcampus.med.drexel.edu/demo/doccom/).

Tatum Langford Korin MA, is an instructional designer and educational technologist who has worked in medical education for 7 years after receiving her masters degree from Michigan State University in 1998. She is currently pursuing her doctorate in education at UCLA, to be completed June 2006. Developing instructional videos for medical education has become a mainstay in her career. She is responsible for producing dozens

of educational videos ranging from patient/doctoring interviews, problem-based learning cases, virtual reality tours, international and regional documentaries, faculty development, and skill-based training modules. For nearly 5 years she has been responsible for many projects in the Office of Educational Development and Research and the Instructional Design and Technology Unit at the David Geffen School of Medicine at UCLA.