Lights, camera, interaction

Making interactive video work for learning

kineo

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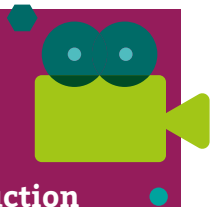
Introduction

Have you been on the perfect date with Honda? Have you helped fill Ellie Goulding's world with colour? Or maybe a spot of Scandi house-snooping has tempted you to revolutionise your storage space with IKEA.

The power of interactive videos is being harnessed by marketing and ad agencies to transform a previously passive form of advertising into an active experience thanks to its seductive, immersive nature.

But for the same reasons, interactive video is also an effective training medium. As well as playing to the strengths of video, the interactive element moves us from passive viewing to active engagement. The experience becomes immersive with all the benefits that brings from a learning point of view.

A nuts and bolts approach

In this guide we try to demonstrate how we apply the medium to workplace learning by sharing our background thinking, sequence templates, and interactive elements and case studies where they've been used successfully.

And as we're talking about a relatively new and innovative medium in its current incarnation, we're deliberately putting plenty of design ideas out there as food for thought. So all in all we really hope you'll find this guide reassuring, informative and inspirational in equal measure!

improved knowledge retention
attitudinal and behavioural change
reduced seat-time
scoring and tracking for compliance and gamification
better user acceptance.

So what is interactive video?

Before we explore how some of these benefits can come about, let's be clear as to what exactly we mean by 'interactive video' and some of the assumptions around that.

Interactive video has moved on significantly from when it simply meant branching video, i.e. scenarios that run different video clips according to decisions and choices made by the learner. In the last few years marketing and advertising agencies have given interactive video a shot in the arm using slick new digital techniques so it runs smoothly online with exciting new features like interactive hotspots, built in scoring and tracking (SCORM) and analytics.

Different sizes – different cost models

Why interactive?

Compared with text and graphics-led content, interactive video is a more compressed and intense experience delivering:

Expectations around cost, creative treatment and scope are also changing dramatically. In the past it was assumed that interactive video meant an acted drama storyline, running for 20 minutes or more.

While such approaches will always have their place, interactive video is now more adaptable to requirements and constraints. In part this is down to changes in digital video techniques that enable lower cost 'real-life' filming. So, for example, as well as a fully-fledged interactive drama, interactive video can just as easily be stand-alone real-life interactive clips shot on a GoPro camera or a smartphone, each of which runs for 10-20 seconds.

Two for the price of one
As well as the typical branching, we now also have embedded hotspots that click

through to further video clips, animations or questions/feedback. When these are closed down the video seamlessly continues from exactly where you left off. In other words, all the learning interactivity takes place within the video itself, rather than switching in and out between video and elearning content. The effect is less interrupted and way more immersive.

For example you can watch a piece of equipment being assembled with hotspots displaying when there are extra context-sensitive clips to view, a knowledgeable expert, a question to

answer, or an in-depth demonstration of a technique or skill.

Or these hotspots can be hidden and scored as you watch the video to identify hazards, spot the mistake or the security breach, or assess the risk and so on.

No longer the bridesmaid
Where branching video was once considered to be merely an element of

the main elearning package, the latest technology now means it can be the main carrier of the content. For example where the video is the menu and the video includes all the text and graphics-based elearning and tracked assessments within it.

All in all, interactive video now delivers a seamless experience more aligned with the expectations of the media-savvy modern learner.

But can we prove it works?
There are actually very few statistics. We can always reference neuroscience (!) but above all else there's the evidence of your own senses. If you've ever been moved to tears by a film, feasted on a box set, spent hours browsing the web or been hooked on a video game, you know that the combination of film and interactivity

provides a potent experience. And of course that can translate into an effective learning experience.

"Everything you can imagine is real"
Pablo Picasso may not have been talking about interactive video but his sentiment resonates in that this is still a relatively new and untapped medium where anything is possible for workplace learning, including gamification.

Real world medium
There's nothing airy fairy about this.
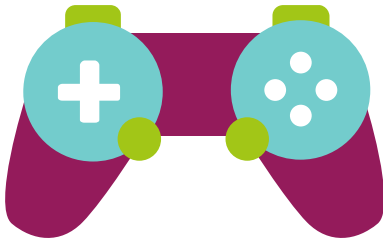
Video (only half the story) is 'real world' both by its ubiquity and its being able to record and play back the real world. It's a credible and affordable way of capturing knowledge and demonstrations of processes, skills and behaviours in action, either as they happen, or by simple improvisation and reconstructions.

In fact it's a wonder more training content hasn't been filmed; especially simple 'fly on the wall' documentary style. Only drama still presents challenges around cost, although in this guide we'll suggest some imaginative ways round this.

"EVERYTHING YOU CAN IMAGINE IS REAL"

Pablo Picasso

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Will interactive video fit the bill?

At the end of the day you have a job to do – a training need – to change behaviours, to inform people, to support change, to get them fired up, mitigate risk, achieve compliance and so on! But what's the best way to go about achieving your goals?

Will interactive video be the best medium for your learners and for the content?

Will it run smoothly for everyone on the technical infrastructure?

Is it a viable option and is it affordable?

Interactive video may well not be appropriate but in this guide we quite unashamedly focus on what it can possibly achieve, especially in relation to content and audience.

The thinking starts here
Typically these are the criteria for all learning design and they all need to be considered in arriving at the best approach to take:

business goals and learning objectives
audience
content
technical parameters
budget

For argument's sake let's assume our audience is receptive to interactive video and focus on the content.

Ask yourself:
- will text and/or graphics, linear video and animation, i.e. conventional elearning, get across what you need to communicate most clearly, most convincingly, consistently and accurately?
- would your key messages and/or learning points be best filmed?
- is it knowledge that needs to be captured and shared, skills or procedures that need to be demonstrated, or situations that need to be recreated with decisions that need to be made and which interactive video can simulate?
- are you out to change behaviour, explore behaviour, ormodel behaviour?
- is there an attitudinal or motivational dimension that will benefit from the realism and credibility of film?

Questions like these tease out whether or not it's worth continuing to think creatively down the interactive video route.

Keep thinking (but not about budget for now)
Remember Picasso's "Everything you can imagine is real". Keep thinking. Keep imagining. So allow yourself to imagine how your content would best come across using any approach you've seen on film or TV.

OK, in the end, it won't be a movie budget or even broadcast TV – it's training. But there's nothing to stop us adopting the same techniques like the principles of storytelling, dramatic devices, and the impact of real-life fly on the wall documentary – all of which are available to us. We can work back from our ideas to an achievable solution.

More strength to our elbow
In some respects we've got *more* to play with than movie makers or broadcasters because we have the digital dimension, the interactivity like hotspots that enable the learner to 'click through' to other digital assets like pop-up videos, animations or questions – plus branching for scenarios or for different routes according to role, perspective and insight.

Scoring and tracking
You may believe a gamified approach will work best for your audience and content. Or it maybe it's a compliance piece that needs to be assessed. Or perhaps teaching by testing, allowing people to discover and explore for themselves and, learn by mistakes in a safe but realistic environment, like hazard identification, health &and safety or information security.

All these are goers with interactive video technology, which can score pretty much anything, give formative or summative feedback and track. So pass/fail, unlocking levels, leader boards, life lines and so on, are all in play.

Mott MacDonald – The Safe Way to Work

As part of a larger induction piece, the health and safety section features interactive videos about Hazard Spotting and Emergency Evacuation. The latter features an entirely reconstructed fire drill with all the staff leaving the building!
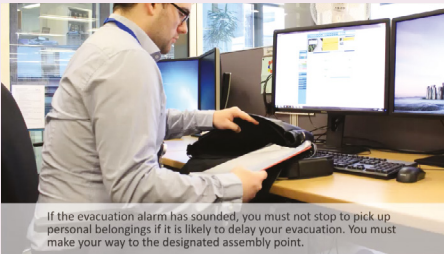
Both videos are shot from the first person point of view and you move through the office – the office manager even greets you as you begin! There are six targets on screen representing the hazards you'll need to spot as you go on your virtual tour of the office.

The Emergency Evacuation video works in the same way, except when you're walking through the office the fire alarm sounds and you participate in the fire drill. What do you have to do to evacuate the building in the correct manner?

Correctly clicking a hazard when you see it either gets you feedback or a question to answer before achieving one of the six targets.

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Features & applications

So we're still considering whether interactive video is the way to go, but in doing so hopefully we're shaping our design approach. In this section we focus on the headline features before exploring how interactive video can be used in different subject areas.

Functionality and examples of applications

Branching	• Role selector • Simulations where you respond to situations and scenarios with decision points • Situational drama • Interactive conversation where you're being spoken to and have to respond to what's said to you • First person point of view • Flipping between two versions of the same reality!
Hotspots	• Embedded in the video • Visible – to flag click-throughs to other media including video, animations, assets/resources, questions/feedback, social media • Hidden – to challenge, assess, spot the hazard, stop the action, click when you see the risk, opportunity to identify faulty component

Scoring & tracking	• Gamification – running totals, lifelines, levels • Rating and evaluation exercises • Diagnostic and tailored feedback • SCORM for tracking completion • Simulations and assessments
Real-life film	• Fly on the wall, documentary, film the process, demonstrate equipment, skills, procedures, behaviours, situations • Reconstructions • Interviews with the experts, capture the knowledge • Hear it from the employees with vox pops • Hazard identification
Interactive drama	• Stage situations and spot the security breach, the risk, the opportunity, the mistake • Watch and assess the situation • Present what's said and the thinking behind the mask, different perspectives, etc • Issues – difficult, sensitive subjects, emotion, attitudinal, behavioural, character-driven • Soft and character 'skills' • Toggle between different versions of the same story • Click through to back stories

Real life or drama?

These are the two main approaches to the video. Which one you decide on can make or break the viability of going ahead with interactive video as a solution. Real-life fly on the wall footage or interviews etc, will always be lower budget than drama. But let's look at that first.

The content, the audience or the context within which the training is to be delivered may dictate that the approach has to be drama because it's about:

• situations – behavioural, attitudinal, internalised
• issues around which there may be sensitivity
• content over which total control over what is said and done is required
• soft skills
• the need to explore different points of view as interactive backstories
• branched outcomes and consequences of different behaviours or decision-making.

No, don't keep your cards close to your chest!

So let's say you have a rough idea of what approach you'd like to take. You'd be surprised what's possible. It would be a mistake to assume your ideas will cost too much to bring to fruition.

Tip

Instead of keeping the budget close to your chest, share this information with your video partner and work back from the money on creative ways to achieve what you need.

With a drama approach, for example, there will be situations where an unavoidably high number of actors or locations are required or the subject is just too complex or opaque for this kind of treatment. But come at it from a different angle. How might you achieve your aims without an acted drama?

Keep it real?

Filming real-life material is a whole lot easier and more affordable than it used to be thanks to modern digital equipment. So let's keep our thinking at a high level and ask, can we simply film what's already there?

- a real-life operational procedure
- 'talking head' interviews with people in their working environment or offline
- reconstructing, staging or improvising
- how to use a machine
- follow a process
- demonstrate a behaviour
- explain a concept
- stage a reconstruction

Re-purpose existing video

You may already have existing video material you'd be able to re-purpose as interactive video by re-editing the source video and adding interactive elements such as multiple choice questions or animations.

Or it could be about extending and modifying the existing film in order to 'interactivise' it by scripting and shooting fresh footage to graft on to the source video. That's exactly what Kineo did for Rolls Royce in repurposing a high-end marketing film into a dealership training interactive video.

Filming real-life material is a whole lot easier and more affordable than it used to be thanks to modern digital equipment

Rolls-Royce Motor Cars: Black Badge

The interactive video supported the launch of Rolls Royce's new range of Black Badge cars to dealers around the world. Dealers had already seen the stunning Black Badge launch video and been given detailed information on the car's specification. Now they needed to recognise potential Black Badge customers, identify unique features and benefits of Black Badge cars and understand the brand story and proposition to sell it with confidence. Short on time, dealers demand a compact, practical but highly engaging learning experience.


Glen Corbett
Product Manager
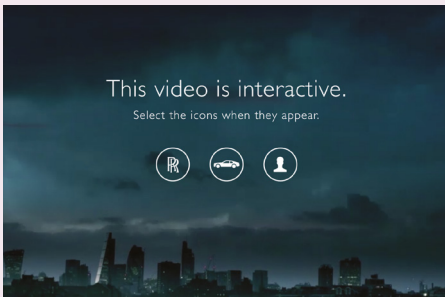
There are three aspects to the module, enabling dealers to make a choice. The first is Explore Black Badge – at key points during the video, we embedded interactive icons, which when selected, reveal a pop-up of content explaining more about Black Badge, such as the brand story, product information and potential customers.

This click through content triggered by the hotspots includes video clips of an expert describing and pointing out features of the car, short and snappy pieces of text with supporting graphics, and formative questions to dispel misconceptions.
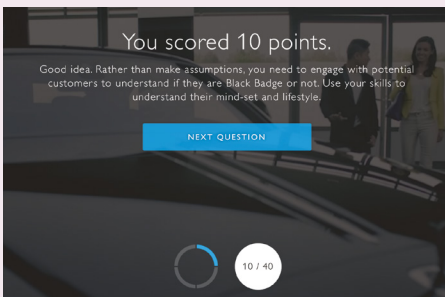
Take the challenge is a gamified, scenario based quiz, which requires dealers to identify two customers who walk into their dealership as either a potential Black Badge or traditional Silver Badge customers. If they correctly identify a customer, they try to make a sale by explaining the brand story and features of the car as well as answering questions from the customer.
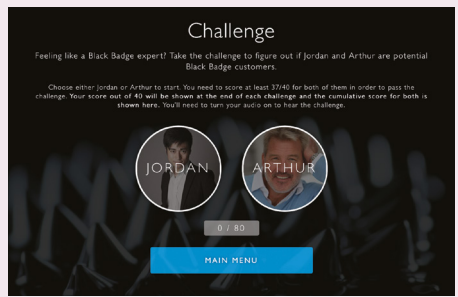
Lastly, there's a supporting library of links to further information on Black Badge provided by Rolls-Royce. It's available via the menu at all times, enabling it to be accessed either during the learning experience or as a refresher whenever dealers need it.

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Ideas for different business areas

Here are suggestions on how some of these video ideas can translate into an interactive learning experience within particular subject areas. It's not a definitive list – just food for thought!

Suggestions for applications

Onboarding and induction	• Take a virtual tour of the new workplace – visible hotspots along the way show you who to meet • Click on your new colleagues to see what they have to say about their jobs and their roles • Link out to (very) mini tutorials on key getting started skills and procedures and back again to continue the tour. • • *See Section 5 for this 'Virtual Tour' sequence templates
Compliance and policy	• **Use game mechanics** – scoring, lifeline, timer in simulation • **Learn mode** – hotspots visible to flag hazards, breaches, mistakes with video feedback and instruction amplifying the right way • **Assessment mode** – hidden hotspots like hazard identification, spot the error scored • **Use scoring and tracking** for summative diagnostic tailored feedback • • *See 'Explore & Assess' sequence template

Health and safety	• Keep it real by filming the real thing • Explore premises looking out for hazards • Identify trips and spills, fire drills, lifting, hygiene, etc – easy to film and stage reconstructions for spot the mistake • Click through to videos demonstrating, explaining and analysing • Expert interviews with SMEs and colleagues
Decision-making, problem solving Information security	• Likely to be drama to recreate scenarios • Situational challenges • Interactively consult colleagues' different perspectives and customers before decision, solution • Make decisions from options • Branch accordingly • Explore different courses of action • Learn from mistakes
Management and leadership Performance management	• Serious game challenge to build your leadership persona based on performance • Use timed pressure situations and countdown to adrenalise situations • Lock down levels to add complexity to decision-making • Drill down wisdom videos from respected experts and peers – maybe context sensitive • • *See 'Twin levels' sequence template

Sales and product knowledge Customer experience service	• Explore perspectives and insights on the product or the service • Flip/toggle between customer and seller perspective in real time with parallel narrative • Role/journey select • Gamification comes into its own with scoring, timers, lifelines, ramp up the pressure, 3 strikes and out, see the lost customer, customer gained, close the sale • Re-purpose existing high-end marketing film and commercials • Blend with specially shot training film for seamless sales simulation • 'Interactivise' existing video by adding hotspots for click-through videos on features and benefits
Technical and process training	• Film the process, the equipment, the technique, the customer experience in real life • Click-throughs to video of further demonstrations and more in-depth explanation of tools, techniques and tips • Poor man's simulator! • Fly on the wall third-person point of view then have a go yourself with first-person point of view • With or without feedback • Remedial video clips

5

Sequence templates and components

Although the interactive element has been intrinsic to our discussion thus far, the focus has been on the video. Now we focus on the interactive and bring the two together in terms of the design structure and sequence.

We'll refer to the proven approaches as 'sequence templates' and any design variations within them as 'components'.
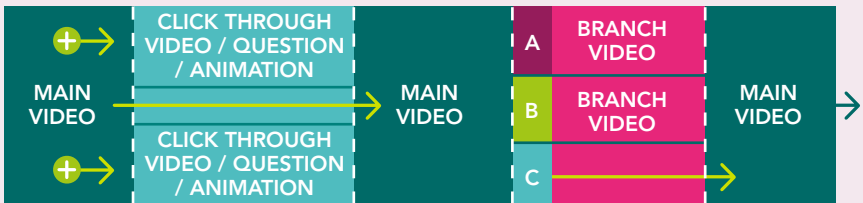
So, for example, we'd refer to the whole of a simple hazard identification piece as a sequence template. If there are two different kinds of score screen, one that gives summative total score feedback and the other more diagnostic, we refer to these as components.

Key ⊕ Visible Hotspot   ⊕ Invisible Hotspot

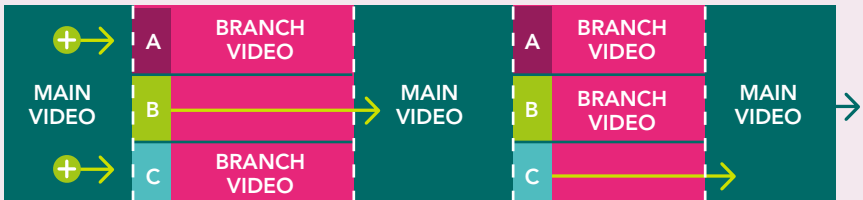## Video menu

hotspots and branching combined

Think of the video as a moving menu, which can launch a combination of branching and hotspots as you go along.

| MAIN VIDEO	CLICK THROUGH VIDEO / QUESTION / ANIMATION	MAIN VIDEO	A	BRANCH VIDEO	MAIN VIDEO
	CLICK THROUGH VIDEO / QUESTION / ANIMATION		B	BRANCH VIDEO	
			C		

Shallow Branching

moving forward

This template features shallow branching where having branched out one level, the user returns to and moves on with the main storyline.

| MAIN VIDEO	A	BRANCH VIDEO	MAIN VIDEO	A	BRANCH VIDEO	MAIN VIDEO
	B	BRANCH VIDEO		B	BRANCH VIDEO	
	C	BRANCH VIDEO		C		

Shallow Branching

rewind

This variant on shallow branching is where an incorrect answer loops the user back to the choices, until they select the correct option, which plays the consequence and then moves on with the story.
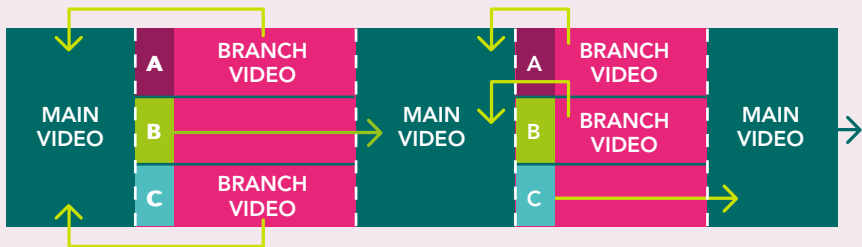

Spot the hazard

hidden hotspots

The hazard identification template refers to a video sequence where the viewer has to click on the screen when and where they see a hazard; that could be any event – a security breach, an error, an opportunity, or a moment of truth. The hazards are invisible hotspots and a running score is kept, which can either be displayed on screen or kept back until a total score is given at the end of the sequence.
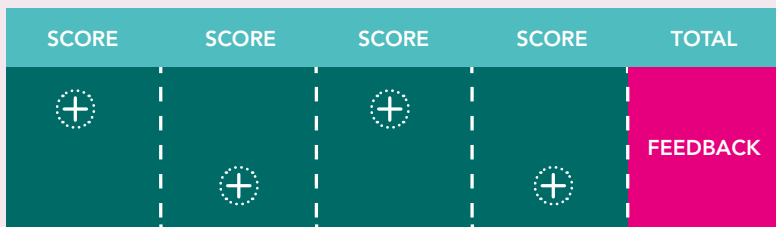
Hotspot sub-menu

A component where a hotspot links to a pop-up video and/or a further menu of clips/assets then routes back to the main video, which picks up from where you left off.

VIDEO / ANIMATION / QUESTION ✕

VIDEO ANIMATION QUESTION ✕   **VIDEO** ✕   **VIDEO** ✕
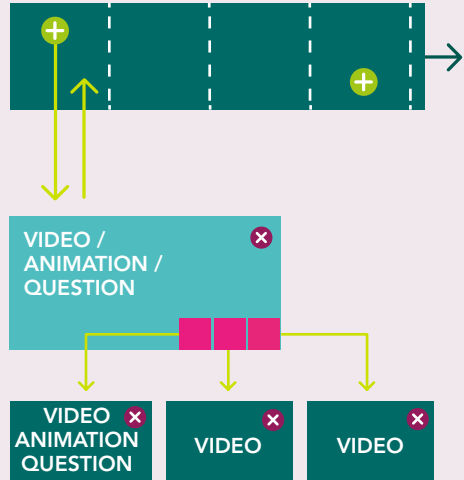
Pause and rate

scored

The action runs and pauses for you to rate/evaluate the action – program keeps track of your scores for feedback and analysis at the end.

INTRO | MAIN VIDEO | RATE | MAIN VIDEO
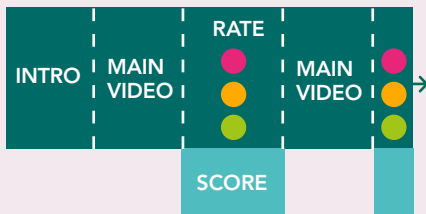
SCORE

Feedback

total score only

A non-interactive component with a summative total score and feedback on the previous sequence as a whole.

**TOTAL SCORE %**

Summative Feedback

Feedback

diagnostic tailored analysis

A component that, as well as the total score, identifies correct and incorrect interactions with specific tailored feedback for each – could be text and/or an expert video clip.

EXPERT ANALYSIS

Diagnostic Feedback
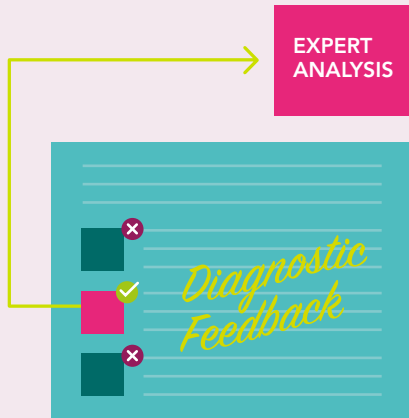
Explore and assess

This could simply be a video sequence where the first pass is in learning mode and features visible hotspots, which open up helpful and informative video clips. In the following sequence in assess or simulation mode, the hotspots are hidden, scored and tracked with feedback given either as you go along and/or as summative feedback at the end of the sequence.

SCORE SCORE SCORE

FEEDBACK
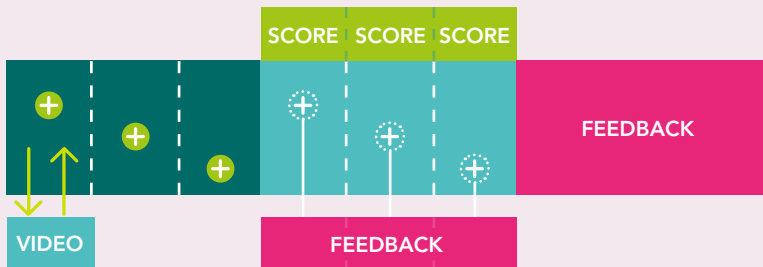
VIDEO

FEEDBACK

Embedded elearning

Any kind of questions with or without feedback can display within the video.
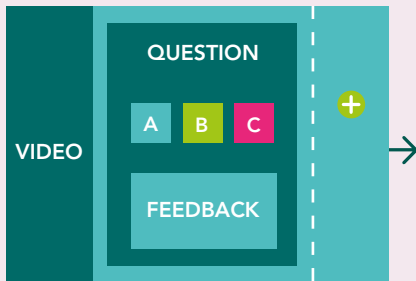
Twin track

For example, two versions of the same video sequence, like two perspectives, or two versions of the same story – the viewer can toggle between them.
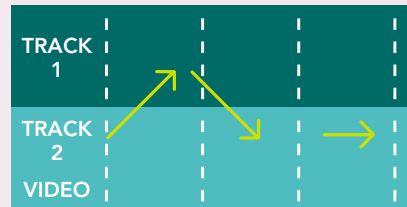
Assessment

A series of situations followed by a question, the response to which is scored.

Role selector

Select your role at the start and the viewer is routed accordingly to the relevant video sequence and/or selection of clips.

6

Video production

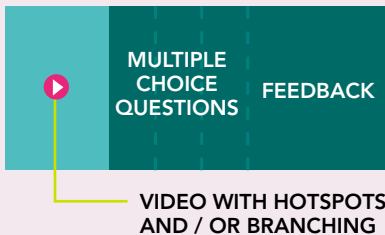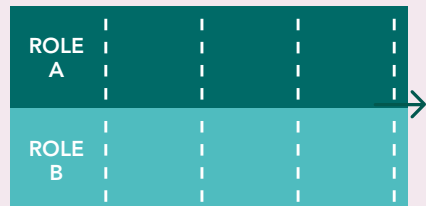If there is an elephant in the room, it's video – particularly the assumption that it's nice to have but beyond most training budgets. To a certain extent this stems from the assumption that the video will be acted drama.

Drama costs more to produce than documentary, but it will always have its place as a powerful approach to take. By the same token the budgets for such productions depend on the scale and ambition – the number of locations, actors and set-ups.

However, a combination of today's interactive video technology and the lower cost and flexibility of digital equipment is making it easier than ever to film documentary style in the workplace, from smaller cameras that work well in low lighting conditions to post production with affordable editing software and effects packages.

Furthermore, the real-life approach is consistent with contemporary audience expectations at ease with the picture and sound quality of video shot on mobiles and posted online.
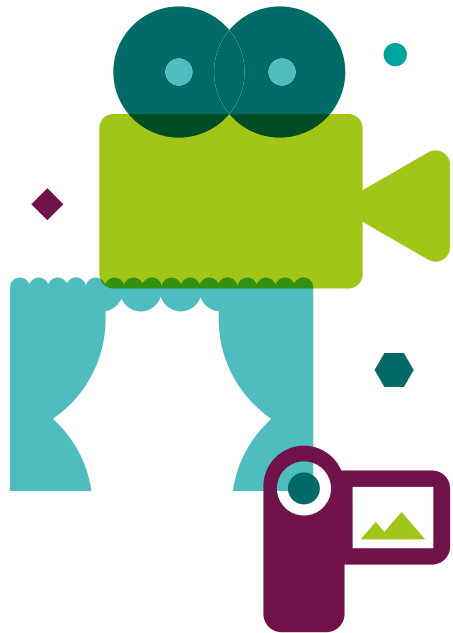
Guerrilla film-making

Most learning content is based on knowledge capture, know-how, insights, or seeing skills in practice with explanation, insights etc. All of which can be captured, for example, with very simple, 'lo-fi' filming such as:

- talking head style interviews with experts and practitioners
- vox pop sound bites from employees
- site visits
- processes, procedures and behaviours being demonstrated, and reconstructions
- opinion leaders and key messaging to camera.

The travelling circus that epitomised the old video camera crew is a thing of the past. Today it's all about lightweight yet high spec equipment like dSLRs and GoPro, smartphones that give great results even in tough, low light and volatile conditions. Which means that this approach is especially well suited to the workplace, the archetypal environment where people are doing things – carrying out tasks, following procedures, practising skills and following good practice.

- on-site factories, warehouses, depots etc
- kitchens
- behind a bar
- medical, patient care
- serving customers
- on the shop floor
- driving vehicles, fork lifts etc
- operating machinery
- call centres
- oil rigs
- retail
- point of sale

VIVA DIGITAL

Embedded hotspots encourage the idea of interactive documentary with pop-up videos that, as well as being professionally filmed, can include employee videos shot on mobile phones. The Compass case study is an example of such an approach.
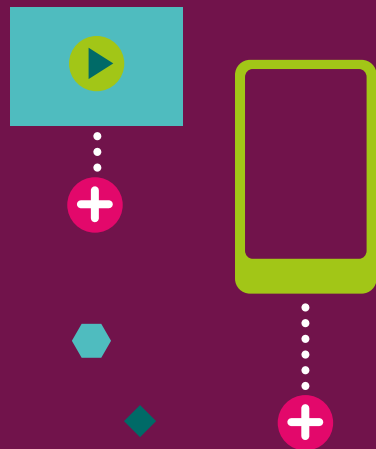
Compass – onboarding

The interactive video was part of an onboarding programme. The programme was a virtual tour around the workplace filmed 'fly on the wall' style.
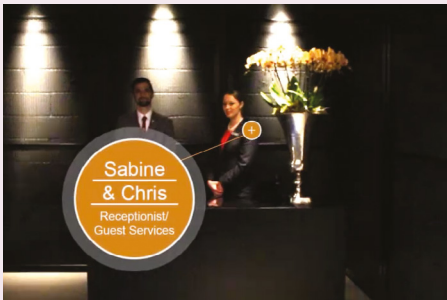
The video sequence is a 'first person point of view' tour of the work environment, the O2 arena. The journey acts as a menu where you select hotspots of people or work areas you encounter opening up click-through video interviews, even clips made by work colleagues on their mobiles, plus animations or films of procedures or skills and documents and links to the intranet.

7

Gamification

The real deal

It's this realism that can make a gamified approach really work for immersive workplace training. For example, think hazard identification, stop the action and branching – all scored, tracked and linked to lifelines, levels and leader boards.

A graphical and animated approach to serious games with rendered environments and avatars can provide a more flexible and anonymous approach. Any location in the world can be created virtually, and this also has the advantage of being editable.

However, in certain circumstances – and there are many – a genuinely video-led game can be less expensive and time consuming to develop (subject to a cap on locations and actors) and of course is completely real and credible. In broad terms then, in a serious game context, interactive video is good for:

- Competition, challenge, scoring, feedback
- Story telling
- Choices and consequences
- Difficulty
- Rewards

Made for each other

Assuming that a gamified approach is appropriate to the audience and the content, interactive video offers all the functionality and analytics for the sort of game mechanics associated with video games. The difference is that where the 'video' in video games refers to virtual life-like graphics – with interactive video the 'video' is quite literally video!
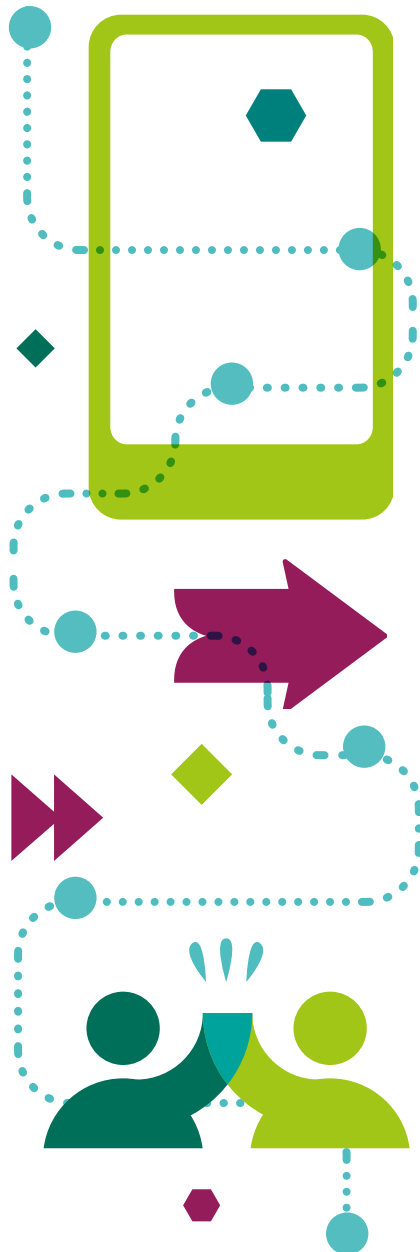
More than a feeling

Gamification, as we know it in elearning, has tended to incorporate some game features such as role selectors (choose your player), a game-like theme, and leader boards. But it's often more of a nod to gaming that can appear superficial and tokenistic.

Now, with interactive video we're starting to see learning that has an intensity to it that's more genuinely game like. Using interactive video, we can offer learners greater realism, an immersive journey, more sophisticated interactions, and greater audio and visual impact.

Okay, it's still not Call of Duty or Mario Kart but interactive video has the potential to make learning more gamified than it has ever been. Consider these elements all of which are straightforward with interactive video:

• reap the reward or the whirlwind
• puts you in the box seat – first person perspective means you drive the experience just like video games
• branch out, branch back and forwards
• move up the levels
• different routes/role selector
• parallel narratives
• explore alternative routes, perspectives, situations and environments

The book really is open

With the introduction of interactive video, we have an opportunity to employ game elements in a deeper, more meaningful and more 'gamey' way. Think beyond Candy Crush. We're talking about all types of traditional gaming here such as:

- what kind of 'X' are you? – embedded decision making hotspots
- machine/equipment training – practise a real-life skill online
- decision-making simulation – everything from saving a life to interview skills and selling cars
- spot the hazards – doesn't sound like the most interesting game but surely it's better than reading a bullet pointed list of work place hazards?
- interactive drama where you dictate the course of the events, participate in backstories, interior monologues and switch between versions of events

Interactive video gives us the chance to say goodbye to gamified learning, and hello to real learning games.

8

Technology

Most interactive video technologies run on all devices though some run better than others on smartphones such as the iPhone.

Kineo has its own interactive video framework, which has been especially developed for online learning solutions and is exclusively available to its clients; the tech spec for which is as follows:

IE11

EDGE

CHROME

FIREFOX

SAFARI

IOS 9 (IPADS AND IPHONES)

ANDROID 6+

Minimum recommended bandwidth = 1Mbps

Interact will score and track, and can provide SCORM compliant data as required.

9

The three most important things about interactive video!

1

Don't think of it as elearning with some interactive video in it – think of it as interactive video with some elearning in it

Lead with the video by using it to convey as much of the content as possible, leaving as little as possible to be covered through text and/or as reading. For example, even at the start where programme instructions are needed, rather having to read an opening screen, let the learner start the video and run out the instructions as voiceover and subtitles over the action. And carry on like that - trying to cover as much of the content as possible, as video. If there's a lot to say, consider a presenter!

2
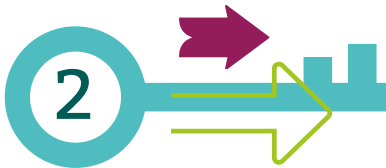
Pace and flow are key

There's nothing more cringe-worthy than a leaden (or patronising) training video. With your interactive video, the chances are it'll need to go a bit faster than you first think. This extra pace is as much to do with audience expectations as the medium itself. Because the video is interactive and may be presented, say, from a first person point of view, the expectation will be closer to the pace of a game, than conventional TV or a movie. So when the interactions do interrupt the action they need to be a) utterly relevant to the video it has just interrupted and b) short and to the point with minimal digression – then it's quickly back into the action. That's the pace, and that's the flow…

3

First time – make a prototype

This is a new medium and it's the coming together of two potent ingredients which, when mixed together, may have unexpected results. So make sure a short rough and ready prototype is in the schedule ahead of the filming. This will enable everyone to get a sense of the pace of the experience and what works and what doesn't, to feed into the design and the video direction.

Lights, camera, interaction!
12 tips for great interactive video

1

Borrow from TV and movies
Imagine your content on TV – what approach would you take?

2

Keep it short and sweet
Three minutes is a long time in interactive video

3

Interactions interrupt the flow
Keep them short

4

Think game elements
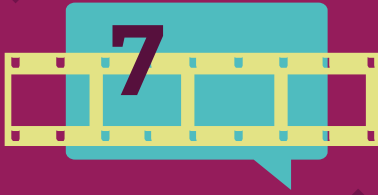Use scoring, lifelines, tracking and levels

5

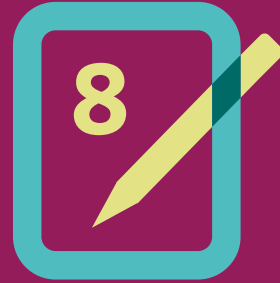## Prototype new elements
Try them out guerrilla style!

6

Film on phone or GoPro
Shoot with what you've got – don't die wondering!

7

Let the film do the talking

Include maximum learning content within it

8

Keep text to a minimum

Use a presenter if there's a lot to say

9

Use all the tricks
Effects, slow motion, graphics, split screen…

10

Always have subtitles

You can watch with the sound off

11

How will it look on a phone?

Start with the smallest screen size

12

Use graphics to enhance the film

Reinforce and expand content in real time

10

Glossary

INTERACTIVE (design)

Branching
Scenario-based simulations, behavioural, experience the consequence of your decisions, learn by your mistakes, you're in the action > pause > answer a question, make a decision, route to related video, remedial loop back.

Embedded hot spots
Hot spots attach to anything in the video, static or moving objects and can be clicked on to open up another video window within the main picture, an animation, a multiple choice question, information, links etc. Can be tracked, scored – gamified – SCORM compliant.

Visible/invisible icons
Display icons to flag what and when to click/interact with the action such as an induction, virtual tour, demonstration, drill down for more information, insights, back stories OR invisible hotspots challenge the viewer to watch the action, spot the hazards, the risks, the right/wrong behaviours, the breaches etc – assessment or diagnostic, identify false moves and route to remedial content etc .

Stop the action
See above but without the embedded hotspots; just watch the action and interact to stop the action when there's something wrong, or right like spot the opportunity, the buying signal, the key moment etc.

Gamification
Everything in this column is an opportunity for serious learning game approaches to training (with none of the long lead times and expense of graphical environments and avatars etc) – especially the scoring, and tracking of embedded hotspots – the proviso being the settings/locations are not in hyperspace and that kind of thing!

Connect short interactive videos (1-1.5 mins) together with the scoring/tracking on so you have to 'pass'/successfully complete one before you can access the next interactive video (the next level) in the sequence.

Scoring/Tracking/SCORM
Talk about thorough! You can have a learner go through:

Interactive pre-assessment/diagnostic video where the hotspots are invisible – feedback at the end identifies gaps and routes to relevant content interactive video simulation/s.

Interactive video simulation re. main content – can be presented as 'Test to teach' where you have a go – with branching and/or invisible hotspots then feedback and remedial video at the end OR visible hotspots flag where you should interact .

Interactive video assessment – a scored simulation scenario.

Diagnostic/assessment
See above.

Layering
Where the video is the same but the interactions/hotspots are different depending on your job role.

Physical
Interactivity using movement of the device tilting/shaking, left to right etc to simulate, use the scrolling wheel on the mouse.

VIDEO (treatment)

Drama
Acted, stories/narratives, back stories, vignettes, reconstructions, actor speaking straight to camera, shot from third person perspective or over the shoulder point of view (pov) or game-style you the viewer's POV, serious, literal, lateral, comedy, spoof. on location, in studio

Cinema verite
Fly-on-the wall, real life, documentary, third person viewpoint or first person simulation, move around virtual tour of workplace environments like on site, facilities, offices, factories, kitchens, care homes, driving, operating machinery, procedures, events, using software.

Ask the expert
Juxtapose action with interviews/click to flip between the two.

Vox pops
Gather sound bites from people out and about for opinions, impressions, endorsements etc – can be self-generated.

Motion tracked graphics
Visualise people's thoughts, texts, messages on mobiles, devices, e-mails, display key messages, off screen dialogue, incident etc.

Interviews
Capture and communicate knowledge, insight, information, instruction; avoid boring format by using cut-aways to different footage with interview carrying on over the top as voiceover.

Off-camera action
Use graphic overlays and/or motion tracked graphics to display extra incident out of picture allied to soundtrack actor.

Animations
Variety of styles on web such as whiteboard, animated typography – don't forget the music, use of sound effects, mix the soundtrack!

Green screen
Poor man's CGI – once expensive, now not so! Shooting your actor, presenter against a green background allows graphics, words, visuals, and other video to run behind/alongside. N.b. ignore the video production companies who will say it's 'old hat' and imagine what you can do with it!

Web-style virals
Short formats/conventions such as 5x5s = 25 seconds runtime made up of 5 x 5 second scenes, which concentrate the mind and the message; use as part of campaigns, trailers, promos, reinforcers, one-minute wonders.

Go pro, smartphone
Use these cameras to film what you need yourself. Tip: with as little movement as possible, or not too fast please!

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