

Making Healthier, Better Pizza at Home!



Craig McKey

INTE 6710

University of Colorado, Denver

1. Background Instructional Problem or Opportunity

In the United States, we happen to eat quite a bit of pizza! In fact, according to NAPO, around 3 BILLION pizzas are sold per year in this country. In fact, 17% of restaurants in the United States are pizza restaurants. Though we find that calling a pizza place or ordering a pizza on an app is easier, it's not that good for you. In this presentation, three videos are going to show you how easy it is to make pizza at home.

By the end of the videos, the audience will:

1. Learn how to make dough
2. Learn how to make sauce
3. Learn how to make a cast iron skillet pizza

The instructional solution will be three videos. In the three videos, the learner will be able to easily switch between the videos to see each step in the process. For example, If they want to only make dough, they can watch that video only. The videos will also feature some stop motion and have writing on the screen so they can easily follow along.

2. Description of Instructional Approach

Overview of planned approach

The approach I used for this project was video. I made three separate videos, one making sauce, one making dough and one constructing the pizza. The first video was longer than expected, but making a pizza sauce isn't a quick task. The video does feature stop motion and writing on the screen for help. In each video, I am featured guiding the learners in a step by step process.

The videos will be shot from various angles, have pictures incorporated and stop motion. To make sure that CARP is incorporated, I am going to try to be as symmetrical while creating pizza, and I am going to make sure that all design is centered.

The instructional value will be trying to create better pizza that you can make in the same time it takes to get it delivered or go to a pizza parlor to pick it up. This will also give the learners an opportunity to eat healthier than it would be to eat pizza from places that don't have fresh ingredients, and healthy ingredients as well.

In videos, there will be some computer incorporated, but for the most part, it will be live shot, and using fresh ingredients so plenty of nature incorporated in the videos

The sauce that I will be making, is going to be a "Cincinnati style" sauce, and I this is special for me. I was raised in Cincinnati and pizza night with my cousins would always be from 'LaRosa's' pizza in Cincinnati.

3. Design Decisions

For this project, I had seven design decisions that I followed. Those were Embrace Constraints, Changing the Pace of the Video, Try to Make the Learners Taste and Smell the Pizza, Keep the Learners Interested, Don't Overcomplicate the Process, Tell a Story While I'm at It, and Use the Right Angles and Captions. These were chosen to ensure that the audience would enjoy my lessons and hopefully use these lessons as well to create their own pizza. Below are the reasons why I chose these seven Design Decisions.

Design Decision #1 – Embrace Constraints

For this project, I knew that I was going to have to be quick with the videos given the time parameters in the description. After talking with my professor and sharing my ideas with her, I did get permission to go over time, but I still wanted to keep the videos on the shorter side so that learners did not become too bored with the process. Reynolds (2009) discusses embracing constraint in design and I remembered this as I was making these videos. "Learn to view limitations not as annoyances but as welcome editors that force you to think creatively" he wrote. Keeping that in mind, I utilized the programs that I have on my computer to shorten videos, and not lose the artistic approach I was going for at the same time.

Design Decision #2 – Change the Pace of the Video

When I was creating this project, I was picturing videos on YouTube that are just of watching someone cook. They're taking to the camera, cooking and it's not that creative. So when I started designing what I was going to do, I wanted to throw in still shots into the videos so it's not just me making pizza on the screen for three videos. Reynolds discusses this in 'Zen Design' when he is discussing the use of video. He says "There is evidence that people's attention drops after about ten minutes. Unless you change some of your presentation delivery from time to time, you are going to lose some of your audience." (Reynolds, 2009) So adding those shots of ingredients, the pizza cooking, etc. was a technique that I tried so that the focus would come off of me and be put on the actual making of the sauce, dough and pizza.

Design Decision #3 – Try to Make the Learners Smell and Taste the Pizza

When you're looking at videos about cooking, it can stimulate your smell and taste sensory. When I was creating these videos, I wanted the learners to get a taste for pizza and wanted the learners to be able to smell a pizza while watching this. Medina (2008) wrote about this as his "Rule #9" how one sense can influence another. During the design process and the making of the videos, I wanted the learners vision to influence their smell and taste. By showing the ingredients and the end result of a finished pizza, I hopefully did that for the learners.

Design Decision #4 – Keep the Learners Interested

When I was first thinking about how making these videos, I had to think about how to make the videos and keep the learners interested as well. I don't want to just make videos for videos sake. The question was how I was going to do that. In 'Made to Stick', Heath and Heath write about keeping the attention of individuals. In discussing a social psychologist from Arizona State University who was trying to improve the way he talked about science in his classes. "In passages that weren't interesting, he found mostly what he expected. The purpose wasn't clear, and the prose was too formal and riddled with jargon." (Heath & Heath, 2008) In keeping with that in mind, I knew that I was going to have to speak the entire time, but I didn't want to over complicate what I was saying. The topic I chose didn't call for complicated jargon, but I do understand that you don't want over complicate the process either by going on and on about things as well.

Design Decision #5 – Don't Overcomplicate This Process

The point of the videos was to show learners how easy it was to actually make home-made pizza. I had to remember that when designing and filming. A couple of things could have happened if I didn't make the process easy. First, I would be lying to the learner because I say that it is. Second, the learner would lose interest because they would never want to go through the process of making pizza if it's hard to do so. Heath and Heath discuss 'Simple' in "Made to Stick", and this helped me with my videos. In speaking of 'Simple' they stick to theory that 'Simple' is core and compact. I wanted my

videos to follow this this idea of core and compact, yet not lose any value to the learners.

Design Decision #6 – Tell A Story While I’m At It

In the first video, I discuss why I wanted to make this style pizza sauce. It’s a pizza sauce that’s similar to a pizza parlor in Cincinnati that reminds me of my childhood. The purpose of telling the learners this was to try to appeal a bit to their emotion. This is important to me that I try to “relive” my childhood memories in making the perfect sauce to help do that. Duarte, writes about storytelling and appealing to the emotion of the audience. “Storytelling creates an emotional glue that connected an audience to your idea” (Duarte, 2010). By starting my video off with that, I hope that the audience sees that not only am I trying to teach them how to make a healthy pizza, but I am also giving them a pizza with a backstory to it as well.

Design Decision #7 – Use the Right Angles and Captions

With the design of our kitchen, I knew that it was going to be tough to get good angles to film with. My first draft was made with a DSLR camera and the shutter speed on video recording was awful, but that provided the best angles to shoot with. When I did a re-record (yay, more pizza to eat!) I used my iPhone to shoot the video so it would look better for the learner. That did cause complications with the angles because the phone’s camera zooms automatically to start with. Reynolds discusses proximity in slides, but I feel as if I learned from what he was saying while making this video. Trying to ensure proximity of the shot to what is actually happening was key. I want the viewer to be able

to see everything that I am working with in the shot and everything they'll need. In chapter six of Reynolds' book, he writes "The principle says that related items should be grouped together so that they will be viewed as a group, rather than as several unrelated elements. Audiences will assume that items that are not near each other in a design are not closely related. Audiences will naturally tend to group similar items that are near to each other into a single unit.

People should never have to "work" at trying to figure out which caption goes with which graphic or whether or not a line of text is a subtitle or a line of text unrelated to the title" (Reynolds, 2008). Keeping this in mind, while shooting and editing, I had to be careful that I had everything I needed, and I was prepared to do one shot, and one shot only and the shot had everything I need in the scene.

4. Feedback Summary and Response

For my peers in the gallery walk, I posed these three questions:

1. Would you shorten the videos or is the length good?
2. Was it easy enough to follow the video to make a pizza?

3. I'm thinking of adding still shots of the ingredients, would this help the flow of the videos?

The reason why I chose these questions were because as I was editing, these are the things that kept coming to mind, so I wanted to fix them if they were going to be a hassle.

My first feedback was from Kris:

I think it would be effective if you had the ingredients ready to go, then did some close ups showing the ingredients as you added them. It would save some time, and if you were able to zoom in, the viewer would be able to see more clearly.

Your ingredients - for example, in the sauce, as you mixed them in - were hidden behind the ingredient containers and I wondered what was going on back there!

You did zoom in to the food when you were cooking the sauce and it worked really well, so maybe considering the perspective that you use when you shoot the video would bring the focus on the ingredients a bit more. You might also consider playing with video editing to speed up some of the steps - like grating the carrot - so we get the essence of it, but perhaps without the entire grating process time. I like your topic and I'm inspired to try it! I also like how you included your own story - your family's preferences, eating pizza at your grandma's - it made it personal. (Oh, and Roger is adorable - his green bean video popped up!)

I did make some changes that she recommended. I did utilize close ups and during the reshoot, I made sure that the viewer could see all the ingredients most of the time. I did take out the grating process to move the video along.

Next Feedback was from Oliver:

This is good! I found the videos easy to follow and entertaining. The only overall note I have is reshooting with a faster shutter, but not a huge deal. I would maybe shorten the processes a little bit, but not by much (just a few seconds). After viewing them, I tried reenacting all the steps without actually making a pizza and it seemed clear to me. Lastly, the still shots would probably help. Not essential, but definitely a good idea.

His feedback was key to my remake. When I reshot the videos, I didn't change much because of what he said about actually following along with the video.

Ashley gave me the following feedback:

- ***Would you shorten the videos or is the length good?***

I do think the 3 videos could all be condensed into one shorter video. One way that may help with shortening them would be to ensure the majority of your ingredients are already opened and prepared to go in for mixture. Or even having a second sauce or dough that has already been prepared so we know what it should look like once you're done. This could also take away from the time on you

- ***Was it easy enough to follow the video to make a pizza?***

I think it would be easy to follow. Some things I think would be good to add is text reminding the audience of the amount of each ingredient you entered. Also if you could have the camera over your shoulder so we could see how the mixtures look when you are making the sauce as well as the dough for the pizza.

- ***I'm thinking of adding still shots of the ingredients, would this be help the flow of the videos?***

If you do go with my suggestion of adding text with the ingredients and how much to use, i don't think the still shots would be necessary unless you feel they are ingredients most may not be familiar with.

Ashley provided great feedback which I used and some that I didn't as well. I didn't pre-measure because I didn't want to take away from showing the audience that I am actually making this with you and this is how long it will take. I did like that she asked me to add text to the videos, which I did.

Lastly, Morgan provided the following feedback:

I love your shirt! Great subject! Love the idea of making homemade pizza. Maybe you could have the ingredients measured out ahead of time and labeled so the viewer can see them? I found them a little long, maybe cut to the steps a little more efficiently. I think the directions were straightforward and easy to follow.

(In my first video, I was wearing a Bluth's Frozen Banana's shirt from the show "Arrested Development") Morgan did have the same idea of the ingredients premeasured as well, as stated before, I wanted to the viewer to follow along with me.

5. Lessons Learned

For this project, I learned quite a bit about designing meaningful videos that will be meaningful for people to learn from. I had to do a second shoot of all three videos because the videos that I made the first time were shot with a camera that did not have a great video option. I thought the camera would be a good option because it was a DSLR camera, but come to find out, it was not. Knowing the tools and the equipment beforehand would have saved me time and energy. Also, I made light of it in my videos, but making sure all distractions were not able to distract you from making a meaningful video. In both of the video shoots, Roger, my dog, makes an appearance. Finding an option for him to stay out of the video would be more meaningful for learners.

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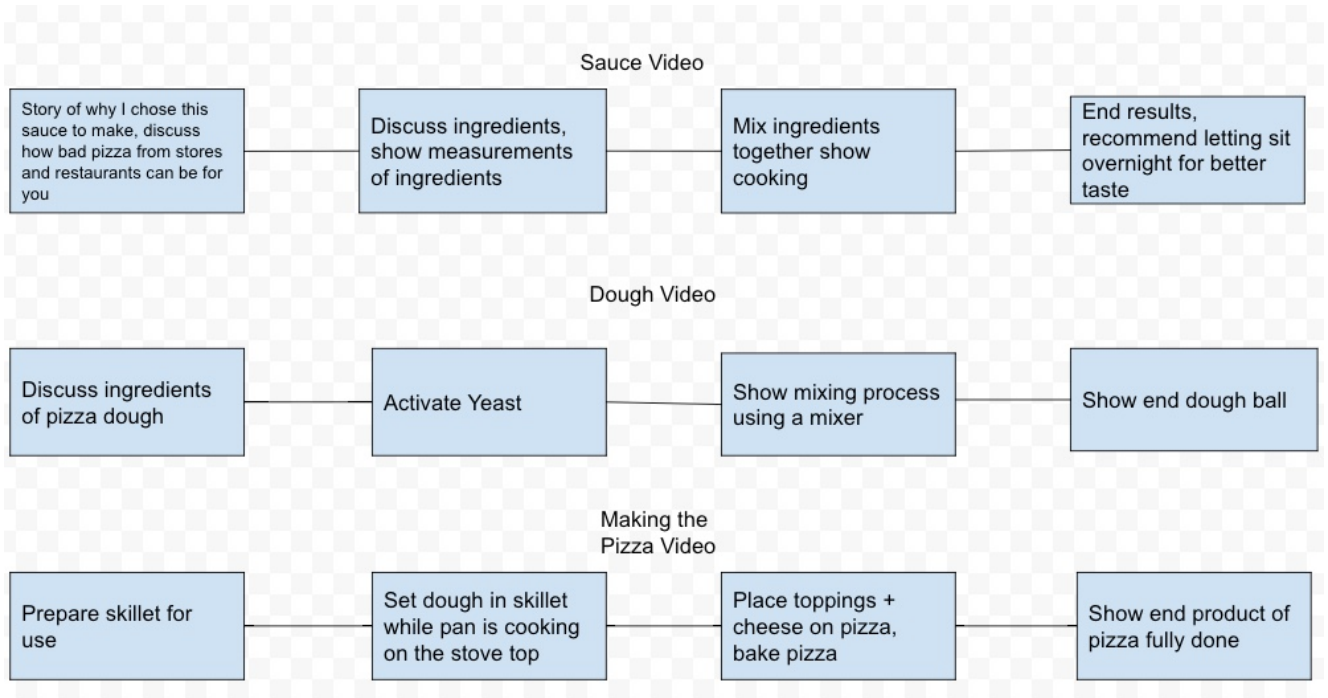
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Appendix

Script and Storyboard for Making Healthier Pizza at Home!

The script for this assignment was thought of when I started thinking of what I was going to do. When I began thinking of how I would show people how to make a healthier pizza, I thought of the cooking shows that I've seen in the past and if they were effective. So when I was thinking of creating a video, I didn't want to do one long video, I wanted to do three separate videos, so the learners can skip one if they didn't want to necessarily do that. (e.g. doesn't want to make own sauce, but wants to make a crust and cast-iron skillet pizza. The script for the first two video was the ingredients. The script for the last video was ad-libbed. It's the way that I've been making homemade pizzas for a while, so I did not script it out.

For my storyboard, I created the drawing below:



I did not want to over complicate the storyboard or the process. I wanted to ensure that the learners did not feel like this was going to be a tough process to complete.