strengthens the message, unlike bullet points that only obscure the message because the viewer does not know whether to read the bullet points or listen to the narration. Good imagery also adds emotion to the message. Everyone who saw *March of the Penguins* remembers the image of the frozen egg that took too long to transfer. As a result, people remembered the process. In other words, they learned, which is the whole point of teaching.

Faculty who are asked to teach online need to be guided through the process of reconceptualizing their face-to-face lecture to an effective video-based format. Here are a few simple rules to help:

Find a theme

Too often faculty go into the course development process with the "content coverage" mentality where the focus is on touching all the necessary topics. This leads to passing information to students without context, as if they are transferring information between databases. But while computers can record reams of information with accuracy, the human mind cannot. The human mind is built to remember significance, and so the first rule of teaching is that "only significance matters." That is, any information needs to be conveyed in terms of its significance.

Thus, the first job of a faculty member is to identify the significance in the information. That should lead to a single theme in each video. *March of the Penguins* was built around the theme of the hardships that penguins face in living and reproducing. Similarly, my own video on the history of medical ethics was developed around the theme of the profession transforming itself from a "doctor's orders" view to one that respects patient autonomy. The theme connected all the various examples I used. Only covering the various seminal cases would not have helped students learn the concept nearly as well. But running a thread through the cases allows students to more easily draw up the information.

Videos can include statistics and factual information, just as *March of the Penguins* mentioned the number of penguins that gather for the mating season. But nobody remembers that number. People only remember its significance—that it was large—which was of course amplified by images of seas of penguins. That significance is what the viewer will take away, and so all information should be presented in terms of its significance.

A good example of this transformation process is the video "Jefferson and the Constitution: NOT Love at First Sight" by Tom Richey (https://youtu.be/p4uOPBFHRMA). While many history professors might teach about the U.S. Constitution by simply going through the various components (i.e. covering content), Richey crafts the lesson as a love story between Thomas Jefferson and the Constitution. He tells the story of how Jefferson's good friend James Madison sent a draft of the Constitution to Jefferson in Paris. Madison expected Jefferson to be just as enamored with the document as he was. But Jefferson had a mixed

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