

VOB Schield: 2020 PPTX Create Audio-Video 1

PowerPoint: Create Audio and Video

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*www.StatLit.org/pdf/
2020-Schild-PPTX-Create-Audio-Video-Slides.pdf*

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Record Audio: Overview

There are two ways to record audio in PowerPoint:

1. Continuous. Start at the beginning. Record until done.
2. By-slide. Select a single slide. Record and stop.

I prefer to start by recording ‘Continuous’.

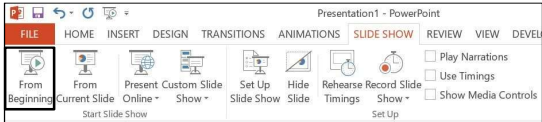
- The presentation has a better flow.
- The audio level and quality is the same for all slides.
- Repairs can be done to a single slide later if needed.

This presentation does ‘continuous’ first; ‘by-slide’ second.

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Prepare slide show

1. PowerPoint: prepare slides with animations.
2. Select the SLIDE SHOW tab.

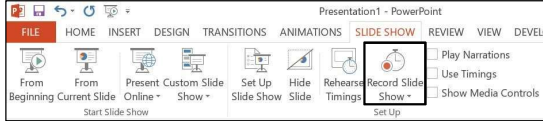


3. In Start slide show, select ‘From Beginning’
Advance slides manually: press space-bar.
Check the animations within a given slide.

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Record Audio Continuous 1. Start

1. Select the SLIDE SHOW tab.

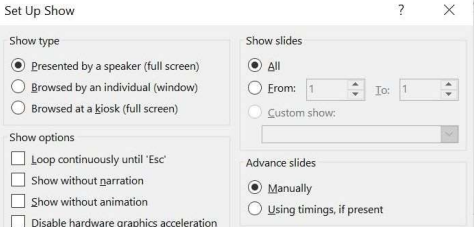


2. In Setup, select “Record Slide Show”

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Record Audio Continuous 2. Set Up Show

Set “Advance slides” to “Manually”
Uncheck all the ‘Show Options’ check boxes.



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Record Audio Continuous 3. Start Recording



Record Audio Continuous
4. Select Options; Record

Check both check boxes.
 Press "Start Recording"

Record Audio Continuous
5. Advance to Next Slide

To advance, press the Spacebar or right mouse.
 Powerpoint breaks continuous recording into slide segments
 Always pause your speech before advancing the slide.
 In this way, the audio for each slide will stand alone.
 This makes it easier to fix an audio problem in a slide.

Record Audio Continuous
6. Pause/Resume: Optional

To Pause recording, press box with 2 vertical lines.

Press "Resume Recording" to continue

Record Audio Continuous
7. End

To end, right mouse on slide
 Select "End Show"

If you need to repeat, first 'Clear':

Record Audio by Slide
1. Setup recording

1. Select the slide. If it already has a recording, delete it.
2. From the Insert menu, go to the Media section.
3. Select the Audio pull-down menu.

Select "Record Audio"

Record Audio by Slide
2. Start/stop slide recording

4. Name the recording: S#
 Select "Record" (Red dot)

To end the recording:
 5. Press "Stop" (blue box).
 6. Move speaker icon so it does not block anything.

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Create Video 1. Export

1. File/Export: select "Create a video"

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Create Video 2. Select Quality

For slides with Audio, select Low or Internet Quality

Low Quality is (roughly):

- half the size of Internet Quality.
- a third the size of Presentation Quality

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Create Video Quality Example

Here are specifics for a 12 slide presentation (no video). Seven of the slides had an "Appear" animation. Note the times to render the results:

Slides (12)	Size (mb)	7 appear
W/O audio	3.6	*.PPTX
With audio	19.6	*.PPTX
EXPORT: mp4	Size (mb)	Time(m:s)
Low	45	2m 20s
Internet	108	4m 2s
Presentation	170	8m 33s

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Create Video 3. Select Timings/Narrative

With pre-recorded audio and timings, select "USE"

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Create Video 4. Press "Create Video"

Creates MP4 file.

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Create Video: Short Cut File/SaveAs/MPEG-4 Video

Uses last saved Quality & Narration. Otherwise Internet?

Statistical Literacy: Scanlan's Paradox

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US Rep: International Statistical Literacy Project

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ISLP: Encouraging a Critical Mindset on Social Statistics

Paper: www.StatLit.org/pdf/2020-Schield-ASA.pdf

www.StatLit.org/pdf/2020-Schield-ASA-Slides.pdf

www.StatLit.org/V/2020-Schield-ASA-Slides-Audio.mp4 

Scanlan's Paradox

Scanlan's Paradox: Lowering 'bad' rates for two groups generally increases their disparity ratio.

Agencies are being required to lower rates of bad things: suspensions, birth defects, poverty, etc.

If blacks are more likely to encounter these bad results, reducing these bad rates tends to increase the black-white disparity ratio.

When this happens, agencies are criticized for their negative results. People may be fired – unaware that the increase in the disparity ratio is predictable.



Racial Suspension Disparities in St. Paul Schools

Black students were expelled or suspended **6.2 times** as often as white students at St. Paul schools.

A third of all Minnesota school exclusions are for minor incidents: talking back, eye rolling or swearing.

St. Paul staff “took racial equity training, the district narrowed the types of behaviors that were to result in suspension, and principals were instructed to keep kids in class when possible.”

<https://www.twincities.com/2018/06/29/st-paul-schools-to-scrutinize-student-suspensions-under-human-rights-agreement/>



Scanlan's Paradox

Good news! The results!

Suspensions down: blacks cut 37%; whites cut 44% .

But ... racial disparities increased.

Black-white ratio of suspensions up from 6.2 to 7.6!

Blacks almost 8 times as likely to be suspended as whites.

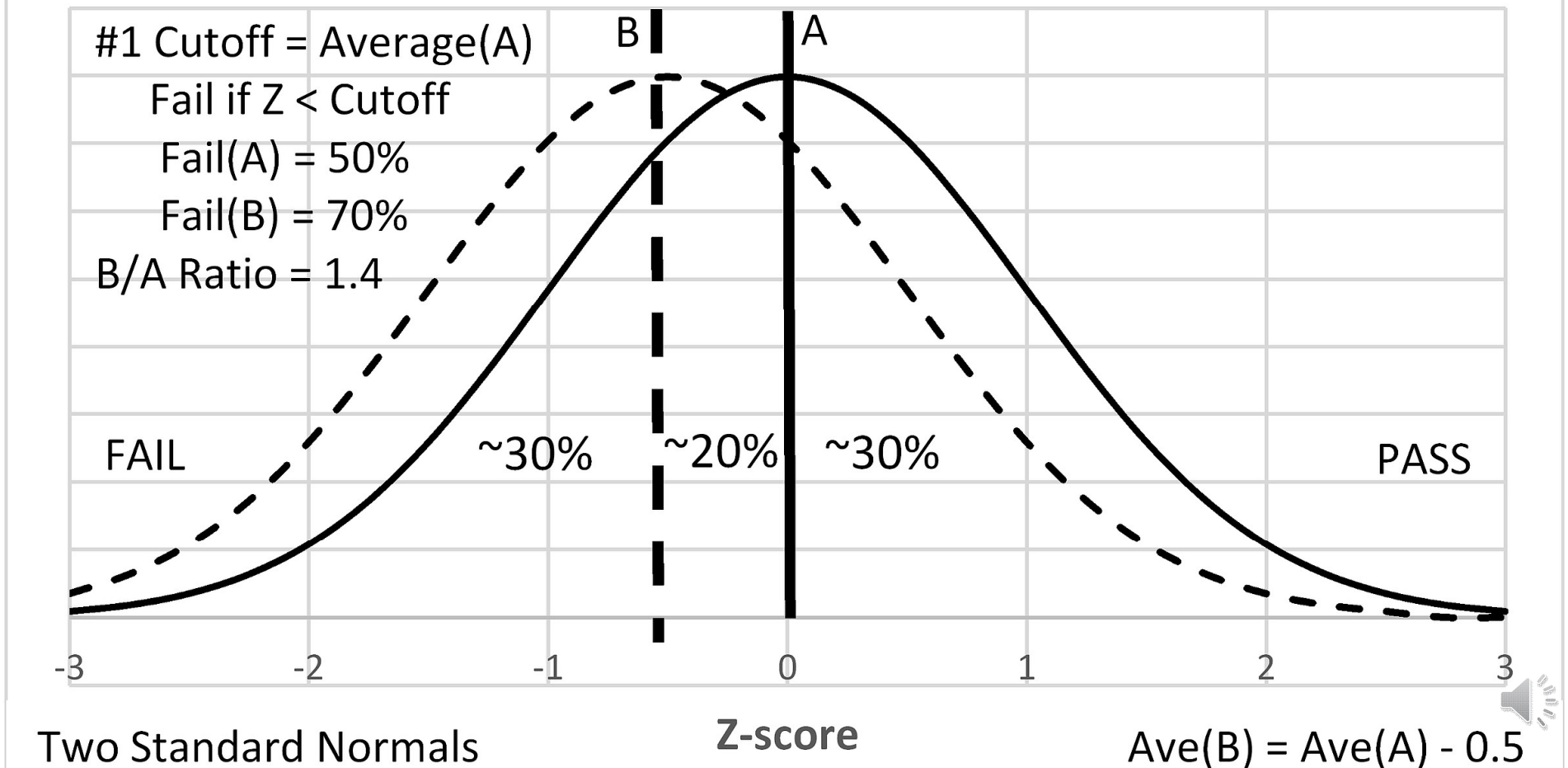
This is **Scanlan's paradox:**

Making some things better makes other things worse.



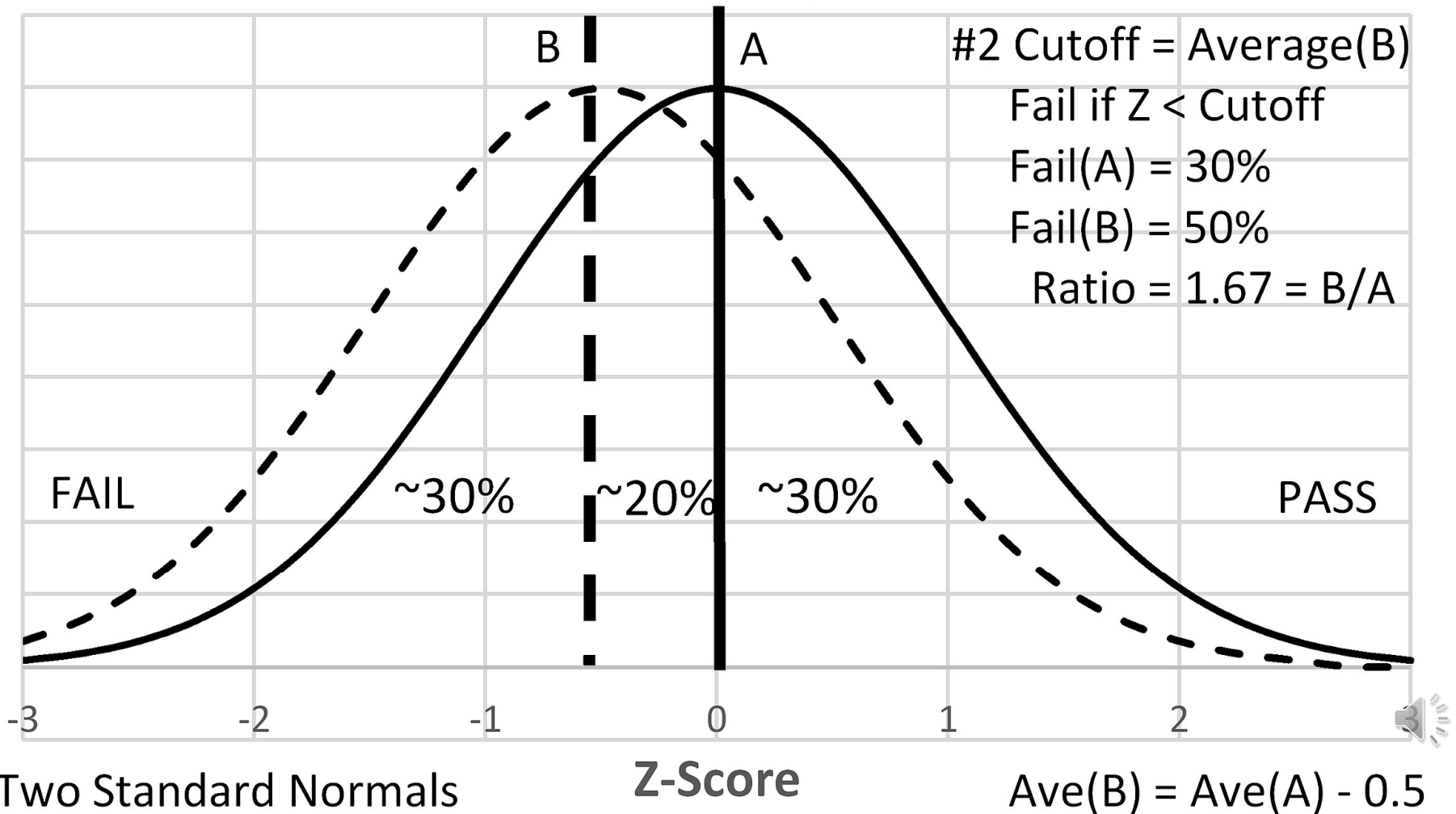
Two Groups: A and B

Before: Cutoff is Average(A):
B is 40% more likely to Fail than A.



Drop Cutoff; Increase Pass Rate

Change: Lower Cutoff to Average(B):
B is 67% more likely to Fail than A.



Disparity Ratio: Closer to 1 is the goal

Fail Rate	Z < Ave(A)	Z < Ave(B)	Change	Result		Decrease Failing
A	50%	30%	-40%	A better	1	
B	70%	50%	-29%	B better	2	
Ratio B/A	1.4	1.7	19%	B worse	3	

Increase Passing	Pass Rate	Z > Ave(A)	Z > Ave(B)	Change	Result	
	A	50%	70%	40%	A better	4
	B	30%	50%	67%	B better	5
	Ratio B/A	0.60	0.71	19%	B better	6

Scanlan Rules: As rates decreases ...


Scanlan: “the less prevalent the condition, the ...

1. “greater the disparity in experiencing the condition”
2. “larger will be the proportion of those experiencing the condition [that are] comprised by the more susceptible group.”

Schield: As a condition becomes rarer, the bigger the ...

1. ... relative difference (disparity ratio).
2. ... share of the more susceptible [among susceptible].

Paradox: Making things absolutely better for both groups can make things relatively worse for one group.



Decrease Infant Death Rates: Blacks Worse Off (Relatively)

US Infant Mortality Rate (Death per 1,000 live births)

	1983	1997	Change	Result
White	10	6	-38%	W better
Black	19	14	-26%	B better
Ratio B/W	2.0	2.4	20%	B worse

Decrease
Mortality

Increase
Survival

US Infant Survival Rate (Survivors per 1,000 live births)

	1983	1997	Change	Result
White	990	994	0.4%	W better
Black	981	986	0.5%	B better
Ratio B/W	0.990	0.992	0.1%	B better

Reduce the Poverty Rate: Blacks Worse Off (Relatively)

US Poverty Rate (Income below ↓ Poverty Level)					Decrease Below- Poverty
1990	\$<100%*	\$<50%**	Change	Result	
White	11%	4%	-64%	W better	
Black	32%	14%	-55%	B better	
Ratio B/W	3.0	3.7	24%	B worse	

* Income below 100% (** 50%) of the poverty line

Increase Above- Poverty	US Poverty-Avoided Rate (Above ↑ Poverty Rate)				
	1990	\$>100%*	\$>50%**	Change	Result
	White	89%	96%	8%	W better
	Black	68%	86%	26%	B better
	Ratio B/W	0.76	0.89	17%	B better

Formal Cause: Confounding

Suppose 20% of B failed (10% of A): a **2:1 B-A ratio**.

1. If A failures are cut in half, the ratio increases: 4:1.
2. If B failures are cut in half, the ratio decreases: 1:1.
3. If both are cut in half, the ratio is unchanged: 2:1.

The change in the disparity ratio is determined by whether the rates are cut proportionately.

Confounding: The relationship between the rate cuts and the change in the disparity ratio is confounded by the size of the rate cuts relative to the size of the initial rates.



Conclusion

As society eliminates bad things, we can expect:

1. the more susceptible group is increasingly subject to the bad thing – relative to the less susceptible group.
2. the more susceptible group to be an increasing share of those experiencing the bad outcome.
3. the improvements in – and the differences between – the good things to become smaller.

Scanlan's paradox

- is socially (journalistically) significant
- should be in statistical literacy (social statistics) courses

