

Bringing Learning to Life with Video

Technology, especially multimedia, is changing the way we [teach](#) and [learn](#). In this session, participants will explore different aspects of integrating video into the curriculum. Analyze how video supports the Kentucky Core Academic Standards (KCAS), provides evidence for school-wide Program Review and promotes student choice and student interest. Your digital learners are ready for innovation and creativity through video. Are YOU?

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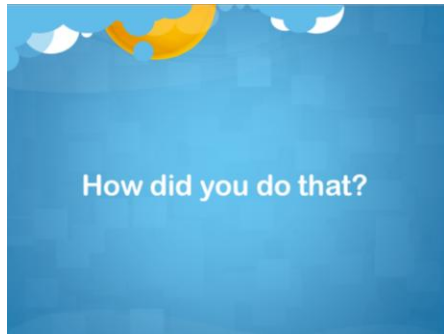
Reflect

- Think of a recent lesson you taught or observed. What were examples of the following?
 1. Good communication
 2. Information and technology literacy
 3. Innovation and creativity
- Think, discuss, and then share your ideas about the opportunities offered to your students to exhibit these 21st century readiness skills.

Writing Process and Video Production



[Student work sample](#) from the story writing project and video culminating activity I taught with my students a few years ago.



Process

- After instruction on the elements of a story, students began brainstorming ideas for stories. I explained how we would use the toys for characters and props.

Story Mapping ▼ Graphic Organizers

Project Labels
Enter a title for your project and your name.

Title:

By:

Choose A Graphic Organizer

Character Map

Conflict Map

Resolution Map

Setting Map

Print Prep Edit

read-write-think
K-5 ELA CCSS aligned



- Students then chose toys I had collected from yard sales for characters and props in their settings.



- Students used the diorama process w/ boxes, drawings and props to create the settings for their stories.

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- Once students had their final piece written, they could begin production on the video.



- Students placed the “characters” and props in the “setting” and posed them for shots that would then be uploaded into Movie Maker.



- After loading the pictures, students used the audio capture feature to record themselves reading their story. They also added music to the title and credit shots. Editing required my assistance in adjusting the timing for the pictures so it matched the story audio.



- Students who wanted to participate in the Movie Premiere were given tickets for the showing of their videos in the school cafeteria. They were allowed to give tickets to any student, school staff, or family member that they wanted to attend the showing. Everyone had a great time! 😊

Digital Video Process	Writing Process
Preproduction <ul style="list-style-type: none"> •Gathering content-specific information •Concept mapping •Teaming, collaboration, and consensus building •Scripting •Storyboarding 	Prewriting <ul style="list-style-type: none"> •Researching •Brainstorming •Webbing •Organizing
Production <ul style="list-style-type: none"> •Production Lesson •Rehearsing •Planning and resource management •Filming 	Drafting
Postproduction <ul style="list-style-type: none"> •Rough digital editing •Class feedback •Creating credits, titles, and dedications •Publishing: distribution and showings 	Editing <ul style="list-style-type: none"> •Revising •Proofreading •Peer editing •Final editing •Publishing

Process chart taken from [Splicing Video into the Writing Process](#)



What would learning be like if...

- Technology is more a part of our children's lives each day –why should they have to check their technology at the classroom door and compete for limited school computer time?
- Doing projects on something one cares about comes naturally to all learners-why are learning projects so scarce inside so many classrooms?
- Innovation and creativity are so important to the future success of our economy-why do schools spend so little time on developing creativity and innovation skills?

○ (*21st Century Skills: Learning for Life in Our Times, Trilling and Fadel, 2009*)



Why use video?

- Strategies
- Kentucky Core Academic Standards (KCAS)
 - Program Review Evidence
 - Engagement and Motivation
 - Innovation and Creativity

STANDARDS ANALYSIS – see [Appendix C](#)

PROGRAM REVIEW, ENGAGEMENT AND MOTIVATION, INNOVATION AND CREATIVITY – see [Appendix A](#)

“BENEFITS OF USING VIDEO TO TEACH

Alessi and Trollip (2001) indicate that the concept of hypermedia includes information that embodies a multisensory combination, including texts, audio, video, and photographs.

...Video because of its high ability of combining two of the most powerful cognitive tools for encoding meaning in memory which are attention and fidelity. A cursory observation of students watching a video film will suggest to anyone the power of this instrument in capturing the attention of learners. The psychology of memory attests that attention and motivation are the main precursors of learning. However as this benefit of the video is obvious, there is less need to delve too deeply into it, but consider the other benefits of using video...

1. **High Fidelity:** how closely a simulation imitates reality.
2. **Skill learning:** demonstration of some skills
3. **The development of Creativity:** The potential of the video presentation to generate discussion and learning is enormous. It can serve as an effective advance organizer, present vital psychomotor and cognitive skills and enhance meaning of content in lesson delivery, as well as serve as an effective closure tool.
4. **The development of Multimedia Literacy:** Literacy as a concept has overgrown the exclusive use of alphabetic language to its implications for both the individual and the society. ...the development of the individual's ability for self expression and

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communication in various forms through writing, music, art and the like.

5. Cognitive tools for thinking: Indeed, the teacher in the 21st century cannot afford to miss out on this benefit of using the video to enhance lesson delivery.

THE ROLE OF VIDEO

- **To provide information:** To provide content relevant to students' needs and interests.
- **Presenting or reinforcing language:** Grammar, vocabulary, functions and indeed, all forms of language are exposed in video. This makes it an effective source of enhancing language as we teach subject content in social studies, science, education studies etc.
- **Stimulating language production:** Video can be used as a basis for discussion, a model for learners to follow and a visual aid. Interaction must always follow viewing of the video clip. This is a source of language production and expression. In recent times students in colleges of education seem to be avoiding the use of English language which continues to be the official language. Video is one interesting means of constantly involving students in English language production. It is interesting to set questions for students to respond to as homework or in group work following a video presentation."

pp.4-12

[THE USE OF VIDEO AND MULTIMEDIA IN TEACHER EDUCATION](#)

[Video Modeling](#)

Video modeling is a teaching technique which involves having a student watch a model perform a target skill on a video tape and then practice the skill that he or she observed.

[Video Prompting](#)

Video prompting is a fairly new technology, in which a person learns to engage in a complex behavior by viewing steps of a task analysis on video. The steps are broken down so that the task is more manageable for the individual.

****Always remember... ****

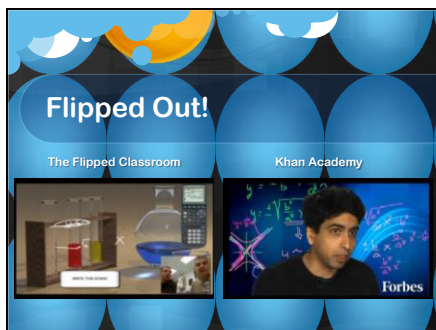
"Think about the tools like a content teacher. Keep your thinking focused on teaching and how to move students. Utilize the resources to richly impact the students in your classrooms. What are the unique capacities of this tool? (i.e., What can I do with it that I can't do with anything else?) What does it allow me to do that's better (instructionally) than what I could do without it?"

[Bringing the Outside In](#); Kajder, Sara B., 2006



Educators who embrace technology tools and resources and districts that have built the infrastructure and identified the purposeful use of these tools and resources in reaching the instructional learning goals will both engage and ensure positive learning outcomes for students.

Kentucky Model Curriculum Framework, [KMCF](#), p. 80



•“[Flipping the classroom](#) has transformed our teaching practice. We no longer stand in front of our students and talk at them for thirty to sixty minutes at a time. This radical change has allowed us to take on a different role with our students. Both of us taught for many years (a combined thirty-seven years) using this model. We were both good teachers. In fact, Jonathan received the Presidential Award for Excellence in Math and Science Teaching while being the sage on the stage, and Aaron received the same award under the Flipped model. Though as we look back, we could never go back to teaching in the traditional manner.”

[How the Flipped Classroom Is Radically Transforming Learning](#)

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June 8, 2011

•The mission of the Khan Academy is to provide access to high quality instruction to anyone, anywhere. It was founded by Salman Khan who has recorded over 1,800 videos on math, science, finance, and economics at www.khanacademy.org



School Tube samples

- [Time of Our Lives](#) Video Contest – KSD student entry.
- [Do The Quad Solve](#) – (Parody of Do The John Wall by Troop 41) Westerville South High School, Westerville, Ohio

[Mabry Middle School](#) Website – examples and ideas for engaging students in learning.
KET offers a variety of services and resources for Kentucky students and teachers involved in multimedia production and use:

[KET Media Lab](#) Workshops

- free workshops in multimedia production and related topics at the KET Network Center, Lexington

In-School Workshops

- free seminars on video production, conducted at your school by KET personnel

KET Multimedia Professional Development Days

- an annual summer event for KY K-20 teachers and staff

KET MediaWorks Blog

- news about multimedia production equipment and methods

KET MediaWorks Listserv

- information and discussion on multimedia production by e-mail for teachers and staff

The KET School Video Project

- a showcase of student-produced videos from around Kentucky

Information for Schools on Digital Television

- what our transition to digital transmission means for Kentucky schools

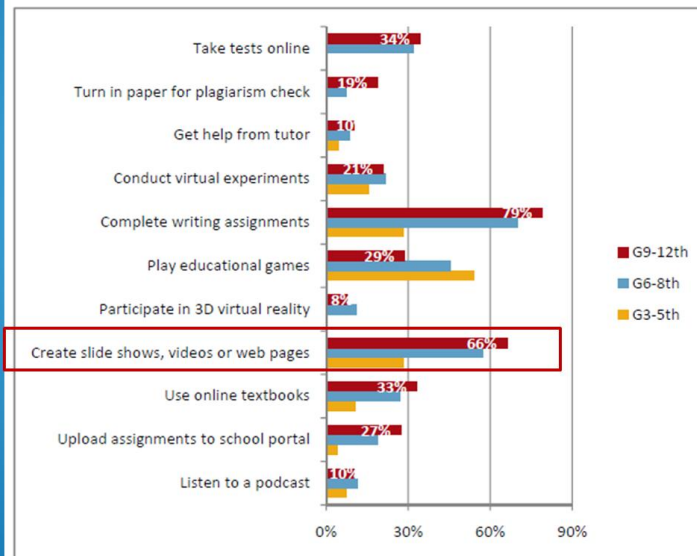
Multimedia Display and Video Production Equipment, Computers and Software for Kentucky schools... *and much more!*

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How are you currently using digital media tools, content and resources for schoolwork purposes?

Project Tomorrow, 2010

Figure 14: Students' use of digital resources for schoolwork



How are you using any these digital media tools in your classroom or as a part of the school wide curriculum? Project Tomorrow, 2010



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Technology, especially multimedia, is changing the way we teach and learn. Your digital learners are ready for innovation and creativity through video. **Now YOU are ready!**

Clipart:

- Toy image from toymania.com
- Diorama image from stormthecastle.com
- Other Clipart from MS Office Clipart

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Bringing Learning to Life with Video
**Standards, Program Review Evidence, Motivation and Engagement,
 and Creativity and Innovation**

Standards:

Academic Expectations
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
2.22 Students create works of art and make presentations to convey a point of view.

College and Career Readiness Anchor Standards
Reading Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* <small>*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.</small>
Writing Production and Distribution of Writing 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking and Listening Comprehension and Collaboration 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Kentucky’s Core Academic Standards (KCAS)
Reading
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to

	or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
	RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing	
	W.K.6 With guidance and support from adults, explore variety of digital tools to produce and publish writing, including in collaboration with peers.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Speaking and Listening	
• Comprehension and Collaboration	
	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political)

	behind its presentation.
	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	<ul style="list-style-type: none"> • Presentation of Knowledge and Ideas
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ISTE NETS for Students

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

Program Review Evidence:**Curriculum and Instruction**

Demonstrator 4: Students are actively engaged in creating, performing and responding in the arts.

Fully Functioning Characteristics:

- a. Students routinely create rich and insightful products and performances for a variety of purposes.

Motivation and Engagement:

Motivation is a pre-requisite for attentiveness, involvement, learning, and performance. In the context of a positive school climate, successful teaching mobilizes the student to engage in learning. Lack of academic or social engagement in school is a key factor predictive of dropout (Rumberger, 2004). According to a study conducted by UCLA, "Increasing intrinsic motivation requires focusing on students' thoughts, feelings, and decisions. In general the intent is to reduce negative and increase positive feelings, thoughts, and coping strategies" to enable active learning and motivated student performance (Center for Mental Health in the Schools-UCLA, p. 80-81, <http://smhp.psych.ucla.edu>).

Learning environments must be perceived as caring, supportive places which offer activities that are valued and challenging, but doable. Motivation theory and research says that learners must both value an activity and expect that they will be able to successfully complete it if they are to attempt the task and expend substantial amounts of energy and the effort often necessary for learning. Therefore, schools must carefully consider factors like the perceived relevance of content, fear of failure in the face of rigor, cultural competence of educators, peer climate for embarrassment, learning problems, emotional distress, and other elements which affect student perceptions, values, and expectancy. Students maintain expectations for success based on recent and historical school experience. High teacher expectations and rigorous learning activities also require high levels of scaffolding and personalized support to enable success for all. Protheroe suggests that "Reluctant learners must be both challenged and supported if they are to develop the self-efficacy they need to take the kind of risks required to learn and succeed" (Protheroe, N., "Motivating Reluctant Learners", Principal, Sept-Oct 2004, www.naesp.org).

Creativity and Innovation:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

The Partnership for 21st Century Skills, www.p21.org

Action Steps

Develop Action Steps that you will take as a follow up to this presentation.

"The future will demand people who can express themselves effectively with images, animation, sound and video..." ~2010, Transforming Education in Kentucky (TEK) Task Force Recommendation 6A

What would learning be like in my classroom/school if students were actively engaged in rigorous, creative and innovative learning activities that improved student learning outcomes through new media literacy?

Idea I want to implement

Benefits of Implementation

What does success look like?

Possible Barriers

Possible Solutions

Needed Resources

Timeline

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Bringing Learning to Life with Video
Standards Analysis

Review the standards below and highlight the media terms used in the standards. Make note of the words that describe what the students need to do. How can teachers design a learning situation that fosters those outcomes?

Standards:

College and Career Readiness Anchor Standards
Reading Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* <small>*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.</small>
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Examples using 5th grade standards:

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Appendix D

Resources

21st Century Teaching Series: Use Digital Tools Effectively to Enhance Student Learning, webinar, Sara Kajder and Joe Malley, 2010

Alice - Alice is an innovative 3D programming environment that makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. Alice is a teaching tool for introductory computing. <http://www.alice.org/>

AwesomeStories - When you become a member of Awesome Stories ... You can see everything on the site (including an extensive image data base), explore all its features (including narrated stories), dig deeper (with lesson plans and text documents) and hear from us once a month (with a newsletter profiling current events and hot topics). Join the site today. It's all free! <http://www.awesomestories.com/>

BBC Digital Storytelling Project www.bbc.co.uk/wales/capturewales/
Bringing the Outside In <http://bringingtheoutsidein.com/>

Capturing Stories, Capturing Lives: An Introduction to Digital Storytelling, David S. Jakes, http://www.jakesonline.org/dst_techforum.pdf

Center for Digital Storytelling www.storycenter.org

Digital Media - New Learners Of The 21st Century
<http://video.pbs.org/video/1797357384/>

Digital Storytelling: Supporting Digital Literacy in Grades 4-12, Thomas M. Banaszewski, 2005

Digital Students @ Analog Schools
http://www.teachertube.com/viewVideo.php?video_id=1184

File Types - <http://www.fileinfo.com/filetypes/video>

How Movies Work for Secondary School Students with Special Needs, English Journal, Vol. 96, No. 4, Mar. 2007

How to Make a Soap Opera,
<http://education.guardian.co.uk/digitalvideo/story/0,12641,842724,00.html>

iMovies in Teacher Education - Digital video has been instrumental in many areas of education for empowering youth to actively shape their schooling experience.
<http://edweb.sdsu.edu/sciencetg/ie/>

iSpring – convert PowerPoint presentations into Flash animation
<http://free.ispringsolutions.com/>

ky.edtech.com - EdTech Sandwich media cast

Letters alive™ Reading Curriculum: Augmented reality that makes learning to read fun!
http://www.youtube.com/watch?v=52j_l4eRp_w

More Resources for Exploring Movies and Literature, NCTE Inbox Blog, May 6, 2008
http://ncteinbox.blogspot.com/2008_05_01_archive.html

Movie Creation with PowerPoint <http://kate.murraystate.edu/kats/13/>

PBS – Telling a Story www.pbs.org/civilwar/cwimages/tellingStory/flash.html

Ropes Course: Created by Vanguard High School

Vanguard students highlight the ropes course which isn't about completing an obstacle course. It is about building character and relationships with their peers.
<http://www.schooltube.com/video/48f88d94dabdc1858b01/Ropes-Course>

Scratch - Scratch is a programming language that makes it easy to create your own interactive stories, animations, games, music, and art -- and share your creations on the web. <http://scratch.mit.edu/>

Social Media & Professional Communication for Next Generation Learning Environments

Splicing Video into the Writing Process, Tammy Pandina Scot and Diane Harding, Learning and Leading with Technology, Vol. 32, No. 1

http://www.dkrug.com/csed/csed_readings/display%2049.pdf

STLP Cinemania Contest – 2011

Teacher Learning for New Times: Repurposing New Multimodal Literacies and Digital Video Composing for Schools, Suzanne M. Miller, University at Buffalo, State University of New York

Video in the Classroom – Digital Storytelling in the Elementary grades and beyond

<http://www.videointheclassroom.com/>

Videomaker - Basic Hand Help Shooting Tips: Created by Videomaker Jennifer, an instructor for Videomaker, shares some pointers on filming better hand held footage.

<http://www.schooltube.com/video/bc1ee4f932e29ed6953a/Videomaker-Basic-HandHeld-Shooting-Tips>

Visual Literacy Festival Equips Students with Leadership Skills, Tanya Roscorla, May 23, 2011 <http://www.convergemag.com/college-career/Visual-Literacy-Festival-Leadership.html>

Voki - Story Telling: Create a Voki and start telling a story and ask the children to write the end of the story. They can also create Voki at home and record their voices by telling the end of the story or retell a story you did in class. <http://www.voki.com/>

When Digital Kids Rule the Classroom, Stefanie Olsen, April 26, 2006

http://news.cnet.com/When-digital-kids-rule-the-classroom/2009-1041_3-6065108.html

Audio

Audio Hijack for Mac

Soundzabound™

Garage Band

File Converters

DVDVideoSoft

Handbrake

Media Converter

Multimedia Player

VideoLAN – VLC Media Player

Screen Capture Tools

Jing

CamStudio

ScreenFlow - Professional Screencasting Studio

Shared Online Video Resources and Portals

Academic Earth: Online Courses and Video Lectures: <http://academicearth.org/>

BBC News: Video and Audio: http://news.bbc.co.uk/2/hi/video_and_audio/default.stm

BBC News: Video and News: <http://news.bbc.co.uk/>

BBC Video Nation: <http://www.bbc.co.uk/videonation/>

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Big Think: Video and Other Content from Experts: <http://bigthink.com/>
Blip.TV: <http://www.blip.tv/>
Book TV Video About Nonfiction Books: <http://www.booktv.org/>
Clip Chef: Videos About Preparing Recipes: <http://www.clipchef.com/>
CNN Presents: <http://www.cnn.com/CNN/Programs/presents/>
CNN Student News: <http://www.cnn.com/studentnews/>
CNN.com Video (see also Interactive News and News Docs): <http://www.cnn.com/video/>
CurrentTV (see also Interactive News and News Documentaries): <http://www.current.tv/>
Cyber-profs (French): <http://www.cyberprofs.org/index.php>
doFlick: Videos That Show You How To Do Things: <http://www.doflick.com/>
Earthwatch: http://www.earthwatch.org/newsandevents/documentaries/volunteer_videos/
Edutopia: <http://www.edutopia.org/video>
EduTube (best educational videos on the Web): <http://www.edutube.org/>
Explo.TV: <http://www.exploratorium.edu/webcasts/>
Explore: <http://explore.org/>
FORA.tv: Videos on the People, Issues, and Ideas Changing the Planet: <http://fora.tv/>
Fox News: <http://www.foxnews.com/video2/video08.html>
Global Nomads Group: <http://www.gng.org/>
Google Video: <http://video.google.com/>
Guarateach: <http://www.guaranteach.com/>
History Channel: <http://www.history.com/videos>
Howcast: How-To Videos and Guides: <http://www.howcast.com/>
Hulu: <http://www.hulu.com/>
iCue: <http://www.icue.com/>
ICYouHeatlh: <http://www.icyou.com/>
iHealthTube: <http://www.ihealthtube.com/>
Link TV Global Link for World Educators (GLOWE): <http://www.linktv.org/teachers>
Link TV: Global Pulse: <http://www.linktv.org/globalpulse>
Link TV: <http://www.linktv.org/>
Link TV: Latin Pulse: <http://www.linktv.org/latinpulse>
MasterChef: <http://www.masterchef.com.au/home.htm>
Metacafe: <http://www.metacafe.com/>
MIT World: <http://mitworld.mit.edu/index.php>
MonkeySee - Free Instructional Videos: <http://www.monkeysee.com/>
MSNBC Video (see link to videos): <http://www.msnbc.msn.com/>
National Geographic: <http://channel.nationalgeographic.com/channel/videos/>
NewYork Times: <http://video.on.nytimes.com/>
Nomadsland: <http://www.nomadsland.com/>
Ocean Channel: <http://www.ocean.com/>
Public Broadcasting Service (PBS): <http://www.pbs.org/>
Reuters: <http://www.reuters.com/news/video>
SchoolTube (Student Video and Media Sharing): <http://www.schooltube.com/>
SciVee: <http://www.scivee.tv/>
TeacherTube: <http://www.teachertube.com/>
TV Lesson: How-To Videos: <http://www.tvlesson.com/>
Ustream.tv: <http://www.ustream.tv/>
Viddler: <http://www.viddler.com/>

Wonder How To: How-To Videos: <http://www.wonderhowto.com/>

Yahoo! Video: <http://video.search.yahoo.com/>

YouTube EDU: <http://www.youtube.com/education?b=400>

YouTube: <http://www.youtube.com/index>

Student Work Samples

KET School Video Project - School news programs, news stories and segments, public service announcements, documentaries, art/music videos, classroom project videos, training/tutorial videos, anything your students are making that you'd like to share!
http://www.ket.org/education/video_project.htm

Reel Generation Film Festival is *continuing the legacy of student film* by launching a NEW film festival that showcases the works and talents of high school aged children who are making short films and short documentaries. <https://sites.google.com/site/therealtorealfilmfestival/>

Time of Our Lives Video Contest

Entry Description: I am a deaf student at KSD, and this is my film for this contest. The music in the film is free from yessian royalfreemusic. I edited the film in Adobe Premier Pro. I have the time of my life always.

<http://contests.schooltube.com/contests/showentry/778564>

Video Editing Software

Adobe Premiere

Adobe Premiere Elements

Animoto

Final Cut Pro

ImageBlender

iMovie - Green screen is built into iMovie. Check out this tutorial.

<http://www.wikihow.com/Make-a-Greenscreen-on-a-Mac-using-iMovie>

Jodix

MovieMaker

Moviemaker Download for XP / can search Microsoft site for Windows 7 version –

<http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>

MovieMaker LIVE

Photo Peach

Photostory 3

Pinnacle Studio

Prezi

Prezi

QuickTime Pro

Storybird

Stupeflix

TikaTok

Tubezilla

Ulead

Videospin

ZamZar

Mobile devices:

iMovie

ReelDirector

SonicPics

Splice

Story Kit

Storyrobe

Toontastic

Videolicious

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