Video Production Modules Outline

Notes, 9/20/11 – J. Gray and B. Smith, from project planning meeting:

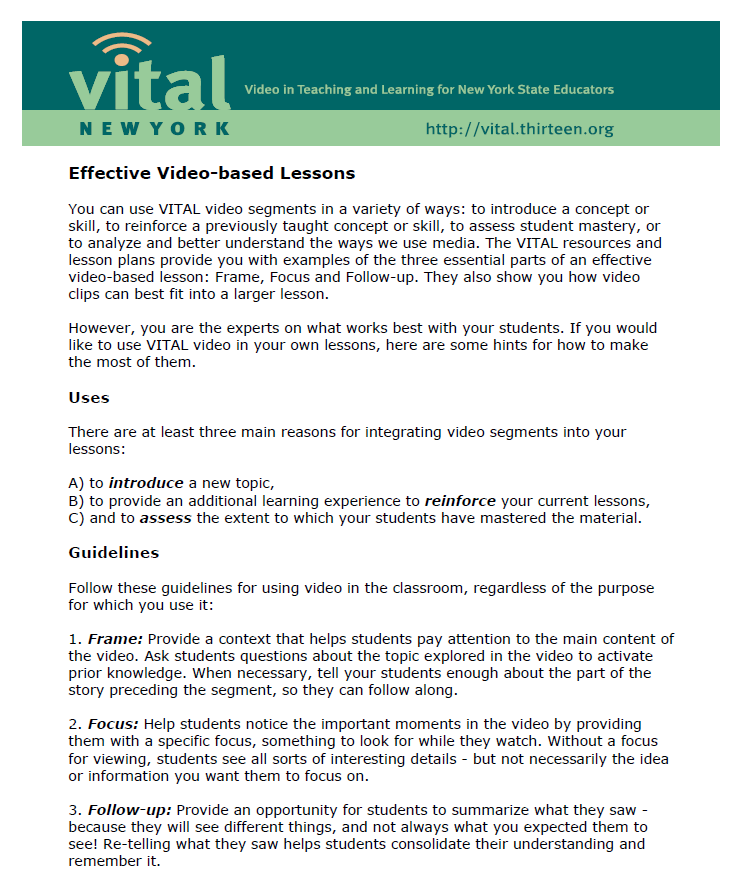
Found that T. Domain’s Teacher Activity by WGBH, Boston, “Learning Through Video Production,” which is a swell video production “how-to,” there are several Documents, Videos, and an Interactive at TD by WNET, NYC, and the EDC Center for Children and Technology, which are related and which also might be used, adapted, etc., for example: Building Video Literacy: Video Logger, Building Video Literacy: Sound, Building Video Literacy: Framing, Effective Video-Based Lessons, etc.

The WNET resources are the ones that Larry and I remembered seeing before that use the video of African folk.

The doc., “Effective Video-Based Lessons”:

CW’s notes throughout.  
**Nice work!**

I don't want to make it too long, but should there be a module about interview techniques? Careers?



Most of the Uses and Guidelines are known to us and not new; new is the third use: “assess”.

A general outline of a possible Learning Modules series for “Student Video Production”:

Module I – Why Student Video Production?

Identify where, for years, many teachers in Kentucky and the nation have been supporting and promoting student video production:

* K-12 library and school clubs
* KY K-12 STLP school organizations
* K-12 Classroom projects in many subjects
* KY high school Vo-Tech classes (e.g., Bourbon Co. HS, Lexington Vo-Tech)

Examples of above have been shared KY-statewide by KET through its KET School Video Project, first as an annual television broadcast, then also archived online, and recently as an online upload/sharing service.

Give examples of how student video production can be used for project-based activities that help teach many core content subjects and meet many national and state teaching and learning goals, both technological and across the curriculum. List correlations to KY standards, goals, etc., national, and ISTE, etc.  
(KDE’s Melissa Ferrell should be helpful here.)

Module 2 – Types of School and Classroom Video Projects and How They’re Shared

Types of school video projects:

* School news programs: daily and weekly/bi-monthly/monthly news magazine formats
  + Live programs, daily/weekly, etc. – news, news magazine, etc.
  + Recorded programs, daily/weekly, etc. – news, news magazine, etc.
  + Hybrid of live/recorded programs – news, news magazine, etc.
* Classroom video projects that introduce or illustrate a topic, reinforce it, review, etc. Project can be used for formative or summative assessment, or as the basis for or element of a student portfolio. All student video projects can be designed to demonstrate understanding, knowledge, and mastery of a subject or subjects.
* School documents – live and/or recorded
  + Sports competitions
  + Arts performances
  + Other events: openings, holiday, special
  + PSA’s/commercials/documentaries/standardized test reviews
* State, regional, national organization or private competitions
  + KY STLP annual competition
  + Discovery Education student science competition 2011

Ways video projects are shared:

* In classroom
* Over school a/v distribution system
* Over school IT network
* Throughout school campus network(s)
* Over local tv-cable access channel (from cable office or orig. from school/district. office modulator)
* On school/district website or blog, locally made or by subscription hosting service (getting popular, as staff and teachers can easily add multimedia to template web pages from desktop pcs)
* Streamed live over school/district website or blog
* Streamed live over web hosting services, free or by subscription (there’s a high school sub service just for sports, e.g.)
* On web hosting service such as YouTube, TeacherTube, KET School Video Project
* On organization web project sites such as PBS POV’s VoiceScape: <http://www.pbs.org/pov/voicescape/films.php>.

Module 3 – How to Make Video Projects

Jeff made a good point in his e-mail about the “Learning Through Video Production” modules from WGBH being a guide to the how-to’s of our modules. Working through them I don’t see many ways to improve upon what they’ve done since it’s so comprehensive, but I think we could probably add to a lot of their steps in their activities. Also, it reads like some of the steps are out of order, at least to me. -B

* Video Production Steps (\*We could break this up into separate sections, i.e. Pre-Production, Production and Post-Production since this runs long):

1. Identify a Topic – Can’t get more basic than this. It’s where WGBH starts too, but it’s where anything would start. The basic steps here would be to think about a subject that could incorporate a video production lesson; the first thing I thought of was a student project for a required reading in English, i.e. Shakespeare, where students could give their interpretations of different scenes from a Shakespeare piece. IDENTIFY THE AUDIENCE – more tie-in with writing process (age, motivation, background).
2. Conduct Research – This is actually the third slide for WGBH, but I think researching a topic should probably follow identifying it—maybe that’s just me. I think researching the topic could include the facts or history (of course) but also how that topic relates to the student(s) producing the video.
3. Choose an Objective – This slide followed Identify a Topic for WGBH, but it read to me like you’d need more info on your topic before you could work out an objective for it—what do you think? Agree. I think the main point here should be something to the tune of “What do you want others to learn from your video?” From there, we could give example questions about choosing the kind of video: are you trying to sway someone’s opinion on something? Are you trying to tell a narrative story? Would a documentary style work best? Would a dramatization work best? Etc., etc.
4. Develop a Treatment – I think this is safe to use next, but what do you think about having a treatment and a storyboard on the same slide? Sure! Works for me. That’s how WGBH has it, but only has Develop a Treatment in the title. I could be way off here, but I thought treatments were always just a guide, beginning to end, of the main points, the take-away message, and how this info will be conveyed. Do we even want a slide with storyboarding info? From my understanding, a storyboard comes later, after the script is written, and is a visual guide to setting up specific important (if not all) scenes. I have always encouraged schools to use a script for planning news shows, short, one-set productions. I have recommended storyboards for longer productions where there are a lot of scene changes. I may be totally off here, but this is what I have always said in my workshops. However, I have never seen a storyboard developed for a KET production…I have only seen scripts. That doesn’t mean anything, though.
5. Make a Pitch – This is just my own idea to follow up the treatment, and including this depends on how close we want to stick to “major” productions, I guess. Pitching our treatments was always the hardest part of any of my production classes because we had to make a presentation of our own idea with the goal of getting people behind it to give us money (not really, unfortunately). This could work as an oral presentation aspect, if we wanted that. What do you think? Like it.
6. Write a Script – This one’s pretty basic, too. What you want to say in one column, what you want to see in the other. The example script worksheet WGBH has looks the same as what we use here. The only issue I had here was that it comes after the shot list slide on WGBH, which doesn’t make sense to me.
7. Schedule the Shoot – This slide could end up being the most involved since we have to cover equipment needs and mapping out the actual shoot. Of course the equipment needs would be based on the ideal shoot, but we could give a list of equipment that could help that’s important for a professional shoot. Then we could move on to making a shot list (WGBH has a pretty great worksheet for this). I think this is one of the most important aspects we should cover, if not *the* most important. It seems to me like much of the shot list would be informed by access to equipment (no external microphone? Shoot indoors, etc.), but again, I could be and probably am overthinking this. I agree. About equipment needs: A few years ago, I worked with a district that needed money to purchase more equipment. I pitched the idea of students producing commercials for local businesses to air via local access channels for money that would go toward studio equipment. I can’t remember if anyone did anything with the idea, but for some reason I remember Gallatin Co might have some experience in that? This wouldn’t necessarily go here. Maybe we need a module that gets into equipment info? There are always questions about equipment.
8. Record the Video – Pretty straightforward. I really like WGBH’s tip sheet on this section, too. The only thing I might add here is to shoot more than you need—three to five seconds before someone starts talking, three to five seconds after they’re finished, just to make editing easier. Maybe a mention here about permissions and releases? Need to include: 1) Definition of various shots and when/how to use them (WS – est. setting/cover action; MS – Info about something/someone -news, etc; CU…, etc.). 2) Camera moves and techniques (pan, tilt, zoom, dolly, zolly, etc.). 3) How to get good quality hand-held camera shots. The teachers and students love the in-camera stop-motion edits/animation. Could include this, possibly?
9. Record the Audio…
10. Capture Digital Assets – Not sure what we could add here, except to maybe suggest keeping ideas in the back of their heads for images/graphics that could be edited into the video, especially if it’s a documentary-style video. We should probably hit copyright info here, too.
11. Edit the Video – This is another section that WGBH covered pretty thoroughly, except they don’t mention equipment/tools for editing or, in their tip sheet, color balancing the picture (they make several points about balancing the audio, which is good, but a color scheme is important too I think). When I say equipment/tools I mostly mean their camera, a firewire cable, a charger or batteries and DVDs, but we could also give a list of non-linear editing software. Do we want to get this specific? Also, do we want to mention copyright again, specifically with music/audio? There is a note from Lynda and Jeff’s meeting about special effects as well—what do you think? Yes! See my “About equipment” note under number 7 above.

Module 4 – How to Share Video Projects

1. Distribute the Video – This section seems pretty cut and dry, except we could use it to plug the School Video Project. Do we want to keep all the WGBH info or shorten that? Additionally, I think we need to hit copyright guidelines here, whether it’s for the first time or just a restatement. How involved do we want to get with that topic? It’s such a vital subject to cover; do we want to go with outside resources here, or do we want to try and cover the basics of copyright restrictions ourselves? I think this is more for a group discussion.

Module 5 – Examples of School Video Projects Achieving Learning Goals

* Jeff mentioned having a separate module showing standards, specifically core content, being illustrated/met through video production. Our thought here was, if we had already given examples of student video, we could reintroduce the same videos here and either give a list of ways each video meets standards or set it up as a quiz so that the person working through the modules could answer with some of the standards met by each video example. Of course it would be more specific and detailed than that, but that was the general idea. –B
* Maybe include teacher-produced instructional video? Maybe we have some?

Module 6 – Resources and Searching (add/subtract ideas as you see fit)

* Copyright resources/info
* KET School Video Project
* VITAL New York Effective Video-based lessons
* Kentucky student/youth film festivals?
* Other video modules on Teachers’ Domain?
* KET Media Lab link? yes
* Lights, Camera, Education (AFI on DE)?
* Edutopia?