

Assignment 8 Best Practice Video

Revised 10/16/01

The following video project is in place of a best practice page. You may work with one or two other people as a joint project (i.e., I suggest everyone work in groups of two or three). In other words, the group will produce one project together which will count as your best practice assignment.

Procedure

1. Write a one paragraph description of what you want to do.
2. Create a KWL style project plan (What do you know? What do you need to know? How will you know you have learned/succeed?) that will help you figure out how to proceed.
3. Create a story board and script for your project.
4. Have a meeting(s) with your instructor to review your project.
5. Arrange to get video equipment.
6. Film your best practice video.
7. Use theTLTC (formerly the New Media Center) in the library to edit, add titles, credits, and additional sound.
8. Bring the resulting video to class and present.

Outcome:

1. One copy of the video on tape, or CD to become part of the class library of materials for the class (you of course retain copyright and ownership of all rights). The video should have a title, credits, voice-over where appropriate explaining best practice, and a voice track of the best practice participants.
2. Present your video to the class.
3. Complete a typed evaluation of your video *after* you have watched the video with your classmates. (Note: Watching your work along with your audience provides different insights than watching the video beforehand. You see your work through their eyes. Also: the sound quality and video will be different. If your sound and visual quality are not optimal, this really shows up on a projection screen video setup.)

Technical Notes

Camera Availability:

- The Division of Education has one digital camera you may check out and use for short period of time wherever you want to take it.
- The Division of Education has four VHS cameras on carts which may be used in the micro-teaching rooms in Violette Hall. You may reserve a room and use the camera. Bring your own tape.
- The Instructional Technology Center in Kirk Building (Ext. 4545) has two digital video cameras. Make sure you ask for the video cameras, not the still cameras (which can also make short MPEG clips up to
- The Instructional Technology Center in Kirk Building (Ext. 4545) has six VHS recorders which you can borrow. Be sure to reserve at least a week in advance; two weeks in advance if you want it for a weekend.
- You may use your own equipment or borrow equipment from a friend. Be sure the equipment either has a firewire port (which may be called by another name) to download to computer or uses a VHS tape to download to computer via an analog to digital converter at the New Media Center (now called the TLTC or Teaching Learning Technology Center).
- If you are unsure about whether a particular digital camera can download to computer, take the camera to the TLTC in the library and check it out.

Length:

- The main thing is to plan out what you are doing so that you record a minimum of tape because the more tape you are trying to edit, the longer you will sit and wait for the processing.

Diasters to avoid...

Make sure you preview your iMovie **ON VHS TAPE** before you decide you are finished! You may think what you have is fine on computer only to discover there are problems when you watch your tape. (You will lose sound quality and the edges of your video.

How to Avoid Low Sound Levels

- Test your voice levels by using the VU meter at the top of the iMovie screen when in AUDIO mode. Make sure the mic is close enough and the level are set high enough so that the VU meter goes well into the green—preferably about half way over. Try speaking too loudly so that the meter goes into the yellow and the red sxo that you know where the yellow begins. Your sound should be O.K. if you occasionally get into the yellow or even the red areas. Don't rely on your ear!
- When you do voice-overs, keep monitoring the VU meter and aim to get almost into the yellow area.

revised 11/22/01

COMPLETE AND HAND IN WHEN YOU PLAY YOUR VIDEO
Assignment 8: Best Practice Video Rubric

// Name of your iMovie Best Practice Video _____

By...(names)_____

Complete the following and staple to the top of your written materials. Evaluate you iMovie while watching it on a VCR. Note: You can't do an honest evaluation of your project on computer because you don't know what it really looks like and sounds like on VCR!

Quantitative: Evaluate your student assignment & iMovie using the following scale:

4 = professional quality; a model for others

3 = good quality

2 = barely acceptable; needs substantive improvement to be quality work

1= missing or does not meet minimal criteria for assignment; redo...

Technical Values	
<u>Voice-over Sound</u> : Video has a voice-over track that explain the best practice. Quality loud enough to be easily understood.	1 2 3 4
<u>Recorded Voice Clips</u> : Video has an action voice track (e.g., dialogue, speaking, etc. that is recorded as you make the video). Sound loud enough to be easily understood.	1 2 3 4
<u>Music track</u> : Sound soft enough so as not to interfere with understanding of voice tracks.	1 2 3 4
Visual Quality	1 2 3 4
Acceptable ____ Redo ____	_____
	Total

Video Content

A video of 2-6 minutes.	
Video effectively teaches viewer how to do a best practice in your area.	
Video has titles that break the best practice into steps and presents each step as a separate section.	
Opens with a title that telegraphs what the video is about and establishes set and mood. Follow with statement of the objective of the video. Preview what is to be taught, including the steps to be demonstrated.	
Break the video into chunks with titles and voice over so that viewers understand what they are about to see and what they should look for. Stop the action where necessary and explain what is being shown.	
Summarize what has been learned and how it can be used. Video begins with a title and ends with credits.	
Add other criteria you think should be included in evaluating your video:	

Typed Evaluation: Complete *after* you have watched the video and turn in at the next class period. Answer the following questions:

1. What were your responsibilities in making the video? How did you contribute to the project?

2. Did other team members contribute their fair share of the work?

3. (Note: The following has been adapted from an evaluation form used at the Kingsway middle school in Manchester England.) The evaluation is the final stage of the design process. To do an evaluation, we must look at our project critically and decide if it has been successful or not and if not to think of ways to improve it. The following list of points is designed to help you complete the task. DO NOT answer each separately as if answering a series of questions, but instead use them as a guide to help you write a several paragraphs about your video project.

Does your video work as you intended it to?

Are there ways in which you could improve it usefulness?

Is your video well made? Could it be improved? If so, how?

What do you consider to be the best features of your video?

Did you complete your project in the time available? If not, why not?

Which parts of the project did you enjoy most?