

**MEDT 7470****VIDEOTAPE PRODUCTION AND UTILIZATION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Distance Support: WebCT VISTA Home Page

<http://webct.westga.edu> ,

Web CT VISTA Help & Troubleshooting

<http://www.westga.edu/~distance/webct2/help>, or

<http://help.view.usg.edu> (Click on “Request Support” for live chat)

UWG Distance Learning

<http://www.westga.edu/~distance> ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

**COURSE DESCRIPTION**

An advanced course in the design and production of video instructional materials. Classroom utilization of video will be included.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National

principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. design and produce educational videotapes in selected areas of interest that utilize in-camera and electronic editing techniques (Kyker & Curchy, 2003; McConnell & Sprouse, 2000; Millerson, 2001; Pogue, 2001; Zettyl, 2001). (D1 decision makers, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D10 reflective; NBPTS 2, 3; ISTE TF I A, II D,E,F, III B,C,D, V C,D, VI A, VII A; LM V; AASL 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 4.5,6.4, 7.1, 7.2)
2. operate basic audiovisual equipment needed for videotape productions (video camera, video recorder, lights, microphone mixers, microphone, editing machine, and computer graphic programs) (Kyker & Curchy, 2003; McConnell & Sprouse, 2000; Millerson, 2001; Pogue, 2001; Zettyl, 2001). (D1 decision makers, D3 lifelong learners, D4 adaptive, D5 collaborative, D8 knowledgeable, D10 reflective; NBPTS 2, 3; ISTE TF V C, VI D,E, VII A, B; LM III; AASL 1.4, 7.1)
3. develop a greater awareness of the role and impact of videotape in the instructional process as a means of meeting the special and diverse needs of students, teachers, and administrators (Davidson & McKenzie, 2000; Kyker & Curchy, 2003; McConnell & Sprouse, 2000). (D1 decision makers, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D10 reflective; NBPTS 2, 3; ISTE TF II A,B, III A.E, V B, VI B,C, VII A,C, VIII A; LM V; AASL 1.1, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3 )
4. search and retrieve selected readings and/or instructional videotape resources for use with students and faculty in the student's area of interest (Kyker & Curchy, 2003; McConnell & Sprouse, 2000). (D1 decision makers, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D10 reflective; NBPTS 2, 3; ISTE TF I B, II B, V A, VI C, VIII A; LM V; AASL 1.3, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3 )

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Kyker, K. & Curchy, C. (2003). *Educator's survival guide for television production and activities* (Rev. Ed.). Westport, CT: Libraries Unlimited.

### References:

- Davidson, T. & McKenzie, B.K. (2000). What we are learning about how the brain learns – implications for the use of video in the classroom. *School Library Media Activities Monthly*, 17(4), 22-23, 26,32.
- Greenwood, D. R. (2003). *Action! in the classroom: A guide to student produced digital video in K-12 education*. Lanham, MD: Scarecrow.
- McConnell, T. & Sprouse, H. (2000). *Video production for school library media specialists*. Worthington, OH: Linworth.
- Millerson, G. (2001). *Video production handbook* (3<sup>rd</sup> edition). Oxford: Focal Press.
- Pogue, D. (2001). *iMovie 2: The missing manual*. Cambridge: Pogue Press/O'Reilly.
- Video Magazine*, Reese Communications, Inc., 460 West 34<sup>th</sup> Street, New York, NY 10001.
- Videography*, P.S.N. Publications, Inc., 2 Park Avenue, Suite 1820, New York, NY 10016.
- Zettl, H. (1998). *Television production handbook*. (7th ed). Belmont, CA: Wadsworth Publishing Company.

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework** The focus of this course is on preparing instructional technologists and media specialists to integrate video production into instruction to support student achievement, and to support other school programs. The overall evaluation of the course is structured so that students complete projects or activities that will enable them to operate digital video cameras, production equipment, and digital editing software to produce videos (or that will enable them to assist teachers and students in the production of videos) that support the curriculum and enhance other school activities. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: selecting and designing appropriate ways to integrate video into the curriculum (**Assignments 2, 4**), *lifelong learning*: staying informed about video resources and changing technologies (**Assignments 3, 5**), *being adaptive*: using appropriate shooting and editing strategies based on student needs and environmental constraints (**Assignments 1, 2**), *collaboration*: working with others to plan and produce videos (**Assignment 2**), *cultural sensitivity*: adapting video production strategies to meet the needs of diverse students (**Assignment 5**), *knowledge*: drawing on content and professional knowledge of video production to support video production and editing to meet school needs (**Assignments 1, 2, 3, 4, 5**), and *reflection*: ongoing self and program improvement through reflection on personal experience (**Assignments 1, 2, 4**).

**Activities and Assessments:****1. Camera Shoots (due June 12, 14, & 19).**

Each student will shoot 3 brief pieces of video footage according to guidelines described on WebCT VISTA and will review and submit a self-critique of their own work using the provided critique form. Students will also compile shooting tips based on their self-critiques and post these to the Shooting Tips Discussion Board on WebCT VISTA.

(Objectives 1, 2, 3; knowledge, skills, disposition; peer evaluation, teacher observation)

**2. Video Projects (due June 12, June 21, June 28, & July 10).**

Working individually (projects 1 and 2) and in small group production teams of 2-4 people (projects 3 and 4), students will complete four video projects. Students may work individually on projects 3 and 4 **only** if they receive prior approval from the instructor.

*Video Project 1 (due June 12). Video Bio.* Produce a brief motivational video using existing still photos and text that introduces you and your philosophy of technology, teaching, and learning. The video should be between 1 and 3 minutes long. In addition to the video, a one page reflection should be submitted discussing the strengths and weaknesses of the final product and ways the video could be improved. The video itself must also be posted to the Project 1 DB for critique. Complete project requirements are provided in WebCT VISTA.

Videos will be evaluated based on overall communication quality and creativity.

*Video Project 2 (due June 21). Video Documentary produced using Archived Resources.* For this project, you will develop a lesson plan and resource kit of audio, video, graphic, photographic, and text materials that are available in the public domain that students could use to produce a documentary video. Then, you will actually produce a video documentary using the resource kit. The video should be between 3 and 5 minutes long and the topic should tie back to a GPS or QCC objective.

In addition to the lesson plan, resource kit, and edited video with storyboard, you will submit a brief reflection on the strengths and weaknesses of the final product and ways the video could be improved. The video itself must also be posted to the Project 2 DB for critique. Complete project requirements are provided in WebCT VISTA.

Videos will be evaluated based on overall communication quality, visuals, audio quality, editing, scripting, instructional value, and creativity.

This project should provide you with a lesson plan and resources that you could use with your own students to help them to develop a documentary video.

*Video Project 3 (due June 28) and Video Project 4 (due July 10). Instructional/Promotional and Student Produced videos.* Scripted, digitally edited videos produced with original video footage, and lesson plan or description of planned use. Project 3 will be between 30 and 90 seconds; Project 4 will be between 3 and 5 minutes. Each video must

- Be produced from a storyboard and detailed word-processed script that was followed during the video shoot ( e.g., time for each shot, visual information, camera/shooting information),
- Have a graphic titles and credits,
- Include appropriate transition effects,
- Have “edited” audio within the tape (e.g., music background, voice overs),
- Adhere to copyright guidelines.

Videos will be evaluated based on overall communication quality, camera work, audio quality, quality and transition of the graphics, editing, scripting, instructional or promotional value, and creativity. **The group will submit** one video, storyboard, script, and lesson plan or description of use. **Individually, each group member will submit** a 1-2 page reflective evaluation of the video including what they would do differently next time, as well as a group participation form describing each group member’s contribution to the project and a group member participation rating using a 1-5 Likert scale. The group participation form will be posted on WebCT VISTA.

One of these projects (either project 3 or project 4) must be a video that a teacher or media specialist could use as part of classroom instruction or to promote a school program. In addition to the video and storyboard/scripting requirements outlined above, an instructional video project should include a lesson plan that describes the intended student audience, content area, objectives, lesson activities (including pre and post viewing of the video as well as student viewing of the video), and how students will be evaluated. A promotional video project must include a plan for use of the video that describes the purpose of the video, the audience that it was produced for, how the video will be used, how its effectiveness will be evaluated, as well as the storyboard/script, video, etc.

The other project (either project 3 or project 4) must be a video that P-12 students could produce as part of an instructional classroom activity. YOU will actually produce the video as a requirement for MEDT 7470, but the point is that producing the video would be an appropriate assignment for your students. This could be a demo, documentary, commercial, sitcom, newscast, drama, etc. that students might script, shoot, and edit. A lesson plan that includes the student production of this video as a learning activity must also be submitted. The lesson plan should include the course in which this would take place, a description of the students skills and knowledge, lesson (or unit) content and objectives, instructional strategies and lesson activities, and student evaluation strategy.

The videos must also be posted to the Project 3 and 4 DBs for critique. Complete project requirements are provided in WebCT VISTA.

(Objectives 1, 2, 3; knowledge, skills, disposition; peer evaluation, teacher observation, rubric)

### **3. Quiz (posted June 28, due July 3).**

Each student will complete a short terminology and concept quiz. The closed book quiz will consist of a variety of multiple-choice questions to assess the student’s ability to recall and apply a concepts covered in the readings and discussed in class and on the discussion boards. The quiz will be posted on WebCT VISTA.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; exam)

#### **4. Video in Education Reflection Paper (due July 12).**

At the end of the course, each student will write a short paper (2 pages) reflecting on what s/he has learned about using video in an educational setting.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

#### **5. Class Assignments and Participation (see tentative course outline for specific dates).**

Throughout the course, students will be given assignments that require them to locate, post, and discuss information on WebCT VISTA discussion boards (DBs) related to use of video in school settings, use of video with students from diverse populations including multicultural and special needs students, copyright, video release forms, and other topics assigned by the instructor. Class assignments of this nature will be evaluated according to the quality and appropriateness of the information retrieved and posted to WebCT VISTA. DBs include:

- Personal Info (Bio)
- Digital Storytelling
- Viewing Analysis 1
- My Camera
- Shooting Tips 1
- Web Sites
- Copyright
- Release Forms
- Shooting Tips 2
- Instructional/Promotional Video
- Student Video Production
- Viewing Analysis 2
- School TV News
- Diverse Populations

Students will also view and critique video projects produced by other students (Video Projects 1-4 Critiques), and submit “Oscar” nominations for best videos in a variety of categories.

Additionally, students will, working in small groups, develop a TV News show script, and participate in the production of a mock School TV News show. Students will be informally observed for contributions to class discussion and participation in other class activities (face to face and online).

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

**IMPORTANT:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

**Evaluation Procedures:**

Students will be evaluated in the following areas:

1. 3 Camera Work/Shooting Assignments (105 points total; 35 points each)
2. 4 Video Projects (500 points total)
  - Video Project 1 ( 75 points)
  - Video Project 2 (125 points)
  - Video Project 3 (125 points)
  - Video Project 4 (175 points)
3. Quiz (75 points)
4. Video in Education Reflection Paper (75 points)
5. Class Assignments and Participation (245 points total):
  - Discussion Boards (140 points total: 10 points each)
  - TV News Script and News Production Activity (50 points)
  - 4 Video Critiques & Awards Ballot (55 points total: 10 points for each critique, 15 points for ballot)

Grading Policy:

A = 900 -1000 points, B = 800 -899 points, C = 700-799 points, F = below 700 points.

**CLASS POLICIES**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in interactions and class activities in the face to face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at on campus classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

If you have a valid reason for missing class, please contact the instructor in advance. Since this class meets on campus only three times (including the initial meeting), missing the second or third class will seriously impact the student's ability to complete the course satisfactorily and will be approved only for medical or other emergencies.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments (excluding video productions which must be edited in iMovie or

MovieMaker). The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>.

All formal email communication between instructor and students (outside of WebCT VISTA) will be through campus email (your myUWG email account). This is a University policy, so it is imperative you check your myUWG email account regularly.

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class (prior to June 15). If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

## **DISABILITY POLICY**

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal committment, it is your right, and it is the law!

## **TENTATIVE CLASS OUTLINE**

**Dates in Bold indicate on-campus sessions.**

<i>Date</i>	<i>Topic</i>	<i>Assignments Due Today</i>
<b>June 5</b>	<b>(Campus)</b> Orientation, Video in Classrooms, Digital Storytelling (1), Intro to Editing	•Personal Info (Bio) must be posted on WebCT VISTA Discussion Board (DB)
June 7	(WebCT VISTA) Video Equipment, Digital Storytelling (2)	•Digital Storytelling DB post •Viewing Analysis 1 DB post
<b>June 12</b>	<b>(Campus)</b> Storyboarding & Scripting, Planning to Edit, Shot Sheets, Digital Video Editing (2), Online Video Resources	•Camera Shoot 1 •Video Project 1 •My Camera DB post •Chapters 1, 2, & 3 read

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|---------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 14 | (WebCT VISTA) Copyright, Release Forms, Audio & Camera Work, Lighting | <ul style="list-style-type: none"> <li>•Camera Shoot 2</li> <li>•Video Project 1 Critiques</li> <li>•Shooting Tips 1 DB post</li> <li>•Web Site DB post</li> <li>•Chapter 7 read</li> </ul> |
| June 19 | (WebCT VISTA) Shooting Video!                                         | <ul style="list-style-type: none"> <li>•Camera Shoot 3</li> <li>•Copyright DB posts</li> <li>•Release Form DB post</li> <li>•Shooting Tips 2 DB post</li> </ul>                             |
| June 21 | (WebCT VISTA) Instructional & Promotional Videos                      | <ul style="list-style-type: none"> <li>•Video Project 2</li> <li>•Instructional/Promotional Video DB post</li> </ul>                                                                        |

***June 22 Applications for Fall 2007 graduation are due!***

- |         |                                                   |                                                                                                                                                             |
|---------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 26 | (WebCT VISTA) Student Video Production            | <ul style="list-style-type: none"> <li>•Video Project 2 Critique</li> <li>•Student Video DB post</li> <li>•Viewing Analysis 2 DB Post</li> </ul>            |
| June 28 | (WebCT VISTA) Online Video Resources, Quiz Posted | <ul style="list-style-type: none"> <li>•Video Project 3</li> </ul>                                                                                          |
| July 3  | (WebCT VISTA) Intro to School News                | <ul style="list-style-type: none"> <li>•Video Project 3 Critique</li> <li>•Quiz</li> <li>•School TV News DB post</li> <li>•Chapters 4, 5, 6 Read</li> </ul> |

***July 5-25 Advance registration for Fall Semester on Banweb***

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|----------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 5         | (WebCT VISTA) School TV News Pre-Production                            | <ul style="list-style-type: none"> <li>•TV News Script</li> </ul>                                                                                                          |
| <b>July 10</b> | <b>(Campus)</b> Producing School TV News Video for Diverse Populations | <ul style="list-style-type: none"> <li>•Video Project 4</li> <li>•Diverse Populations DB post</li> </ul>                                                                   |
| July 12        | (WebCT VISTA) Presenting Video                                         | <ul style="list-style-type: none"> <li>•Video Project 4 Critique</li> <li>•Video in Education Reflection Paper</li> <li>•Awards Ballot</li> <li>•Chapter 8 read</li> </ul> |
| July 19        | (WebCT VISTA) Oscars!                                                  |                                                                                                                                                                            |

WebCT course materials will be accessible at <http://webct.westga.edu> under the WebCT VISTA login. Students will not be required to come to campus for WebCT VISTA sessions, but will access the materials online wherever they choose. Internet access will be required!!!

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers or projects. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog* , and *Graduate Catalog* .

Disciplinary procedures described in the latest *University of West Georgia Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.