

Azusa Pacific University
School of Education
Department of Innovative Education Technology (IET)
and Physical Education
Masters of Arts in Educational Technology and Learning
Masters of Arts in Education: Digital Teaching and Learning



EDUC 514

Digital Video in the Classroom

Spring I 2010, 3 units

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Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

About EDUC 514

Students are exposed to basics in video project composition. Activities include learning how to build visually effective shots, how to use music to enhance the feel of the presentation, and how to create a movie project that is designed to keep a student's attention in the context of teaching standards-based material.

Student Outcomes and Expected Competencies

The student will have the opportunity to:

- First. Capture quality video with an emphasis on shooting to edit, framing and design, and coverage shots.
- Second. Compose visually effective shots using a variety of shot composition techniques.
- Third. Assess the effectiveness of an educational video. Justify its effectiveness by identifying effective video production components.
- Fourth. Demonstrate understanding of how video is edited to an age group to maximize the audience's attention.

ISTE Standards

2. Design and Develop Digital-Age Learning Experiences and Assessments

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

3. Model Digital-Age Work and Learning

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

4. Promote and Model Digital Citizenship and Responsibility

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Required Textbooks and Resources

The Little Digital Video Book, 2nd Edition

by Michael Rubin, Peachpit Press 2008.

ISBN: 0-3215-7262-9

Available on Amazon.com at <http://snipurl.com/videobook1>

Video camera (with miniDV tape or hard drive recording)

Video editing software: iMovie, PhotoStory, or MovieMaker

120 GB hard drive (or greater)

\$20 for Steadycam construction

White index cards (50)

Class web site: <http://www.billselak.com/educ514>

Recommended Course Resources

Flip UltraHD Camcorder

HD camcorder (1280 x 720 resolution 720p at 30 fps; 16:9 widescreen)

Holds 120 minutes of HD-quality video on 8 GB of built-in memory

Available on Amazon.com at <http://snipurl.com/videoflip>

Independent Feature Film Production

by Gregory Goodell, St. Martin's Griffin 1998.

ISBN: 0-3121-8117-5

Available on Amazon.com at <http://snipurl.com/videobook2>

Producing Video Podcasts: A Guide for Media Professionals

by Richard Harrington, Focal Press 2008.

ISBN: 0-2408-1029-5

Available on Amazon.com at <http://snipurl.com/videobook3>

Podcast Solutions: 2nd Edition (see chapter 8: Video Podcast Production)
 by Dan Klass & Michael Geoghegan, Friends of ED 2007.
 ISBN: 1-5905-9905-5
 Available on Amazon.com at <http://snipurl.com/videobook4>

California State Standards: <http://www.cde.ca.gov/standards>
 ISTE Technology Standards: <http://www.iste.org/nets>

Course Calendar:

Week	Topics	Reading	Assignments
1 Wednesday Feb. 10	Rules of Composition, Types of shots, Video production, Still photo composition examples	Rubin Ch. 1, 2	Subscribe to class RSS feeds
2 Wednesday Feb. 17	Non-linear editing, Basic editing, editing examples, Screen capture (Jing)	Ch. 3, 6	Rules of Composition due
3 Wednesday Feb. 24	Instantly Usable Video, Shooting to Edit, Movie composition and editing examples, Timecode	Ch. 4	Nature of Attention due
4 Wednesday Mar. 3	Production Organization Document (POD), Storyboard, Steadycam examples, Lighting		Instantly Usable Video due
5 Wednesday Mar. 10	Field Trip, Steadycam history, Build and use a Steadycam, Filming a commercial	Ch. 7	Movie Trailer due; Steadycam project completed in class
6 Wednesday Mar. 17	Sound effects, Soundtrack, Foley sounds, Editing a final cut	Ch. 5	Commercial Pre-Production due
7 Wednesday Mar. 24	Graphics, Custom titles, Photo layers, Making a movie trailer		Commercial final cut due
8 Wednesday Mar. 31	Advanced Editing, DVD authoring, Work on final video		Final video Pre-Production due
9 Wednesday April 7	Present final videos		Final video due

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion. Check <http://www.billselak.com/educ514> regularly for current schedule.

Assignments

Rules of Composition

20 pts.

Due Feb. 17 (week 2)

There are fundamental compositional techniques that make video look professional. Take nine pictures with a digital still camera that demonstrates the following shot types:

1. Close-up CU
2. Medium Shot..... MS
3. Wide Shot WS
4. Establishing Shot..... EST
5. Closure Shot CLO
6. Reverse Shot..... REV
7. Over-the-shoulder Shot OS
8. Point-of-View Shot POV
9. Cutaway/Insert Shot..... INS

Use one subject throughout the photo shoot. Please share these photographs in a presentation (you may use PowerPoint, Keynote, Preview, iPhoto, Picasa, Flickr, or SlideShare). On each slide, label the shot type.

Nature of Attention

20 pts.

Due Feb. 24 (week 3)

Watch one TV commercial, one television program, and one movie that you enjoy. Analyze why you like this type of programming. Write a 1-2 page paper that includes the following:

- List the titles of the programs you selected.
- Count how many cuts/edits there are in a 30 second clip for each style of video.
- Compare the editing pace of a commercial and a movie.
- Explain why different video styles are edited differently.
- Recommend how many cuts an attention-grabbing commercial should have. Justify your findings.

For all three genres, re-watch a 30 second clip. Categorize and list how many times each shot type is used. Email a pdf of your paper to billselak@gmail.com. Additionally, submit the Nature of Attention form (found online at <http://www.billselak.com/educ514>).

Instantly Usable Video (IUV) 30 pts.

Due Mar. 3 (week 4)

There are three ways to acquire instantly usable video: from a DVD, online (TeacherTube, UnitedStreaming, or YouTube), or created by a teacher.

1. Save a DVD clip as a quicktime movie.
2. Save an online video as a quicktime movie.
3. Create a video:
 - Make editing choices in-camera (shoot to edit).
 - Use at least five shot types.
 - Have a purpose for the video (e.g. welcome video for new student, explanation of center activity, brief tour of your school, etc.)

- Should be 15-60 seconds in length.

Present all three IUV types to the class. Additionally, submit the Instantly Usable Video pdf (found online at <http://www.billselak.com/educ514>).

Movie Trailer 20 pts. **Due Mar. 10** (week 5)

Create a “movie trailer”, or a slideshow, to use as an anticipatory set for an upcoming lesson using only music and still images. The trailer can be an introduction to a book, thematic unit, topic, or lesson. Compose music, or use licensed music, to create an appropriate mood for the trailer. The movie trailer should be 30-90 seconds long. It must focus on an academic area and address a content standard. Present the trailer to the class as an mp4 quicktime movie. Additionally, submit the Movie Trailer Project Proposal Form (found online at <http://www.billselak.com/educ514>).

Steadycam Project 20 pts. **Due Mar. 10** (week 5)

Construct a camera stabilizer for \$20. Film Steadycam footage using your arms and body to create a smooth motion. An effective Steadycam operator:

- Follows action shots smoothly.
- Walks up steps smoothly.
- Keeps the subject in frame while moving.

You will be given raw footage to watch. Record additional footage using a Steadycam, ensuring that you have enough coverage for a cohesive video clip. Upload and edit all the footage in class. Present the final edited video clip, including original and Steadycam footage, to the class.

Commercial

Commercial Pre-Production 25 pts. **Due Mar. 17** (week 6)

Design a commercial. Commercials can be instructional, an introduction to a topic, or an example of a student project.

Complete the Production Organization Document (POD), and take into account concept, scene description, and approach. Complete Student Shot Proposal. The commercial must focus on an academic area. Please list the content standard in the Student Project Proposal. Identify the goals, audience, and purpose for the video. Assemble any needed assets (images, logos, audio, video clips). Create a storyboard using one index card for each camera angle. Identify the shot type, the subject, and draw a sketch of each scene.

The rough cut is due March 17. A rough cut does not have to be perfect. However, it does need to have every scene filmed and placed in order, and should be complete enough to share with others to solicit feedback. The final commercial is due March 24.

Commercial Production

45 pts.

Due Mar. 24 (week 7)

Film the video based on your Shot List (POD). Ensure subjects are properly lit. Record any necessary voiceover narration according to the script. Add sound effects, a soundtrack, and Foley sounds as needed. Use at least six different shot types. The commercial must be exactly 29 seconds long. Present this commercial to the class as a quicktime movie.

Final Video Production

Video Pre-Production

40 pts.

Due Mar. 31 (week 8)

Design a video for your classroom. This video can be instructional, an introduction to a topic, or an example of a student project.

Complete the Production Organization Document (POD), and take into account concept, scene description, and approach. Complete Student Shot Proposal. The video must focus on an academic area. Please list the content standard in the Student Project Proposal. Identify the goals, audience, and purpose for the video. Assemble any needed assets (images, logos, audio, video clips). Create a storyboard using one index card for each camera angle. Identify the shot type, the subject, and draw a sketch of each scene.

The rough cut is due March 31. A rough cut does not have to be perfect. However, it does need to have every scene filmed and placed in order, and should be complete enough to share with others to solicit feedback. The final commercial is due April 7.

Video Production

80 pts.

Due Apr. 7 (week 9)

Film the video based on your Shot List. Ensure subjects are properly lit. Record any necessary voiceover narration according to the script. Add sound effects, a soundtrack, and Foley sounds as needed. Use all nine shot types in the video. Make sure that each shot “reads” (Rubin 164-7).

Present a video that uses all of the techniques you acquired during this class. The project can be presented on a DVD, as a multimedia presentation, on a website, or as an interactive performance. The video must be 5-10 minutes long.

The rough cut is due October 28. A rough cut does not have to be perfect. However, it does need to have every scene filmed and placed in order, and should be complete enough to share with others to solicit feedback. The final video is due April 7.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

Evaluation/Assessment Rationale for Grade Determination

Course grades will be compiled by the completion of the following assignments:

Rules of Composition	20
Nature of Attention	20
Instantly Usable Video	30
Steadycam Project	20
Commercial	70
Movie Trailer	20
Final Video Production	120
Total: 300 points	

Grading Scale:

285-300 pts.	A
276-284 pts.	A-
267-275 pts.	B+
252-266 pts.	B
243-251 pts.	B-
219-242 pts.	C

A

Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique and relationship to other information.

B

More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

C

Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information.

D

Credit not given for the grade of D.

F

Graduate credit not given for the grade of F.

Course Policies

Regular attendance and participation is expected of all students. Please contact me as soon as possible if there is an emergency situation that keeps you from attending. Students missing more than two class meetings will not receive credit for the class.

All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% of the total points available per assignment for each week late, or portion thereof. Permission for late work is granted only by special request. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence.

Students interested in proposing other means of demonstrating their comprehension, inquiry, and skill relative to the purposes of this course may do so upon the instructor’s discretionary consent. Proposals for projects that support APU’s Four Cornerstones (Christ, Scholarship, Community, Service) are encouraged.

Make up work and extra credit work is not accepted.

Plagiarism/copying violate APU’s Standards of Student Conduct. Students are expected to produce work that reflects graduate-level standards. An automatic failure of the course will result if a student violates this code of conduct.