

School Video Production for Curriculum Integration

Matt Logsdon
Tara Rodriguez

Essential Question

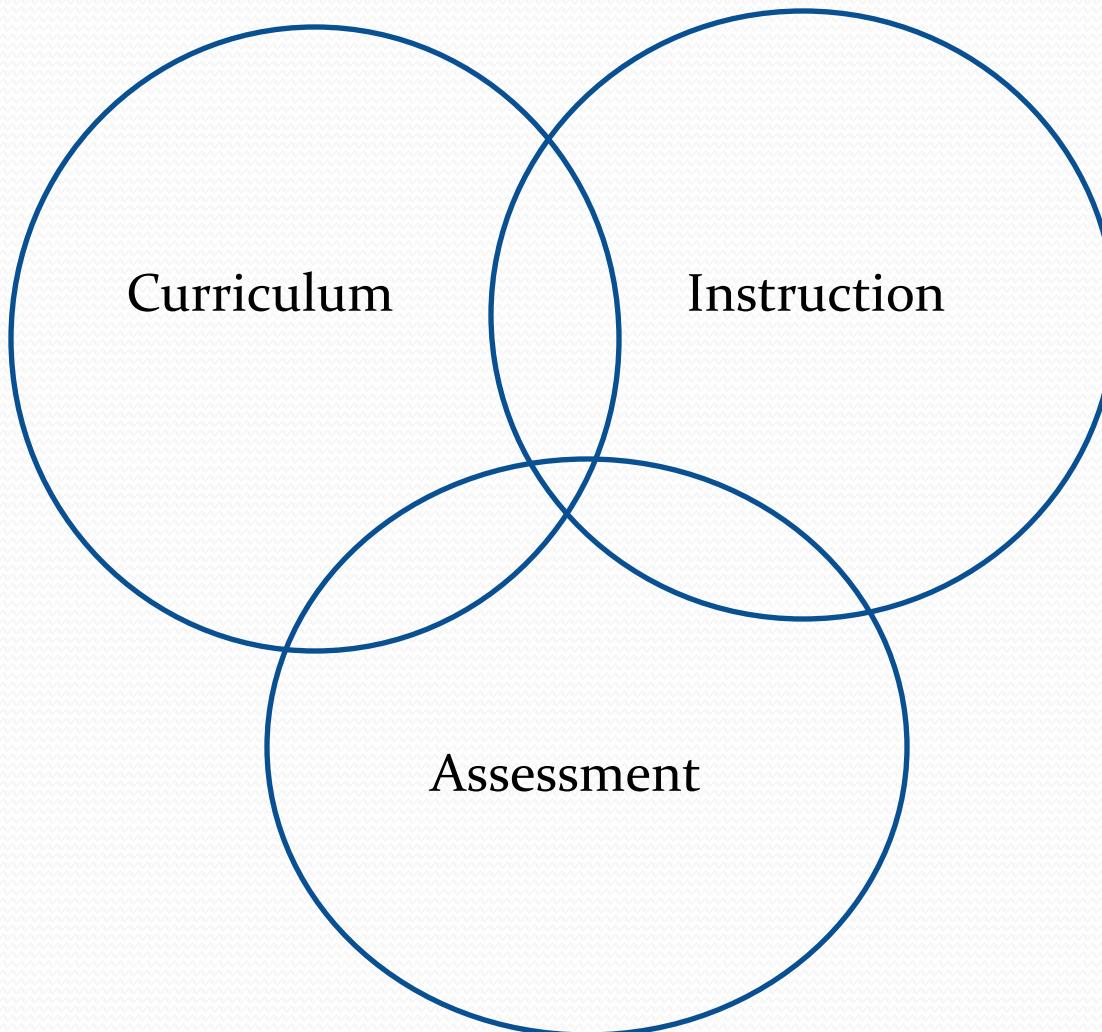
How do you teach to the standards in your content area but still make the learning relevant and meaningful (and fun!) for students?

Importance of Alignment

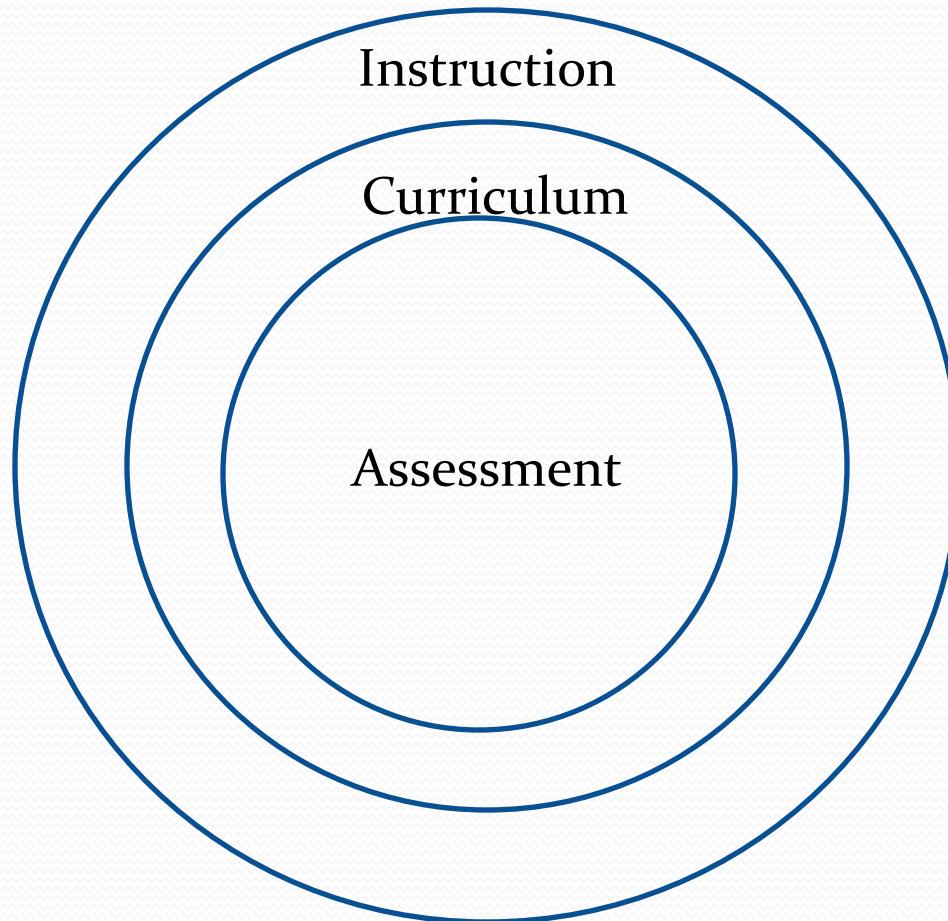
“Alignment is a stronger predictor of student achievement on standardized tests than are socioeconomic status, gender, race and teacher effect.”

Drake, S.M. & Burns, R.C. Meeting Standards Through Integrated Curriculum, Association for Supervision and Curriculum Development, 2004, p. 53.

Partial Alignment



Total Alignment



Carter, L. Total Instructional Alignment, Solution Tree Press, 2007, p. 33.

Examples of Integration

Writing across the curriculum

Literacy

Technology integration

Global-based learning

Service learning

Project-based learning

KET Education Matters: http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=kedma+000305&altdir=&template=

The Process of Integration: Scan and Cluster—Writing Standards

Grades 9–10 students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 11–12 students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

- | | | | |
|----|---|----|---|
| 4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | 4. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 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. | 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. |
| 6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) | 6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |

Technology Standards

Big Idea: Information, Communication and Productivity

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

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.
- 3.3** Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 6.1** Students connect knowledge and experiences from different subject areas.
- 6.3** Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

High Concepts and Skills – Communication

Students will

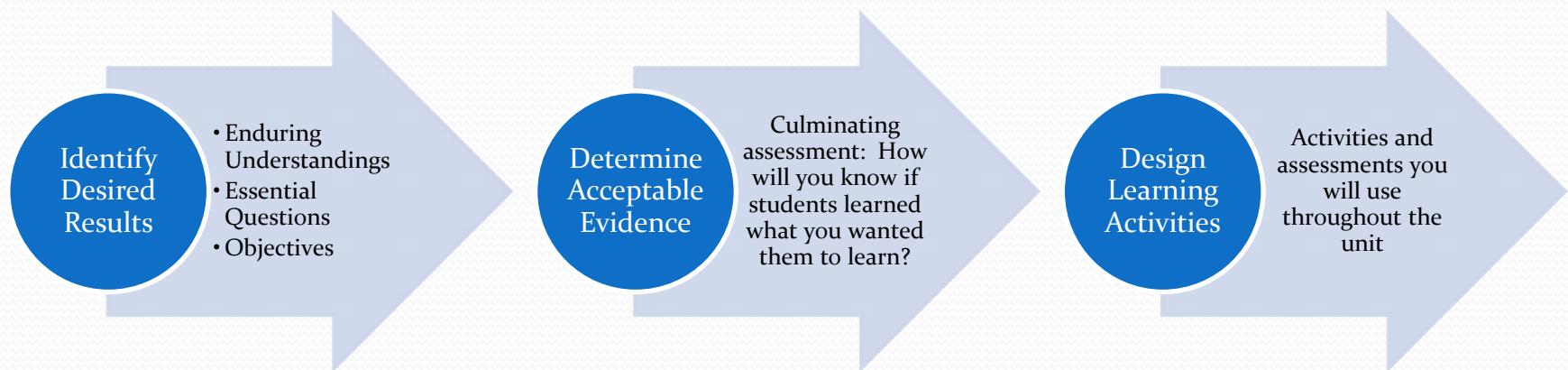
- use technology to communicate in a variety of modes (e.g., audio, speech to text, print, media)
- participate in electronic communities (e.g., virtual learning) as learners, initiators, contributors and mentors
- use online collaboration and interactive projects (e.g., email, videoconferencing) to communicate with others (e.g., experts, mentors)
- select and use appropriate technology to collect, analyze present information

High Skills and Concepts – Innovation

Students will

- use technology to express creativity in all content areas
- design, develop, publish and present original innovative products (e.g., Web pages, video, robotics, online content)
- produce an innovative product or system using an engineering design process
- collaborate with peers, experts and others to develop solutions and innovative products (e.g., design/CAD, troubleshooting, helpdesk, models, systems)
- recognize that innovative ideas, products and skills lead to intellectual property and copyrights
- describe how technological innovation leads to entrepreneurial opportunities

Backward Design



Drake, S.M. & Burns, R.C. Meeting Standards Through Integrated Curriculum, Association for Supervision and Curriculum Development, 2004, p. 80.

Culminating Assessment



Gene Wilhoit, on the Common Core State Standards:

“They in fact can be liberating rather than confining. If we are innovating, we should expect to find divergent ways to reach the standards. With successful expansion of educational opportunities, our job is to help learners match opportunities with their needs, getting them all to the end game.”

from “It’s Not a Matter of Time: Highlights from the 2011 Competency-based Learning Summit”, iNACOL

References

- Carter, L. Total Instructional Alignment, 2007.
- Brown, J.L. & Wiggins, G.P., Making the Most of Understanding by Design, Association for Supervision and Curriculum Development, 2004.
- Drake, S.M. & Burns, R.C., Meeting Standards Through Integrated Curriculum, Association for Supervision and Curriculum Development, 2004.

Techno Joy

- What!? I've deleted the whole internet? I don't even have a modem!?

Informal survey

- What are the biggest challenges with integrating video production in the classroom?

Techno Joy

- What are the biggest challenges with integrating video production in the classroom?
 - Infrastructure
 - Products
 - Training
 - Funds
 - Support

Techno Joy

- What are the biggest challenges with integrating video production in the classroom?
 - Infrastructure
 - Products
 - Training

Training = TIME

- What I've never seen or heard in any PD is the issue of time.
- Video Production takes time. Make no mistake- the front end work (preproduction) is some of the most tedious. And in the interest of full disclosure - has nothing to do with technology.

Totally Worth It



Have I scared you yet?

- Video Production is not difficult, it's just not fast.



But it's worth it

I lose time

- So, video production isn't easy but I absolutely escape into another world.
- My strengths:
 - Brainstorming
 - Scripting
 - Storyboarding
 - Editing
- My weaknesses
 - Filming

Ok, Professor Positive

- So far, gloom and doom
- My Story
- Announcements – anyone have video announcements?
- Class
- Film Festival
- Added Classes (live production)
- Incorporated into the Classroom
- Community Involvement

How to get started

- Pre - Preproduction:
- Cinematic Language
 - So you'll initially need to give students the language necessary to translate their ideas into film
 - <http://www.youtube.com/watch?v=dijapIhKU9I>
 - Here is a great example of how a film is used to teach cinematic language
- Brainstorming/deciding
- Scripting
 - <http://www.scriptologist.com/Magazine/Formatting/formatting.html>
 - This is an excellent resource but I don't find it to be a crucial element to student success. Regardless, students need to fully flesh out their ideas before moving on.

How to get started

- We Still haven't touched the camera yet
- Storyboarding
 - This is where the understanding of Cinematic Language is crucial
 - <http://www.printablepaper.net/category/storyboard> - a bevy of storyboard formats that you can choose from that best meets your needs
 - Here students need to visualize their script to include: shot types, sfx, sound, dialogue – it's like the comic book version of the movie but it's shot for shot
 - <https://www.google.com/search?q=examples+of+storyboards&hl=en&client=firefox-beta&hs=7sE&rls=org.mozilla:en-US:official&prmd=imvns&tbo=isch&tbo=u&source=univ&sa=X&ei=AnrWT47TNImc8gSs-NXSAw&ved=oCHYQsAQ&biw=1916&bih=1073>
 - Can be as intricate or as simplistic as necessary – it just needs to create an idea.
 - My previsualization http://www.youtube.com/watch?v=HyhqD7u_rLI
 - Final Product
<http://www.youtube.com/watch?v=bCQEvvYIGG2I&feature=relmfu>

Advice

- Find a reason to make your own video project:
 - Family get together
 - Anniversary
 - Birthday
 - During a recent family vacation, my niece wanted to make a movie
 - She came up with the idea, and “script”
 - I executed it (I may be patient but not that patient)
- It's good practice if not a best practice – get it!?

How to get started

- Nope - Still haven't touched the camera yet
- Casting, costumes, shooting schedule – no one talked to me about this stuff
 - Casting – whether it's a individual, group, or whole class project, it's important to make sure your actors are reliable. It is important to have all the production roles filled, but if any of your actors are unreliable, your project can be ruined right in the middle of filming because a person doesn't show up.
- Costumes: Make sure that your cast isn't just wearing the clothes they had on that day. Keep it Simple but make sure that your cast brings clothes to change into because the assignment may bleed into the next day, and if they don't wear the same outfit you have to wait another day.

How to get started

- How to circumvent some of these concerns
 - Don't use actors
 - Montage sequence
 - Found video
 - Voice over with still pictures

How to get started

- Nope, not yet –
- Shooting Schedule: look at all your shots and lump them together as efficiently as possible. All the outdoor shots at location A. Then all the Actor A location B shots and so on. Unless your interiors have windows, they can be shot at any time.
- Lord of the Rings

How to get started

- Nope, not yet –
- Shooting Schedule: look at all your shots and lump them together as efficiently as possible. All the outdoor shots at location A. Then all the Actor A location B shots and so on. Unless your interiors have windows, they can be shot at any time.
- Lord of the Rings – alternate location

How to get Finished

- Get out those cameras and start filming. You've laid a foundation that will allow for the the most efficient experience – here is were we talk about infrastructure.
- Oh, don't forget the 5 second rule
- Cameras and Editing Platforms
 - Smartphones are mini-film production wonders.
 - Video recording and sound recording
 - Flip phones
 - SLR cameras
 - Traditional Film cameras
- If cameras are still a problem remember the earlier solutions?
http://www.likecool.com/2012_The_End_Of_The_World--Video--Gear.html

How to get Finished

- Editing Platforms
 - Movie Maker
 - Windows Live Movie Maker
 - iMovie – for MAC
 - Adobe Premiere
 - Final Cut
 - AVID
 - Pinnacle
 - Lightworks- used on feature length films
 - Web-based editors

How to get Finished

- Video takes up an amazing amount of hard drive space
 - but be sure to move the files from your camera to your computer.
- Organize your files so they are easy to find
- Once you transfer files then import them into your software
- During the editing process – save often. These large files often freeze/crash the program and you'll need to restart.
- Once you're finished – you're not finished.

How to get Finished

- Rookie mistake – forgetting to export your file into a finished product is a regular mistake and can cause much wailing and gnashing of teeth later.
- Instead of trying to physically manage all the projects, have students create YouTube accounts and let them upload the projects.
 - Share
 - Easy to score

Checklist

- Brainstorm ideas
- Decide on a singular story and work out the arc:
 - How does it begin? What's the conflict? What's the climax? How does it end?
- Write a script
- Storyboard the idea
- Cast
- Costumes/locations
- Shooting schedule
- Film – 5 second rule
- Transfer/Organize Files
- Import
- Edit video
- Edit effects
- Edit transitions
- Edit sound
- Edit music
- Export
- Upload

Pants on Fire

- Funding & Support
- Both of these elements came to me after I demonstrated a modicum of success. And success begets success.
 - Funding/support from our Technology Committee
 - Funding/support from Grants
 - Funding/support from Contests
 - Funding/support from Community

A Word from our sponsors

- Here is an excellent space to upload your videos for sharing online:

www.ket.org/education/video_project.htm