Research Video Project

Assignment:

1. Work individually or in teams to develop research based video about a topic of your choice. Your topic <u>MUST</u> be approved by your teacher before you begin.

2. Research your topic. Find quality images and information for your topic. Complete the source tracking sheet as you go.

3. Complete the Video Planning Sheet and Video Outline then HAND IT IN FOR APPROVAL.

4. Once you have approval for your Planning Sheet and Outline, create a well designed informational storyboard for your video then HAND IT IN FOR APPROVAL.

5. Once you have approval for your Storyboard, shoot the video footage you need to complete your project. Be sure that all images, sounds, music, and video that you source fall under the Creative Commons Licence or the Fair Dealing exception to the Canadian Copyright Act (see handout What Creators Need to Know about Canadian Copyright Law).

6. Edit your footage and create your informational video. Use video, text, images and design to enhance the informational content.

7. Watch your video and make any necessary edits before submitting your final copy for assessment. Be sure to hand in your source tracking sheets, planning sheet, outline, and any other rough copies and notes.

Assignment Information

Students will work alone or in teams to create a short video to communicate the findings of their research on a topic. The video must clearly communicate the information in an accurate an engaging manner. Student projects will be evaluated for accuracy of information, quality of information, clarity of communication, and interest level.

1. Length. Your video should completely explain your topic. For individual projects, your video should be approximately 4–7 minutes in length, plus time for a "credit roll" to show your references. Choose a narrow topic to avoid problems with timing.

2. Style. You may choose any style of video to communicate your findings.

3. Title slide. Your video should begin with a descriptive title, your name(s), the name of the school, and the year in which it was created.

4. Original content. Aim to create your own resources. That means using your own drawings, pictures, music, animations, filmed scenes, and interviews. Where this is not possible, be sure that you only use material which falls under Creative Commons Licence or Fair Dealings exception to the Canadian Copyright Act.

5. Video release forms. Anyone who is featured and identifiable in your video must sign a Video Release Form, which you can obtain from your instructor. You must submit these completed forms when you submit your video.

6. References. Everything (images, videos, music, sound effects, etc.) used in the video must created by your team or must be cited at the end. You do not need to use a complete reference; simply include enough information to find the information in your source tracking sheet (e.g., Picture of kitten www.spca.com). Be sure that everything you source is subject to a Creative Commons licence. Use your Source Tracking Sheet to cite all sources of information used for research for your video.

7. Credits. Acknowledge everyone who contributed to the video, including yourself, your interviewees, narrators and actors, people who supported the production, and specify that the video was made within the context of this course (course name, school, date).

8. File format. Your video must be submitted in one of the following file formats: .mov, .mv4, mp4, .wmv. Note that these are rendered movies, that is, files that will play on someone else's computer. Be sure to test your finished product before you hand it in.

How to Begin

Your project will take place in three separate stages:

1. Planning. This is the phase where you research your topic and envision how your video will look and sound. Complete your Source Tracking Sheet, Video Planning Sheet, Video Outline, and Story Board. Be sure to submit your work for approval at each step.
2. Production. This means creating and collecting all the artifacts (e.g., images, videos, sounds, narration) you will need for the video.
3. Editing. This stage is done using video-editing software such as PowerPoint, iMovie, or Movie Maker, where you stitch the artifacts together and synch then in time with a narration or other sounds.

Resources

The website www.desktop-documentaries.com provides a wealth of information on possible storytelling techniques, basic video structure, scriptwriting advice, and more. If you are drawing a blank, consider structuring your video as you would an essay (hook, thesis statement, arguments that support your thesis, summary).

Elements that make a video effective at communicating information.

Good quality audio
- Narration is clear and well paced.
- Music does not detract from your video or obscure narration.
- If, despite your best efforts, the sound is still unclear, consider using subtitles to help your audience follow your story.

Pacing
- Your video should move slowly enough for your audience to have time to think about the information you are presenting.
- Your video should not be so slow that your audience gets bored.
- Use a title screen or a pause to indicate changes of topic (think paragraphs in an essay).
- Images should be presented for long enough for viewers to take in the information.
- Images should be changed periodically to keep your audience interested.

Relevant visuals
- Make sure your visuals go with your sound.
- Use narrotor cues like "in the upper left hand side of the screen…"
- Include text to introduce new vocabulary, provide date information, and introduce people.
- Keep it simple. Fancy transitions and effects can be useful, but can also detract from your video. Use them sparingly.

Information in this section is adapted from http://static.nsta.org/connections/college/201601CaseStudyFigures1-4.pdf

Appropriate for audience
- Your video should be at an appropriate level for the audience you are trying to reach. Use vocabulary and technical details that are appropriate for your audience.
- Your video must be appropriate for your audience and topic in terms of content, language, and tone.

Sample video formats

YouTube Video
Students may choose to produce a YouTube style video for their project. WikiHow has some great informational posts about how to shoot a YouTube video. 5 Simple Ways to Make a YouTube Video (https://m.wikihow.com/Make-a-YouTube-Video) and How to Make Professional Quality YouTube Videos (link below) are great sources of information to get you started. (https://www.wikihow.com/Make-Professional-Quality-YouTube-Videos)

Acting
Students may put on a play in which they act out a script in the service of delivering their content. One example is When and Where are Black Bears White? (https://youtu.be/0Ny6Or7Mf9Y)

Animation
These are several types of animations that students may create.
- PowerPoint may be used to illustrate biological processes. Custom animations move forms and figures around in a choreographed manner. It could look something like this Sample Animation of Mitosis (https://youtu.be/kk1kcC_NESU).
- Online tools and apps also make the creation of animated characters a possibility. Examples include a cartoon animation and a Sock Puppets Tutorial (https://youtu.be/1fsl2lGWNDc).

Documentary
The documentary style is familiar to many and can mix several different formats in the telling of a narrative. The trailer for the documentary Life According to Sam (https://vimeo.com/74468499) is particularly poignant and illustrates the power of this format.

Interviews
Interviewing an expert, whether in person, by Skype, by phone, or by e-mail, can enhance the perspectives conveyed in a video. This Student Interview (https://youtu.be/2iy4i9bS9tk) provides a taste of this format.

Information in this section is adapted from http://static.nsta.org/connections/college/201601CaseStudyFigures1-4.pdf

Man on the street

When addressing misconceptions, it may be informative or even entertaining to ask the average "man on the street" for his opinion about a topic. The YouTube Channel Veritasium uses this form particularly effectively (https://youtu.be/vqDbMEdLiCs)

Stop-motion animation (Claymation) and time-lapse photography

- When showing a phenomenon that takes place slowly, time-lapse photography (where pictures are taken at regular intervals and played back in rapid succession) is a striking option. See this Fruit and Vegetable Decomposition, Time-Lapse (https://youtu.be/c0En-_BVbGc).
- Claymation is a special form of stop-motion animation where the subject of the photos is made of plasticine. It can be an effective way to illustrate a biological process. Apps make this easy to do; my first attempt required 2 hours to produce a 2-minute video: Example of Uses of Claymation for Biology Instructors (Mitosis) (https://youtu.be/YUkpMyk59PQ).

Illustrating Words

There are times in a video where it is best to draw to illustrate words. There are several ways in which such a drawing can be incorporated in the video.

- The host may simply write on a whiteboard or chalkboard while talking to the camera. Katie Gimbar's Flipped Classroom video showcases this technique (https://youtu.be/jMfSLXIuiSE).
- The artist may draw on a whiteboard and the action may be sped up using stop- motion animation techniques. The finished product could look like this Minute Physics video (https://youtu.be/IOYyCHGWJq4). One of my students used a white poster board. She pre-drew her graphics using pencil, which was too faint to be picked up by the camera. She then used a black marker to trace the pencil drawings, which then became visible to the camera. This little trick made her drawing seem self-assured when in fact they were meticulously pre-planned.
- Several apps such as Doceri and Explain Everything allow users to use a tablet to prepare digital whiteboard presentations that can be saved as videos. The end product looks like the videos of the Khan Academy (https://youtu.be/u6gpw_Deth8).

Source Tracking Sheet

Use this sheet to keep track of the resources you access for the project.

Book

Author(s):_____

Title of Book:_____

Publishing City:_____

Publishing Company: _____

Copyright Date: _____ Page number(s) used: _____

Online Encyclopedia (Grolier Multimedia, Canadian Encyclopedia, Etc.)

Author(s):_____

Title of Section: _____

Title of Online Encyclopedia: _____

Publishing Company: _____

Date of Publication: _____ Access Date: _____

Online Database

Author(s):_____

Title of Article: _____

Title of Newspaper/Magazine/Journal: _____

Date of Publication: _____ Page #'s: _____

Volume#: _____ Date of Access: _____

Name of Online Service: _____

URL (record to end of domain [.com/.ca/]): _____

Internet Web Site

Author(s) (if available): _____

Title of Section of the Web Site: _____

Title of the Whole Web Site: _____

Date of Posting/ Updated/ Modified: _____

Access Date: _____

URL (web address): _____

Internet Web Site

Author(s) (if available): _____

Title of Section of the Web Site: _____

Title of the Whole Web Site: _____

Date of Posting/ Updated/ Modified: _____

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URL (web address): _____

Internet Web Site

Author(s) (if available): _____

Title of Section of the Web Site: _____

Title of the Whole Web Site: _____

Date of Posting/ Updated/ Modified: _____

Access Date: _____

URL (web address): _____

Video Planning Sheet

1. Issue or Topic:_____

2. Your position (for persuasive/opinion):_____

3. Find 8 pieces of evidence or supporting details:

-

-

-

-

-

-

-

-

4. Highlight your 3 strongest pieces of evidence or supporting details.

5. Write a video title or catch phrase based on your topic, position, and evidence:

_____

_____

6. Complete the Video Outline on the following page.

<u>Video Outline</u>

Video title _____

_____

<u>Point 1</u>
Topic/Point 1: _____

_____

Supporting details or images

1. _____

2. _____

3. _____

<u>Point 2</u>
Topic/Point 2: _____

_____

Supporting details or images

1. _____

2. _____

3. _____

<u>Point 3</u>
Topic/Point 3: _____

_____

Supporting details or images

1. _____

2. _____

3. _____

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Research Video Rubric

Name of Project: _____

Name(s):_____

Criteria	3 points	2 points	1 point	0 points
Content				
Creativity	Complete originality in composition and delivery, strong evidence of critical thinking skills.	Few elements are not original in composition and delivery, some evidence of critical thinking skills.	Some elements are not original in composition and delivery, little evidence of critical thinking skills.	Majority of elements are not original in composition and delivery, no evidence of critical thinking skills.
Content and Theme	Content is complete and clearly relevant to the project - theme and message are distinctly clear.	Content is mostly complete and has some relevance to the project - theme and message is clear with some confusing points.	Content has gaps and/or little relevance to the project - theme and message is not clear.	Content has major gaps and/or little to no relevance to the project - there is no relevant message or theme.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short, or too long. It does not feel rushed, or too slow.	The story composition is typically good, though the amount of detail, pace, or overall length may not be well thought out at times.	The story is incomplete or drags on in more than one section. The story loses audience interest or leads to confusion at times.	The length of the story is much too long or much too short. It fails to capture audience interest.
Knowledge and Understanding	Work has strong, clear, and unified focus and purpose. Work presents traditional knowledge in ways that are well thought out, insightful, lucid, and thought-provoking.	Work has a clear and unified focus and purpose. Work presents traditional knowledge in ways that are appropriate and relevant.	Work has some clarity of focus and purpose. Work presents traditional knowledge in ways that are sometimes appropriate and relevant. Knowledge seems superficial.	Work has limited clarity of focus and purpose. Work presents traditional knowledge in ways that are not always appropriate and/or relevant.
Thinking and Inquiry	Work shows a high degree of respectful risk-taking to include unexpected or unconventional features. Project shows excellent thematic insight into the topic.	Work shows considerable respectful risks to include unexpected or unconventional features. Project shows good insight into the topic.	Work shows some risks to include unexpected or unconventional features. Project shows some insight into the topic.	Work shows limited or disrespectful risk-taking. Project shows little insight into the topic.

Rubric adapted from SD_82_Digital_Storytelling_Rubric

Criteria	3 points	2 points	1 point	0 points
Elements of Film				
Literary Design	Complete and detailed evidence of planning throughout entire storyboard including sketches, sequencing, pacing, and consistent storytelling.	Evidence of planning through 2/3 of storyboards including sketches, sequencing, pacing, and storytelling.	Evidence of planning through up to 1/3 of storyboard including sketches, sequencing, pacing, and storytelling.	Little to no evidence of planning including minimally completed sketches, sequencing, pacing, and storytelling.
Visual Design	Transitions, effects, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Most transitions, effects, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Some transitions, effects, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Little to no transitions, effects, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video
Cinematography	Strong use of quality videography, including camera angles, framing, and lighting used to add to the overall impact of presentation	Some elements of videography, including camera angles, framing, and lighting used to add to the overall impact of presentation	Very few elements of videography, including camera angles, framing, and lighting used to add to the overall impact of the presentation	Little to no elements of videography, including camera angles, framing, and lighting used to impact the overall presentation
Video Editing	Editing demonstrates a full working knowledge of the software.	Editing demonstrates a good working knowledge of the software.	Editing demonstrates a fair knowledge of the software.	Editing shows a lack of understanding of the software.
Sound Design	The pace (rhythm and voice punctuation) fits the storyline and helps the audience follow the message. Music and sound choices add to the cinematic experience throughout the video.	Occasionally speaks too quickly or too slowly for the video. The pace (rhythm and voice punctuation) is relatively engaging for the audience. Music and sound choices add to the cinematic experience throughout most of the video.	Pacing is often out of sync with the video. Audience is not consistently engaged. Music and sound choices do not add to the cinematic experience throughout most of the video.	No attempt to match the pace of the audio with the visual elements. Music and sound choices detract from the cinematic experience throughout the video.
Comments:				