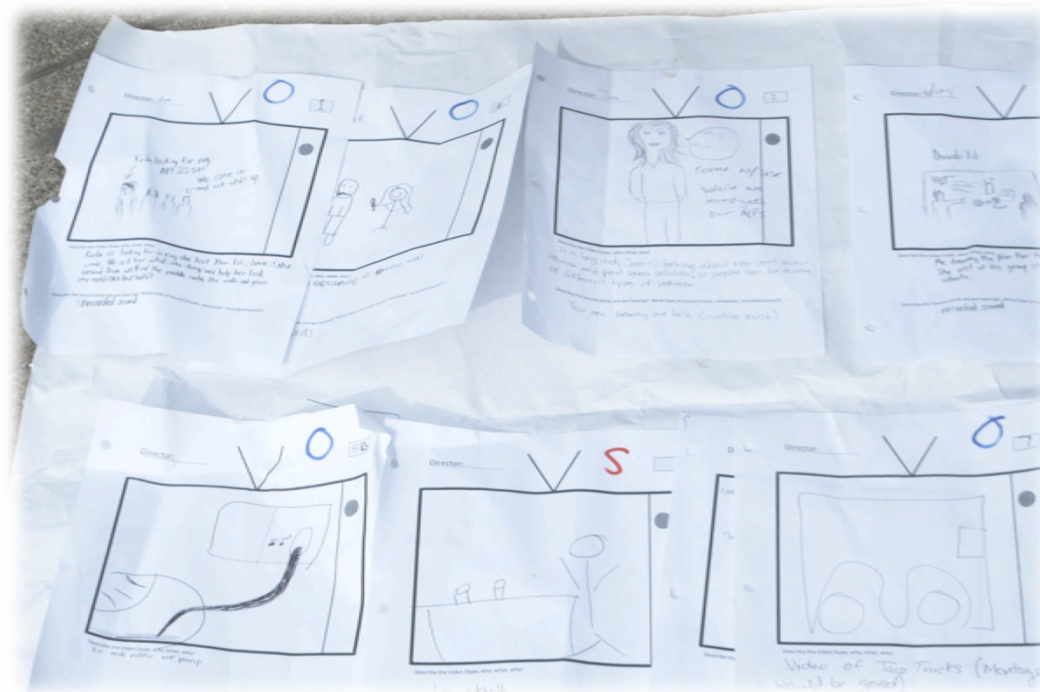# Student Produced Videos

Jim Neiss
Program Director
Reaching Out to Communities and Kids with
Science in San Francisco
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SAN FRANCISCO
STATE UNIVERSITY

Today's Session

Objective: provide outline and tools to create student produced videos of your own.

We will Cover:

Concept of the Watershed Video Project

The Watershed Video Project Method and Tool Kit

Tips on Equipment – "Use What You Have!"

Take what you like, leave what you don't, and tell me what I can do better!

Why Did We Create the Video Project?

Integrate Technology, Science and the Outdoors

Leverage All Parts of Program for Max Gain
    Intensive Learning Experience
    Usable Output

Program that Relates to the Urban Context

Project Based Learning (Progressive Ed)
Hooks Urban Students

Videos Provide Lots of Information

The WVP Method

Week 1

Saturday
Intro
Group/Meta Cognition
Film 101
Camera/Sound
Lunch
Research

Sunday
Research
Story Board
Lunch
Story Board

Week 2

Saturday
Shoot
Lunch
Shoot

Sunday
Shoot
Lunch
Shoot/Video Capture
Write Voiceovers
Assembly/Rough Cut

Week 3

Saturday
Edit
Write Voiceovers
Lunch
Edit

Sunday
Payment Paperwork
Final Edits
Music
Lunch
Final Review

Group/Meta-Cognition
LL 1: Define Expectations/Limits and Hold Strong*

Where Do I Stand
I play video games
I wait until the very last minute to finish my schoolwork
I would like to travel to another place in the world
In groups I tend to be the one who talks or leads activities
I am afraid of swimming
I am nervous when I try new things
Dogs are better than cats

Group Discussion
What traits help a group work together successfully?

"From our game earlier, I learned Cesar is quiet and can feel uncomfortable speaking in a group. I also learned that Najee and Kali like to lead activities . . . How do we make sure everyone participates?"

Talking to Each Other
"I really like when . . ."
"I would like to add . . . . "
"I would like to change . . . . "

*Lesson Learned

Watershed Video Project 2010
Group Agreements

The following agreements were created by the participants of The Watershed Video Project (students and teachers) on Feb 6, 2010, so that we may create an environment of respect, mutual support and success. Anyone breaking these agreements three times may be asked to leave the program and forfeit the $100 stipend.

Personal Responsibility and Mutual Respect:
- Listen to each other
- Help each other
- Respect Personal Space
- Careful of language. Be sure what you say doesn't make someone feel excluded based on who they are -- no racism, sexism, homophobia, ablism, classism
- Don't Yuck Someone's Yum

The Watershed Video Project is an open and creative environment. In order to get our work done and be successful we must:
- Be on time
- Get your things done
- Show Up (see "*" below)
- Bring a Positive Outlook/Attitude
- Be Adventurous
- Touch and Use all Material

*To be successful, we must all participate and show-up for each other. Just like having a job, we do not get paid if we don't show up! We understand that things happen (family celebrations, sickness, emergencies) and thus you have one half day (4 hours, used in one block) that you may miss and still receive your $100 stipend. This includes being late. If you are more than 15 minutes late it counts as our excused absence.

By signing below, I _____ support and agree to following our group agreements outlined above.

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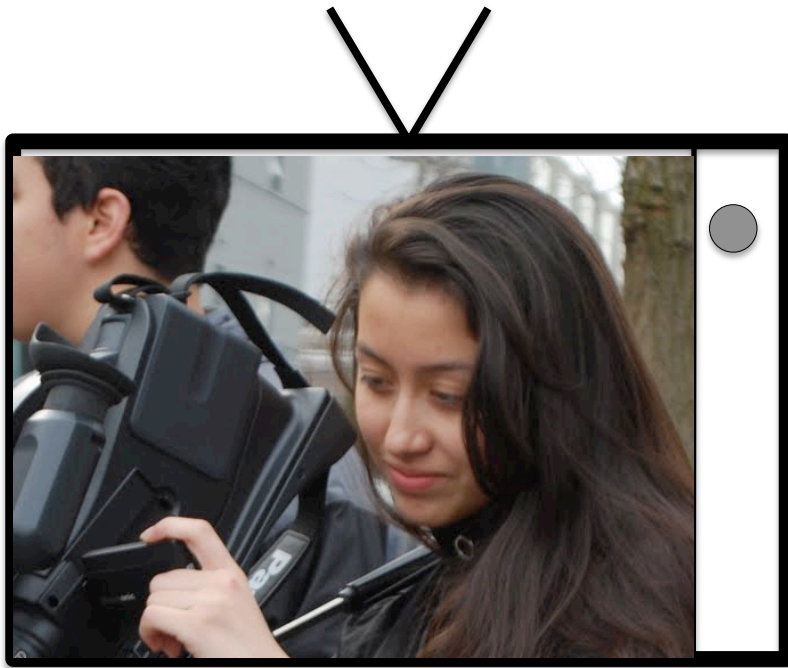Final Edits
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Film 101
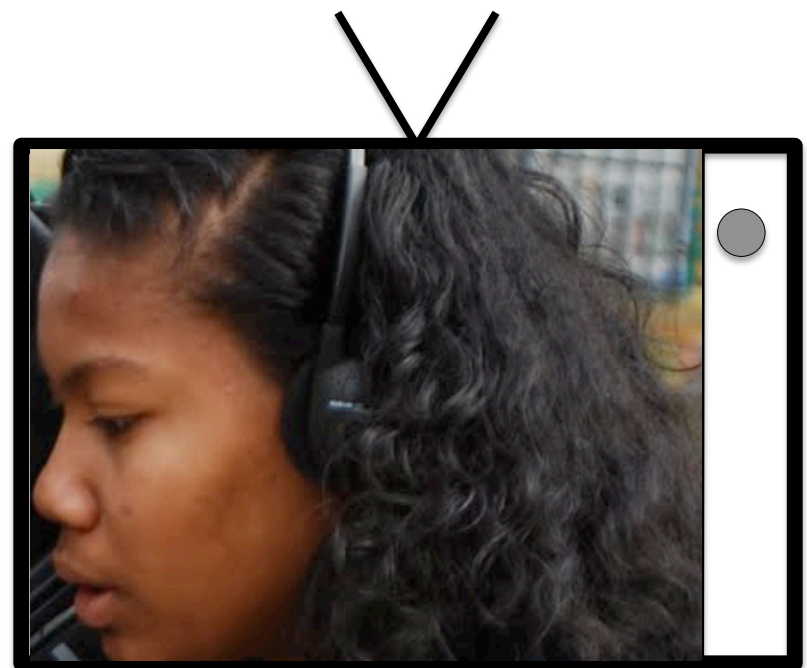
LL 2: "Please Stop Talking and Let's get Started"

Long Shot/Establishing Shot

Medium Shot

Close Up Shot

Extreme Close Up Shot

All these shots are from the same camera angle – eye level with the subject.

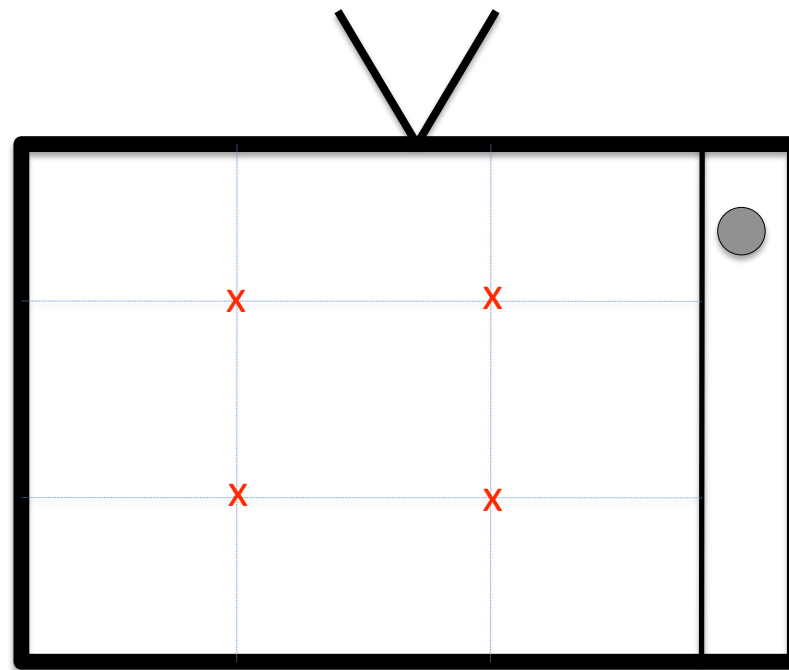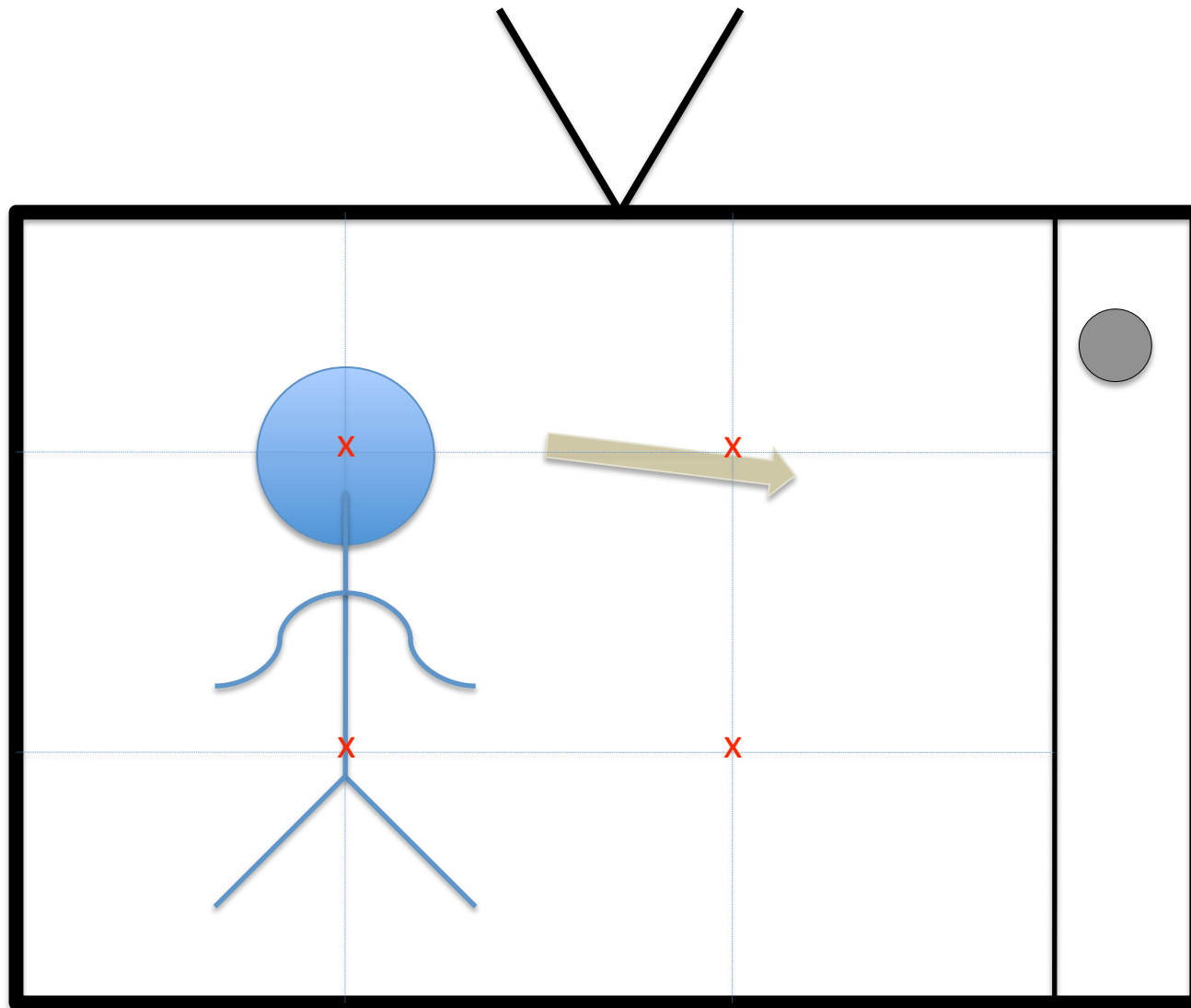Alternate Angles: High Angle : Low Angle

Framing
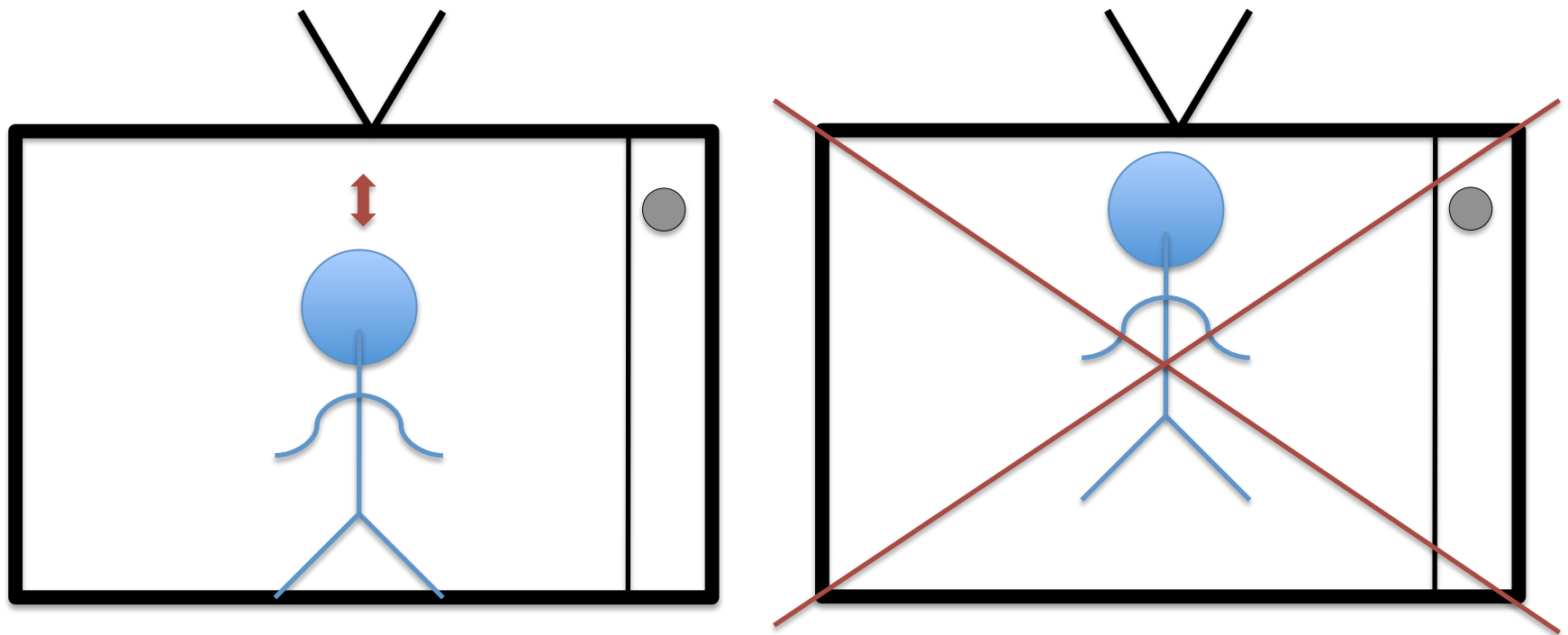
Point of Interest

Rule of Thirds

Shot Blocking

B-Roll

Transitions between scenes and voiceovers often require additional images to transition between scenes or extend scenes.

Be sure to capture extra video related to topic.

** You can always edit out – but it's difficult to go back and shoot!***

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Guided Research

LL3: Limit Information to Control the Quality of the Output

Topic is Pre-Selected

Research is Web and Book Based
(Web Links and Articles are Pre-Selected)

Seminar Style: Review Materials Present
Back to Group

Creating a New Generation of Earth and Environmental Scientists
The Preservation and Reclamation of our Environmental Systems is Best Left in the Hands of a Well-Informed and
Diverse Group of Young Leaders and Scientists

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Story Board
LL 4: Take Time to Blend Ideas
LL5: Be Realistic (Non-Fiction over Fiction)
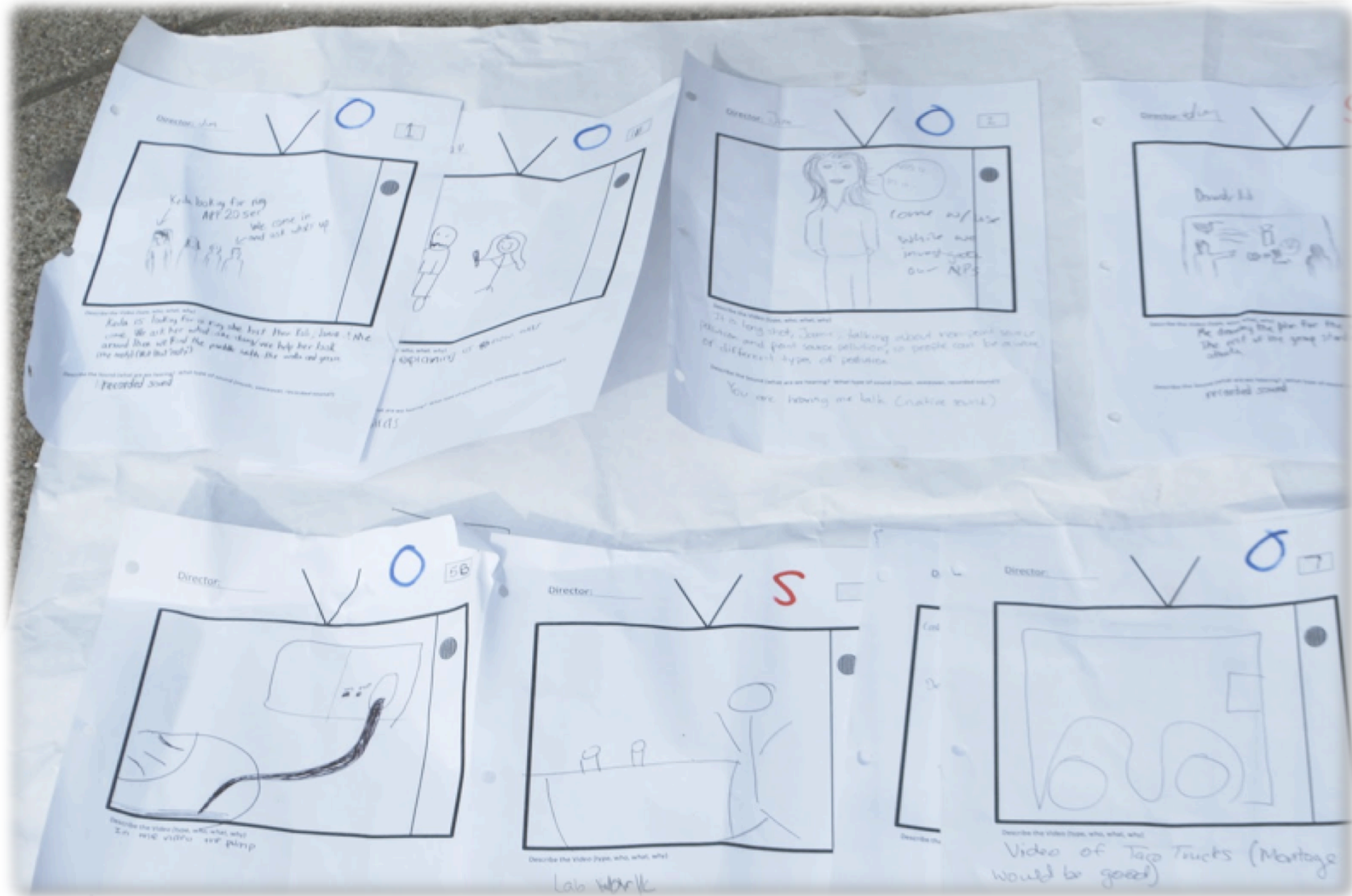
Story Board

LL 4: Take Time to Blend Ideas
LL 5: Be Realistic (Non-Fiction over Fiction)

Review Topic

Who is our Audience?

How will the Video be Used?

Describe Video and Sound

Describe Video and Sound

Describe Video and Sound

Describe Video and Sound

Describe Video and Sound

Describe Video and Sound

Story Board

LL 4: Take Time to Blend Ideas

LL5: Be Realistic (Non-Fiction over Fiction)

After Blending Ideas Discuss Story Arc and Device

Life in Arrowhead Marsh

This is What We Saw

My Class is Going to a Marsh

Reflection on the Experience

Device: "Join us on our trip!"

Director:
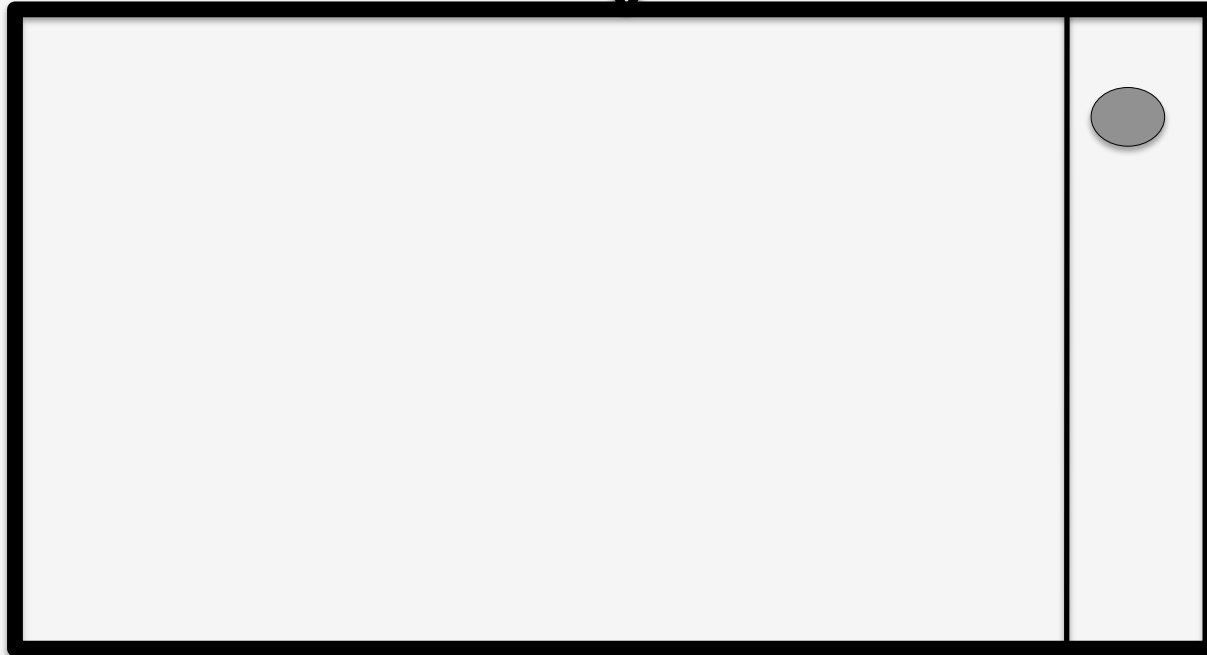
Describe the Video (type, who, what, why)

Describe the Sound (what are we hearing? What type of sound (music, voiceover, recorded sound?)

Picture	**Sound**
Describe what we will see in this scene. Be descriptive about the action and include details like shot type (CU, LS, etc) and camera instructions.	Describe what we will hear in this scene. Be descriptive (voiceover, music, native sound, etc). Provide any special instructions for the sound person.

Location:

Where will we shoot (be specific)

Subject, Actors, Props:

Crew:

Director: Camera:

Boom Pole/Sound: Other:

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Shooting
LL 6: You Can't Fix Everything – Garbage In Garbage Out

High Quality Equipment is Less Important than Good Technique

Focus – Careful of Auto Focus

Stable Footage – Use Support (tripod, wall, table) to obtain Steady Footage

Lighting – Shoot outside if you don't have professional light boxes

Background Noise – Quiet on the Set! Another Airplane!

Use Camera with Sound Bars

*Proofed WVP Concept on Digital Camera

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Video Capture – Video Edit
LL 7: Learn to Love Apple

We Recommend iMovie:

   Ubiquitous
   Easy to Use
   Online Tutorials
   Apple Store Help
   Garage Band for Music

Use Online Apple iMovie Tutorials to Teach Edit Techniques:

  http://www.apple.com/ilife/tutorials/#imovie

Misc Topic

Voiceovers: Write all voiceovers prior to recording.

Tip: Don't have a microphone? Use the built-in microphone on your camera to record directly into iMovie. Use "Manual Import."

Music: Adds significantly to the production value.

Tip: Don't know how to use it? Just learn to turn it on. Your students will figure it out themselves!

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A Big "Thank You" to NOAA's B-WET Program, Johnny Symons and Naomi Pollack.

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