

The University of Toledo
Judith Herb College of Education

Instructional Video Production
ETPT 5270/7270

Course Syllabus –Summer Semester 2008

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Wednesday 2:30-5:00

Other by appointment only

Preparing Tomorrow's Teachers to Use Technology (PT3) project in the College of Education at the University of Toledo. <http://tipt3.utoledo.edu/>

Course Description

This course introduces students to the non-linear video digital video design and production for instructional Purposes. This hands-on course will cover key concepts and function of the Final Cut Pro 6 software and supporting hardware including configuring, adjusting and customizing preferences and settings, capturing video and audio, various editing and trimming techniques, ripple, roll, slip and slide tools, audio editing and audio creation, finishing and final output. Students will also learn creating titles, applying effects, motion, color, soundtrack, iMovie, IDVD and other media manipulation tools.

This course is also designed for any educator/professional looking to edit professional-quality video using Final Cut Pro 6. Students should have basic understanding of the Macintosh operating system and basic computer navigation skills.

In this course students will learn to make creative, documentary, educational or promotional digital videos to be used in the classroom or on a business setting. Using digital still and/or video cameras, students will create digital videos using Apple Final Cut Pro 6 digital video editing software. We will discuss advantages and challenges of integrating digital video into the PK-12 schools and higher education.

Students will create a video project that will develop their proficiency in planning, editing and exporting digital video for the K-12 educational environment. Course participants may be teachers, technical coordinators, or technical integrators. It is expected that participants have used the iMovie software and digital video cameras.

Objectives

Course Learning Outcomes: (goals, objectives, course outcomes, etc.) identify any professional standards that are met by each learning outcome.

Upon the completion of the course, participants will be able to:

- # Identify major parts of a television camera.
- # Demonstrate the movements of the camera.
- # Operate a television camera under studio conditions.
- # Design a light plot and set up television lights for a studio production.
- # Identify and use various production microphones.
- # Control audio using an audio board.
- # Identify and describe various videotape formats.
- # Demonstrate the operation of a production switcher.
- # Produce and write an instructional or training script.
- # Perform in all television production positions, including camera, floor manager, audio, character generator, assistant director, switcher, etc.
- # Plan, storyboard, shoot, and produce a creative, documentary educational or promotional video.
- # Evaluate a learning need for appropriate applications of video as a learning medium.
- # Write descriptive treatments for instructional video applications.
- # Develop treatments and content into video scripts
- # Create a storyboard and shot list from a video script.
- # Produce (shoot and record) an instructional video using current video tools and techniques.
- # Edit an instructional video using a non-linear video editing system such as Final Cut Pro.
- # Select the most appropriate digital video delivery method.
- # Work with Browser and Bins, make clips and use insert and overwrite edits.
- # Make and delete clips in the timeline, trim and edit points.
- # Use ripple, roll and extend edits, use the slip and slide tools.
- # Apply filters, change motion properties, and edit audio and audio creation, finish and final output.
- # Refine and expand digital cameras skills (manual vs. automatic settings for light, speed, tripods, microphones, etc.) that are demonstrated in your instructional video project.
- # Understand and use advanced settings in Final Cut Pro 6 video editing software.
- # Discuss and examine use of Instructional video for student portfolios. Review online student portfolios.
- # Understand acceptable use policies and laws regarding publishing student portfolios on the web. Know school and/or district user policies.
- # Demonstrate an understanding of iDVD and be able to create DVDs of Final Cut Pro instructional video projects.
- # Demonstrate an understanding of QuickTime to optimize video for the web and CD and examine streaming video technology. Use QuickTime compression on your Final Cut Pro instructional video projects.
- # Read and comprehend and discuss issues regarding bandwidth, streaming media and compression.

- ✚ Discuss the trends and effects of student and teacher made movies as it relates to curriculum, diversity and empowerment as a story-telling and instructional medium.

Prerequisites: None

Required Text:

Weynard, Diana (2007). *Apple Pro Training Series: Final Cut Pro 6*. Peachpit Press. (ISBN 0-321-50265-5)

Musburger, Robert (2005). *Single-Camera Video Production, 4th edition*. Focal Press. (ISBN: 0-240-80706-5)

Course Methodology

- Instructors will provide lectures on specific course topics, share examples of exemplary instructional video projects, and demonstrate Final Cut Pro 6 software and opening the class to discussion and production/lab work.
- Students will work in groups to explore and discuss concepts presented in class lectures and assignments (Work cooperatively within a team).
- Each student will focus on taking one treatment through the production process to a final product, which will be shown and discussed during the final class.
- Students will be provided appropriate in-class time to work on components of web-based project and practice skills.
- While Final Cut Pro is the primary editing tool used in this class, instruction will focus on common elements of non-linear editing tools to allow students to transfer their knowledge to other editing platforms.
- Research/Study and Design: In order to complete the project, you need to devote outside class time to plan, design, and study.

Course Requirements

- ✚ Each student must have a flash drive or an external hard drive to store his/her data
- ✚ Attendance and participation in class sessions -- whether face-to-face or virtual – is mandatory, as discussions and shared experiences are important parts of the course. The class schedule may change as the course progresses; changes will be posted on the online course website and in WebCT's asynchronous class calendar site.
 - Note: ONE unexcused absence will result in the loss of 5 points. If you have an emergency or illness, you are expected to call or e-mail the instructor PRIOR to class. Students should be in class on time and stay for the entire session. Students who arrive late or leave early will not receive full credit for classroom attendance and participation
- ✚ Each student is expected to complete all readings and class exercises, as well as course assignments.
- ✚ Obtaining and regularly using a computer account with access to the Internet, the World

Wide Web, and UT's WebCT site is required. UT makes such accounts available for free to its students.

- ✚ To enable individualization of the course to the needs of each student, special arrangements on requirements and assignments may be negotiated in writing with the instructor. Revised assignments typically involve direct, extensive involvement in some project engaged in the design, development, evaluation, or implementation of an instructional video production experience.
- ✚ Students missing the due date for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class.
- ✚ Work on Instructional Video Production project outside of regularly scheduled class (minimum of 5 hrs)
- ✚ Follow the university's guidelines in regard to completion of course requirements. Students who violate university standards will not receive course credit. Any instance of plagiarism will result in a grade of zero for that particular assignment.

Course Requirements, Assignment Guidelines, and Grading:

1. Class participation, discussions, group work activities and other assignments

(10% of the Grade)

2. Write one, 2-page treatment for 2 -5 minutes instructional videos. The Instructor will review and work with you to determine which treatment is most appropriate to pursue as your project.

Grading Criteria:

- Description of Audience
- Instructional applicability
- 2 Paragraph breakdown of production
- Genre Selection (i.e. documentary, tutorial, drama, comedy, etc.)
- Professional Appearance & Timeliness

(Assignment 2: Treatment 10% of the Grade)

Production Planning

- **Treatment:** is a narrative description of the Production. Like proposal, treatment is intended to be read by potential financial backers to assist them in making a decision as to whether they are willing to trust their money to the producer. The first paragraph of the treatment repeats key information from proposal: title, length, format and objective of the production.
- **Scene Scrip:** detailed description of each scene and the action occurring that scene, but not specific shots.
Shooting Script: is a more detailed version of the scene script. Each shot is described specifically and numbered in order

Reasonable Satisfactory shot achieved by Hand-holding the Video Camera.

Hand-held camera positions: such as, on the shoulder, leaning against a wall, body unwinding to follow the movement, Sitting on the ground, underneath the arm

3. **Script:** Using the treatment from assignment one, you will research the content and write a script for a 2-5 minute instructional video.

Grading Criteria:

- Instructional Applicability
- Clarity, language, effectiveness
- Professional Appearance & Timeliness

(Assignment 3: Script 10% of the Grade)

4. **Storyboard and shot Breakdown.** Create a visual storyboarding of your project either by hand or in a digital format. Consider the most appropriate shot selection (angle, movement, framing, etc.) for each segment of your storyboard. When the storyboard is complete, create a shot breakdown list to facilitate production.

Note: you will not be graded on your artistic abilities. This assignment focuses on your shot selection, visual treatment of your script, etc.

Grading Criteria:

Appropriate selection of shots

Visual Treatment of Script

Maintaining visual interest for the Audience

Accuracy and completeness of shot breakdown

Professional Appearances & Timeliness

(Assignment 4: Storyboard and Shot Breakdown 20% of the Grade)

Storyboard and Shot Breakdown:

- Storyboards are paper visualization of the production. They provide a flexible means of working out sequences, framing, and shot relationships before bringing and expensive cast and crew together for the actual production. Organized in three parts: **pictures, copy/instructions, and shot numbers.**

Digital video recording: Shooting and framing

5. **Final Video and documentation**

You will spend the second half of the semester shooting and editing your final project.

You will hand in to the instructor a final version of your project on DVD or CD-R and accompanying documentation, including Talent Releases and a listing of any copy written materials (music, images, etc.) used. **SEE THE RUBRIC!!!**

The last class will be in a group critique format. You will be expected to introduce your project (audience, instructional need), show your project, and then lead a 5-10 minute discussion on the strengths and weaknesses of your work.

NOTE: Your grade includes your participation in the discussion and critique of other projects presented on the last day of class.

Grading Criteria:

Video (see the rubric for more detail)

- Video and Sound Quality
- Editing Quality
- Credits
- Appropriate selection of final delivery method (Streaming +/- DVD +/- tape etc.)

Documentation

- Talent Releases acquired for voice and onscreen talent
- Documentation of copy written materials used

Presentation

- Participation in other critiques
- In-class Presentation and Discussion of Project
- Openness to criticism
- Professional Appearance & Timeliness

(Assignment 5: Final Project 50% of the Grade)

Team Projects:

1. Working in small (3-4 people) video production team in a studio environment, design, produce and deliver a lesson with instructional video as the primary medium, using a specified ID model and various scripting formats.
2. Working in a video production team in a desktop environment, design, produce and deliver a lesson with instructional video as the primary medium, using a specified ID model and various scripting formats.

Again working in small production teams and adhering to approximately the same project requirements, but using digital (desktop) video production tools, students will design, produce and deliver another lesson.

Both projects will be graded on a team basis. Team members will also evaluate one another's contributions.

Research Report (doctoral students only):

Doctoral students will prepare and present to the class a research report on a relevant topic for the course. The criteria and specifications for the report will be jointly formulated between the instructor and the doctoral students.

Grading System:

Your final grade will be determined using a weighted percentage scale based on total possible points accumulated on the exercises, projects and exams. The grading scale will be:

93-100%=A	90-92.9%=A-	87-89.9%=B+
83-86.9%=B	80-82.9%=B-	77-79.9%=C+
73-76.9%=C	70-72.9%=C-	67-69.9%=D+
63-66.9%=D	60-62.9%=D-	Below 60%=F

Note: Due to the laboratory nature of the course it is important that you **attend each class session**. Therefore, **attendance will be counted as a grade factor**.

REMEMBER!!!

1. Be in class ready to fulfill your role as teacher on your scheduled day.
2. If there is a conflict or you are ill, notify the instructor before the day you are to teach.
3. If you are absent or unprepared the day you are scheduled to teach, your grade will be reduced or you may receive a zero for no presentation!

Online APA Style Guides

An excellent APA "Crib" Sheet: <http://www.docstyles.com/apacrib.htm>

Another guide: <http://www.wisc.edu/writetest/Handbook/DocAPA.html>

Psychology with Style: A Hypertext Writing Guide - for the 5th edition of the APA Manual: <http://www.uwsp.edu/psych/apa4b.htm>

Electronic Reference Format: <http://www.apastyle.org/eleceref.html>

Course Policies

1. Students must take the course assessments to receive credit for the assessment. If you are ill or have a serious problem that prevents you from attending class the day of a test, please contact your instructor prior to the test day. An alternate test date will be scheduled.
2. Scholastic dishonesty: Students who violate the University rules on scholastic dishonesty are subject to disciplinary penalties, including the failure of the course and dismissal from the University. All policies on scholastic dishonesty will be enforced.
3. Any student who has a disability that may prevent from or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.

4. Copyright: Some goals and objectives of this course may be met through use of commercial or copyrighted software programs. You are not permitted to copy or duplicate these programs. The unauthorized copying of computer software is in violation of the copyright laws and subject to University disciplinary measures, as well as, criminal prosecution. You are expected to practice responsible, legal and ethical use of all technology hardware and software encountered in this course.
5. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams/projects.

Course Process Outcomes:

Your video project must contain *evidence* of the following process outcomes at the indicated levels. For specific details, see the Evidence Grid in the appendix.

1. Multimedia Interactivity - Level 1: Text and Graphics
2. Multimedia Interactivity - Level 2: Video, Simulation, Animation, Sound.
3. Authentic Learning - Level 1: Instructor Derived Need
4. Authentic Learning – Level 2: Student Perceived Need
5. Ethical Responsibility - Level 1: Minimum Required
6. Design – Level 3: Originality
7. Research – Level 1: Anecdotal
8. Research – Level 2: Empirical, Non-referred Journals

Evidence Grid: Outcome Artifact Name

Rationale for this Artifact

Assignment 1: Treatments Written treatments will be created and handed in.

Assignment 2: Script Written scripts will be created and handed in.

Assignment 3: Storyboard and Shot Breakdown Storyboards and shot breakdowns contain text and graphic elements.

Multimedia Interactivity - Level 1: Text and Graphics

Assignment 4: Final Project Titles, credits and graphics potentially used in the final video project.

Multimedia Interactivity - Level 2: Video, Simulation, Animation, Sound.

Assignment 4: Final Project The final project will be a complete instructional video. Audio and visual quality will be a consideration.

Authentic Learning - Level

1: Instructor Derived Need Assignment 1: Treatments

The instructor will evaluate two instructional video treatments to help the student identify the most appropriate project to pursue.

Authentic Learning – Level

2: Student Perceived Need Assignment 1: Treatments

The student will present two separate instructional video treatments as potential projects to pursue.

Ethical Responsibility - Level 1: Minimum Required

Assignment 4: Final Project The final project has the potential to contain Copy written content: visuals, music, etc. The use of talent for voices and images will require talent releases. Students are expected to document and pursue rights when necessary.

Assignment 1: Treatments will be evaluated on originality and creativity.

Assignment 2: Script Scripts will be evaluated for originality and creativity.

Assignment 3: Storyboard and Shot Breakdown Shot selection/composition will be evaluated for originality and creativity.

Design – Level 3:

Originality

Assignment 4: Final Project Final projects will be evaluated on originality and creativity.

Research – Level 1:

Anecdotal Assignment 2: Script Students may choose content they are intimately familiar with for their projects. Content is expected to be accurate.

Research – Level 2: Empirical, Non-referred Journals

Assignment 4: Final Project Students may need to conduct other forms of research to complete their projects. Non- anecdotal research elements should be documented in project credits.

Course Content Outline

I. Pre-Production

A. Selecting the Video Medium: When and Why is Video Appropriate for Learning?

a. Strengths of Video for Instruction - discussion b. Film Genres

1. Documentary style, 2. Tutorial 3. Drama 4. Comedy 5. Others

B. Pre-Production

a. Writing a video script

1. Screenwriter format (one column) 2. Side-by-side format

b. Storyboarding c. Shots, scenes, shot lists, etc. d. Budgeting e. Crew f. Cast

g. Equipment

c. Other Issues in Instructional Media

a. Copyrights b. Releases

II. Production

A. Equipment Review

a. Digital Video Formats

1. DV Cam, 2. DVC Pro, 3. Digital Beta, 4. Digital 8, 5. Mini DV, 6. etc...
- B. Shooting Techniques
 - a. Camera
 1. Moving the camera
 - a. Zoom, b. Pan, c. Tilt, d. Tripods, e. Dollies, f. Handheld
 - b. Lighting
 1. Controlling Exposure, 2. Available light, 3. Daylight, 4. 3-point lighting
- C. Audio Recording
- D. Directing Talent

III. Post-Production

- A. Non-linear Editing techniques
 - a. A discussion of Non-linear editing in general, b. Using Final Cut Pro
 1. The Bin
 2. Capturing Video: a. Fire wire, b. Component Video
 3. The Timeline: a. Video, b. Audio
 4. Transitions
 5. Effects and Filters
 6. Titles
 7. Preview Monitors

Export Methods

1. Formats: Tape
2. Formats: DVD
3. Formats Digital Compression, discussion: a. Temporal Compression b. Spatial Compression
4. Formats: CD-ROM/Local files
5. Formats: Internet Streaming

Class Schedule (Subject to Change):

Week	Class Date Discussion Topics / Demos Readings / Assignments Due
Week 1 (May 13)	<p>Course Overview: Introduction to course</p> <ul style="list-style-type: none"> ▪ Complete student profile form ▪ Team Sign up for projects (Working in small (2-3 people)) <p>Discuss:</p> <ul style="list-style-type: none"> ▪ Selecting the Video Medium: An open discussion ▪ Strengths of Video and Film for Instruction
Week 1 (May 15)	<p>Discuss:</p> <ul style="list-style-type: none"> ▪ Selecting the Video Medium: An open discussion ▪ Strengths of Video and Film for Instruction ▪ Brainstorm Film Genres and Appropriate ▪ Applications for Instruction ▪ Pre-production: Ideas, Treatments, Scripts ▪ Digital Storytelling Article ▪ Pre-production: Storyboards, Shot lists and Planning for Video, and other Issues in Instructional Video ▪ Budgets ▪ Copyrights ▪ Production: Equipment ▪ Digital Video Formats ▪ Digital Video Cameras <p>Single-Camera Video Production</p> <ul style="list-style-type: none"> ▪ Part 1: The Technology – Read 2-23 ▪ The importance of technology ▪ Limitations of equipment ▪ The audio signal: frequency ▪ The audio signal: amplitude ▪ The video signal ▪ The scanning system ▪ The synchronization process ▪ Color video ▪ Measuring video ▪ Digital signal standards <ul style="list-style-type: none"> ▪ Part 2: The Equipment – Read 2-23 ▪ Production: Shooting and Lighting ▪ Background ▪ The image source: tubes and chips ▪ Light gathering ▪ Focus and aperture ▪ Depth of field ▪ Viewfinder and accessories ▪ Camera controls I ▪ Camera controls II ▪ Camera supports: tripods ▪ Other camera support systems ▪ Hand-holding the camera ▪ Analog video recording ▪ Digital video recording ▪ Videotape stock

	<ul style="list-style-type: none"> ▪ Videocassette recorder operation ▪ Connectors, plugs and jacks I: power and audio ▪ Connectors, plugs, and jacks II: Video ▪ Connectors, plugs, and jacks II: Digital ▪ Connector panel: consumer model recorders ▪ Connector panel: professional model recorders ▪ Connector panel: separate and attached units ▪ Audio: cables and connectors ▪ Microphone types ▪ Microphone pickup patterns ▪ Microphone mounting ▪ Audio recording consideration ▪ Lighting instruments ▪ Color temperature ▪ Controlling and powering unit ▪ Color temperature ▪ Measuring light intensity <p style="margin-left: 20px;">Part 3: The Production Process: Preproduction</p> <ul style="list-style-type: none"> ▪ Preproduction planning I ▪ Preproduction planning II ▪ Single-column script format ▪ Dual-column script format ▪ Storyboards ▪ Location scouting ▪ Site survey and location planning ▪ Organizing equipment <ul style="list-style-type: none"> ▪ Class discussions ▪ Project overview <p>DUE: Assignment 1: Treatments</p>
<p>Week 2 (May 20)</p>	<p>Part 4: The Production Process: Production</p> <ul style="list-style-type: none"> ▪ Production stages and setup ▪ Lighting preparation ▪ Controlling color temperature ▪ Controlling light intensity ▪ Contrast range ▪ Basic three-point lighting ▪ More complex lighting ▪ Creative lighting ▪ Sets and properties ▪ Setting up the audio ▪ Rehearsing and preparing talent ▪ Shooting a scene ▪ Directing talent ▪ Shooting and framing ▪ Framing principles I ▪ Framing principles II ▪ Creating movement I ▪ Creating movement II ▪ Creating z-axis movement ▪ Graphic forces

	<ul style="list-style-type: none"> ▪ Shooting to edit; the third movement ▪ The three types of continuity ▪ Cover shots ▪ In-camera effects I ▪ In-camera effects II ▪ Continuity records: logging ▪ Striking <p>Part 5: The Production Process: Postproduction</p> <ul style="list-style-type: none"> ▪ The editing function ▪ Editing system components ▪ Linear editing methods: technical ▪ Linear editing operating methods ▪ Editing steps ▪ Nonlinear editing: technical ▪ Nonlinear editing: operating methods ▪ Creating editing methods ▪ Conclusion ▪ Class discussions ▪ Project overview <p>Finalize Treatment Selection with Instructor Assignment 2: Storyboard and Shot</p>
Week 3 (May 27)	<p>Presentations and class Discussions Assignment 3: Script</p> <p>Post-Production: Final Cut Pro – Getting Comfortable</p> <p>Creating a Rough Cut (Final Cut Pro 6) Lesson 1: Screening and Marking in the Final cut Pro Interface Lesson 2: Editing Clips to the Timeline Lesson 3: Finishing the Rough Cut</p>
Week 3 (May 29)	<p>Presentations and class Discussions Post-Production: Final Cut Pro – Getting Comfortable</p> <p>Refining the Rough Cut Lesson 4: Trimming to Refine Clip Duration Lesson 5: Trimming and Adjusting Two Edit Points Lesson 6: Refining the Editing Process</p>
Week 4 (June 3)	<p>Presentations and class Discussions Post-Production: Final Cut Pro – Getting Comfortable</p> <p>Supporting the Process Lesson 7: Supporting the Editing Process Lesson 8: Capturing Footage</p> <p>Completing Cut Lesson 9: Applying Transitions Lesson 10: Mixing audio Tracks Lesson 11: Creating Titles</p>
Week 4 (June 5)	<p>Presentations and class Discussions</p> <p>Adding Effects and Finishing</p>

	Lesson 12: Changing Motion Properties Lesson 13: Applying Filters Lesson 14 Finishing and Outputting Open Labs: Work on Final Video Project
Week 5 (June 10)	Presentations and class Discussions <ul style="list-style-type: none"> ▪ Weekly overview ▪ Class discussions ▪ Open Labs: Work on Final Video Project
Week 5 (June 12)	Presentations and class Discussions <ul style="list-style-type: none"> ▪ Weekly overview ▪ Class discussions ▪ Open Labs: Work on Final Video Project
Week 6 (June 17)	Presentations and class Discussions <ul style="list-style-type: none"> ▪ Weekly overview ▪ Class discussions ▪ Open Labs: Work on Final Video Project ▪ Course reflection paper ▪ Research report (doctoral students only) ▪ Last Day of Classes ▪ Peer review Digital Compression, Computer Formats: CD-ROM, DVD, Web QT, WMP, MPEG
Week 6 (June 19)	<ul style="list-style-type: none"> ▪ Final Project Presentation (Show your final project in-class. Each producer should introduce their video, present it, and lead a 10 – 15 min critique). ▪ Class Critique DUE: Assignment 4: Final Video ▪ Course Wrap-up & Evaluation

College Mission Statement

Individuals at the center of their own learning within a rich **intellectual environment** characterized by choice.

Note: This syllabus is subject to change to accommodate extenuating circumstances.

