COURSE TITLE: **VIDEO PRODUCTION IN THE CLASSROOM**

WA CLOCK HRS:	**60**
OREGON PDUs:	**60**
PENNSYLVANIA ACT 48:	**60**

NO. OF CREDITS: **6 QUARTER CREDITS**
[semester equivalent = 4.00 credits]

INSTRUCTOR: **Michael Boll**
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COURSE DESCRIPTION:
This course meets OSPI's STEM requirements.

Looking to have both you and your students create lessons that are even more exciting, effective and interesting than what you doing right now? Interested in matching those types of lessons with your current curriculum? Ready to take your class to the next level? If you answered yes, then this course is for you.

With a simple video camera, computer and one of the many free media production tools available, anybody can become a video producer. Now we can go beyond just the text and enter the visual.

All assignments are available online and designed to help you become a sophisticated producer one step at a time. Assignments come complete with samples and suggested software.

LEARNING OUTCOMES: Upon completion of this course, participants will have:
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1. Have a broader knowledge of media literacy.
2. Recognize where video production aligns with their current curriculum.
3. Tangle with the idea that our students will need to be creators and producers in the coming work force.
4. Understand how to design, direct and produce media and post it in an online location.

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT
Choose **One** of the following books:

- *Filmmaking For Teens: Pulling Off Your Shorts.*
- *A Whole New Mind.*
- *Digital Storytelling Guide for Educators.*

- ***Filmmaking for Teens: Pulling Off Your Shorts***
  ISBN# 9781932907681
  by Lanier, Troy, Nichols, Clay
  Michael Wiese Productions

  Buy from Amazon

- ***A Whole New Mind: Why Right-Brainers Will Rule the Future***
  by Pink, Daniel H.

  Buy from Amazon

MATERIALS FEE
The cost of your text book is based on your selection from Amazon: • Filmmaking For Teens: Pulling Off Your Shorts $12 + shipping • Daniel Pink's A Whole New Mind $2.70+ shipping • Digital Storytelling Guide for Educators $15.50+ shipping

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION
Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.
Group participants can only view and respond to their group members in the Forum.

Assignment #1: Reflecting on the Future of Education
Technology allows for transformative change in the business world, home and the classroom.   To make it happen, though, we must move from simply learning the tools, to creating and implementing new ideas and concepts in the classroom.

1. Take a look at one, all, or some of the TED videos on the TED website. The ones by Sir Ken Robinson are my favorite.
2. In your online response box:
   a. In 250 words or more, reflect on how American education must/should/will **OR** must not/should not/will not change to reflect the new reality of a knowledge based economy.   How must we transform the way we teach to meet the new needs of our students?

Assignment #2: Video Production & Your Curriculum

1. Dig up your school's curriculum (it may be at the bottom of the pile on your desk) and find areas where using video production nicely aligns with some specific standards.
2. In your online response box, write a 250 word explanation of where in your curriculum you can use video production. This will

help you to justify it if you happen to get a little resistance.

Assignment #3: Where do I host (put) my videos?
Find a video hosting service that works for you such as YouTube, Vimeo, YouKu, etc. Create yourself an account and upload some videos to get the hang of it. Any videos will work. Cat videos are always popular. All you want to do is test it.

1. Create a blog or website where you can embed your videos and organize them. This will be REALLY helpful as you produce more and more content over time. You end up creating scalability. In other words, as you grow, your ability to share your videos grows with you. Also, it really sounds cool when you tell people that you considered scalability when you chose a location to embed your videos. You can be the life of the next conversation in the lunch room. See below for suggested blog and website hosts.
2. Embed some videos on your new blog or website.
3. In your online response box:
    a. Place a link to your blog/website where I can find the videos you embedded.
    b. Write a 250 word reflection on the process of creating a video hosting account and blog (or website) for embedding videos. How will it be (or not be) useful for you in the future?

Assignment #4: Getting To Know Your Camera.

1. Say "Audio quality is more important than video quality" three or more times. If possible, do this in front a witness of some sort.
2. Study this website on camera angles. Think about the different camera angles and how they really help to tell a story with film.
3. Pick a camera and shoot a short, 60 second video about "something."   You can talk about yourself, your school, your cat or whatever you find interesting. Be sure to shoot using multiple camera angles.
4. Post this video on your video hosting site and embed it on your blog/website .
5. In your online response box:
    a. Submit the link to the video you made and embedded on your blog/website.
    b. Write a 250 word reflection on what camera you have decided to use and why. What is your little film about and what camera angles did you decide to use? You might want to also mention how important audio quality is too, but I think I might be overemphasizing it at this point, so I leave it up to you.

Assignment #5: Video Production Without Using A Camera
This assignment is no longer required.

Assignment #6: Getting To Know Your Editing Software

1. Create a 60 second or more video using your camera
2. Import it into your video editing software.
3. Demonstrate that you understand how to:

a. Add music.
b. Add titles at the front and back (think bumpers).
c. Use one of the many themes available.
d. Try out some of the other features that may be available such as audio ducking, green screen, picture in picture, slow motion, etc.

4. Export the video from the program.
5. Post this video on your video hosting site and embed it on your blog/website
6. In your online response box :
    a. Submit the link to the video you made and embedded on your blog/website.
    b. Write a 250 word reflection on the process of post production. Was it more or less time consuming than you expected? What sort of guidelines should students follow in post production?

Assignment #7: Teacher Produced Video To Enhance Your Curriculum

1. Create a video that benefits your class curriculum in some way.
2. Make sure this video is teacher produced (that is you) and not student produced. We will do that in the next assignment.

3. Post this video on your video hosting site and embed it on your blog/website
4. In your online response box:
    a. Submit the link to the video you made and embedded on your blog/website.
    b. Write a 250 word reflection on the video you submitted and the process you went through to get there. Will it be a faster process next time? Was it worth the time it took? Will you be able to use it multiple times?

Assignment #8: Student Produced Media To Enhance Your Curriculum

1. Create a dynamic and exciting lesson plan that incorporates student-produced video.
2. If possible, post this video on your video hosting site and embed it on your blog/website.
3. In your online response box:
    ○ Copy and paste your lesson plan into the response box.
    ○ Write a 250 or more reflection on the lesson. How will you manage the time for the students? What cameras and editing software will your students use? What will be (or was) the reaction to the assignment from your students?

Assignment #9: Digital Story Telling

1. Develop a lesson plan for a digital storytelling assignment. Include your storyboard, student instructions and assessment rubric or guide.
2. If you have time to implement the lesson and have some student examples, please post the video(s) on your video hosting site and embed it on your blog/website.
3. In your online response box:
    a. Copy and paste your lesson plan into the response box.
    b. Write a 250-word reflection. What sort of problems will you encounter? Will students that find it hard to finish large projects struggle? How will this type of lesson benefit your creative and/or gifted students?

Assignment #10: Book Reflection

Depending on the text you chose:

1. Post a **500** word (or more) reflection of the book *A Whole New Mind.* Choose as many questions from the book's study guide as needed.
                                    OR
2. Explain what you learned in *Filmmaking for Teens or Digital Storytelling Guide for Educators* that will help you instruct and assess your student's filmmaking projects.

Assignment #11: STEM Career Choices

Overview

The future of work, as you know, is shifting. Even education which is often one of the last structures to change embraced remote learning for certain courses or entire programs. These are designed to meet the needs of students who prefer to school from home and/or enjoy the chance to take a specific course their school is unable to offer.

Some sort of STEM-related skills is becoming nearly mandatory for access to a middle class or above lifestyle.

Assignment

Take a read of the two articles below. One discusses the future of work and how it is (no surprise) embracing remote workforces. The other lists the top 30 STEM careers of the future. This list, of course, will end up changing over time but for now, it is a starting point.

After reading the articles, pick one or more of the 30 careers and in 250 words or more, speculate how the five changes of the future (fluid gigs, decentralized workforces, motivation to work, lifelong learning, artificial intelligence) will impact the career you choose. For example, if I choose the career of web developer, what would my career look like based on the five future changes in how we work?

Resources

- The Future Of Work: 5 Important Ways Jobs Will Change In The 4th Industrial Revolution
- The 30 Best STEM Jobs

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION
In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #12: 3-5 Minute Film Project (400 & 500 Level)

1. Create a storyboard for your video.
    a. Here is the one I use for my classes
2. Come up with an interesting topic for your video.
3. Create your 3-5 minute video, export it as a video and upload it to your video hosting service. Embed it on your blog or website
4. In your online response box:
    a. Submit the link to the video you made and embedded on your blog/website.
    b. Write a 250 word reflection on this assignment. Was it easier or harder than you imagined? What sort of obstacles or difficulties popped up along the way? How should students deal with these issues? What was the most satisfying and/or most difficult part of the assignment?

Assignment #13: Listen & Analyze Two Interviews With US Secretary of Education, Arne Duncan. (400 &
Listen and watch an interview with Arne Duncan, former U.S. Secretary of Education. He presents some interesting ideas on the future of education.

Watch the talk here.

After listening to his talk, write a 750-word response to his ideas. What did you agree with? What did you disagree with? Did his vision of education and change actually happen? How does this course match (or not match) some of the ideas he discusses?

Assignment #14: (500 Level ONLY)
In addition to the 400 level assignments, complete **one** of the following:

Option A)

Create a 30 minute or longer presentation to be given at a professional development workshop. It should relate to the themes discussed in this course. Drop the PowerPoint, Keynote or PDF into your online response box.
OR
Option B)

Watch a variety of education-related videos at Ted.com that relate to what you have learned in this class. Here is a list from TED you might like.

Write a 750 word paper that discusses the message being sent by one or more of the presenters and its potential impact on education.
OR
Option C)

Create your own assignment with the instructor's prior approval.

C. INTEGRATION PAPER
Assignment #15: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Michael Boll is an Apple Distinguished Educator and former Technology Coach at international schools in China and Thailand.

Now based in the United States, Michael is an enthusiastic instructional designer and presenter. He works to make his courses and presentations information-packed, slightly provocative, and fun.

Michael has an adult son with profound autism and is keenly interested in the special needs community and its population of diverse learners.

BIBLIOGRAPHY

VIDEO PRODUCTION IN THE CLASSROOM

Frazel, Midge. *Digital Storytelling Guide for Educators*. Intl Society for Technology in Education. 2010.
Storytelling is an age-old art form. With Web 2.0 and the tools already available on most computers, students can use text, music, sound effects, videos, and more to create a multimedia presentation that links them to the world beyond the classroom. Storytelling has the potential to unleash creativity, engage, and motivate. Applicable across the curriculum, digital storytelling teaches students to work collaboratively and use new technologies, skills they will be required to have in the workforce of the future.

Lanier, Troy, and Clay Nichols. *Filmmaking for Teens: Pulling Off Your Shorts*. 2010.
Teenagers can "stop dreaming and start creating" with this guide to making their first film. The authors, who teach filmmaking at an Austin, Tex., high school, suggest starting with a short-a five-minute film. Throughout, they try to be chatty, with lines like "See you at Sundance." Chapters explain how to pick a subject (with exercises for doing so), write a script, pick the location for all the films' shots and deal with worst-case scenarios, such as no-shows, stormy weather and technical glitches. Lanier and Nichols's helpful crash course ensures that readers' first efforts don't resemble amateurish home videos.

Pink, Daniel H. *A Whole New Mind: Why Right-brainers Will Rule the Future*. NY: Riverhead, 2006.
With visionary flare, Pink argues that business and everyday life will soon be dominated by right-brain thinkers. He identifies the roots and implications of transitioning from a society dominated by left-brain thinkers into something entirely different—although at times, he seems to be exhorting rather than observing the trend. As a narrator, Pink delivers in a well executed manner, with occasional hints of enthusiasm. He maintains a steady voice that is well suited for a business-oriented text, and his crisp pronunciation and consistent pace keeps listeners engaged and at ease. (*Publishers Weekly* Review)

Theodosakis, Nikos. *The Director in the Classroom: Filmmaking Inspires Learning*. Createspace 2009.
The Director in the Classroom provides the "Why" for digital video in the classroom in a clear and concisely written book. The book first looks at "Why" filmmaking is an important tool in 21st century classrooms and then explains, step by step, "How" filmmaking projects take shape in the classroom by developing ideas, forming a plan, filming, editing and presenting the final film in the classroom and beyond.

WEB SITES

Aspen Ideas Festival. "Conversation with Arne Duncan." 23 June 2011. 06 Aug. 2011.
http://www.aifestival.org/session/conversation-arne-duncan>.
Current (2011) Secretary of Education covers a wide array of changes he believes should take place in the classroom. Included is changing how we teach to encompass a strong backbone of critical thinking skills and sound decision making.

Center for Digital Storytelling. 06 Aug. 2011. <http://www.storycenter.org/index1.html>.
An international nonprofit training, project development, and research organization that assists youth and adults around the world in using digital media tools to craft and record meaningful stories from their lives and share these stories in ways that enable learning, build community, and inspire justice.

Digital Is. Case for Filmmaking in the Classroom. 06 Aug. 2011. <http://digitalis.nwp.org/resource/1325>.
Looking for justification for using film production in your classroom? This book will help arm you with pedagogically sound reasons to change and improve how you and your students interact with video production.

Storify.com. Create Stories Using Social Media. 06 Aug. 2011. *<http://storify.com>*
A comprehensive listing of sample digital stories. Browse through these varied stories to get an idea for yours