

Integrating Video Production into Curriculum and Classroom Activities



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**Moderator: Matt Villano,
contributing editor,
T.H.E. Journal**

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- **Introduction**
 - **Digital literacy: The importance of video for learning and the future**
 - **Video production in the real-world classroom**
 - Los Angeles Unified School District
 - Clarkstown High School North
 - Digital Academy
 - **Overview: Sony in Education**
 - Examples of digital video in the classroom
 - How to get started
 - **Question and Answer Session**
 - **Conclusion**
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Stephen Apkon,
executive director, The Jacob Burns Film Center

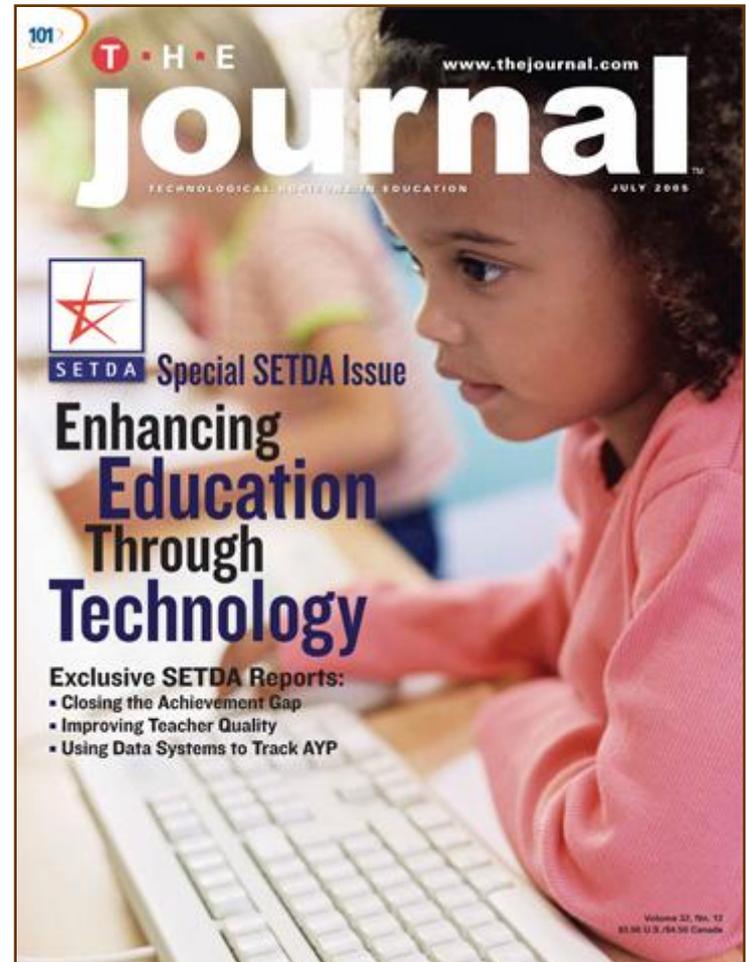
Mathew Needleman,
literacy coach, Los Angeles Unified School District

Margaret Lim,
director of youth programs, Digital Media Academy, and
teacher, Cornell School, Albany Unified School District

David Kaminski,
teacher, Clarkstown North High School

Shari Sentlowitz,
government and education marketing manager, Sony

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Digital Literacy: The Importance of Video for Learning and the Future



**Stephen Apkon, executive director,
The Jacob Burns Film Center**

- **Non-profit film and education center focused on the concepts of 21st century literacy.**
 - Program reaches roughly 15,000 kids annually
 - Serves third grade through college
- **View film, video production and literacy as a critical skill—not just a nice extra.**
 - Historically, literacy has only been defined as the ability to read and write.
 - Moving forward, schools should foster digital skills to prepare students to compete on a global scale.

- **Programs focus on connection between viewing and doing.**
 - One would never teach listening without teaching speaking and reading without teaching writing.
- **Goal is to make the classroom relevant to the world students are growing up in.**

- ❑ **Develops visual literacy, connects content to curriculum.**
 - ❑ **Engages students who otherwise might not be engaged.**
 - ❑ **Increases student collaboration, problem solving skills.**
 - ❑ **Builds presentation, communication skills.**
 - ❑ **Stimulates new interests, hobbies.**
 - ❑ **Boosts confidence, self-esteem.**
 - ❑ **Provides a great way to demonstrate abstract ideas, hard to understand concepts.**
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□ “See, Hear, Feel, Film”

- Third grade
- Telling stories using film.
- Watch excerpts, short movies from around the world.
- Improved writing, collaboration skills, new ways to relate to world.

□ “Animation Minds in Motion”

- Fourth grade
- Used animation tools to write, produce original animated films.
 - Created more than 300 animated films with 9- and 10-year-olds.
 - Student films accepted into film festivals around the world.
- Integrated animation into science, math, language arts curriculum.

□ “Unscripted”

- Students learn documentary filmmaking and how to use video to tell stories of seniors in the community.

□ Recently premiered four new films made by 16- and 17-year-olds.

- Ted Sorenson, President Kennedy’s speechwriter.
- Robert Bernstein, president of Random House and founder of Human Rights Watch.
 - Organization uses film and video to document human rights abuses around the world.

□ “World Crew”

- 2007—Students traveled to Uganda where they created documentaries about world peace initiatives following civil war.
- 2008—Students produced films on Latino immigrants in metropolitan New York.

□ Curriculum teaches students how to research, collaborate, operate sound and camera equipment, scout and film in the field, edit and critique each others work.

- ❑ **ESL students - Digital storytelling to help them acquire traditional literacy skills through self expression.**
- ❑ **Prisons - Digital journalism to teach kids how to use digital tools as a way to express themselves, engage in learning in a different way.**

Case Study: Reaching ESL Learners



**Mathew Needleman, literacy coach,
Los Angeles Unified School District**

- **Early career spent in first- and second-grade classrooms**
- **Now literacy coach at two schools, Paseo del Rey and Loyola Village.**
 - Grades K-5
 - Teaches language arts which includes video work.

- ❑ **Began incorporating video five or six years ago.**
- ❑ **As we got equipment, students began making their own movies.**
- ❑ **Goal of first movie: Reading fluency.**
 - Low-performance school with large, growing population of ESL students.
 - “Reader’s Theater” as a way of learning how to read.
 - ❑ Students engaged; if they’re re-reading, it’s not boring.

- ❑ **Grant from Antioch University; aimed at ESL learners.**
- ❑ **Wanted to use it to make movies and track data on Open Court, district reading program.**
 - Linking movie projects to reading series enabled us to justify program to administration, coaches.
- ❑ **End of year assessment showed significant jump in fluency reading.**
 - As they measure it, it's just WPM.

- **With traditional methods, ESL students read and re-read passages.**
 - Uninteresting to students; no feedback on their reading.
- **Movie-making projects boost confidence and foster enthusiasm for reading.**
 - Changes self-perception; no longer see themselves as poor students.
- **Project improves fluency.**
 - Right after movie: 6 percent increase.
 - 12 weeks later: 14 percent increase.

- **In year three, students began to write their own movies.**
 - Tied to the reading series, social studies, science.
- **Focused movies on entire unit; did not do movies in isolation.**
 - Example: Did movie on consumerism, focused on cereal boxes. Final activity would be cereal commercial.
- **Students suddenly enjoy writing!**
 - Jonathan – All he wrote all year was his movie project.
 - Leah – Turned down offer to read script into computer, opting instead to write it out.

□ Improves writing.

- Students no longer writing just for teachers; now writing personal narratives tied to science units.
- Writing scores improve; school meets assessment goals.

□ Improves comprehension

- Students usually lack proper tools for analyzing media.
- Production process—costumes, special effects—enable students to better comprehend other students movies.

- ❑ **Offers new way to measure skills and achievement.**
 - Historically, student success based on pencil and paper activities.
- ❑ **Targets different skills, intelligences and reaches at-risk students.**
 - Students like Jonathan feel successful.
 - Teachers discover hidden skills, talents in students previously considered failures.

Case Study: Creativity in the Classroom



**David Kaminski, teacher,
Clarkstown High School North**

□ Clarkstown High School North

- Enrollment: Approximately 1,400

□ TV Production and Media class

- Required (Art/Tech credit) or elective class.
- Approximately 80 students, annually; 14 students per class; additional interested students.
- Focus on independent filmmaking
 - Small, thoughtful pieces that have artistic merit
 - Original ideas, music, title sequences
 - Students work three to 14 months on a project; no time limit
 - Students are grouped and re-grouped for maximum result
 - Everyone works to help a project to succeed

- **Goals are to foster creativity and encourage students to pick projects they care about.**
 - Animation, sound production, documentary, narrative films, photography, SFX; anything they can do with a computer, video, or any technology.

 - **Also, to create projects for other classes.**
 - Japanese video contest at UN International School; Spanish/French class skits; Physics projects.
 - Health: Animations and films on topics such as ecstasy, LSD, alcohol abuse and domestic violence.
 - Social Studies—National History Day, First Amendment rights; English plays, poetry; Music.
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- ❑ **Provides a compelling way to discuss difficult topics.**
 - Videos on drugs, wheelchair-bound student, racism, stalking, anger, loneliness and puberty.
 - ❑ **Enhances self-awareness, attention to detail.**
 - Students practice, repeat and critique themselves.
 - ❑ **Showcases student work, passion.**
 - Awards and recognition for students of all levels.
 - State and national awards for subject teachers.
 - ❑ **Enables students to connect with content; teachers shifting focus.**
 - Transition from text-based books and teaching to websites, images and video-based websites.
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□ The obstacles we faced:

- Limited time, experience and funding
- Quality of equipment
- Technical knowledge

□ Getting past the hurdles

- Excellent work helps secure good funding
- Sheer hard work, commitment and perseverance
 - Former classical musician and English teacher with no formal training in TV production.
 - Four summers of learning equipment; three semesters of screenwriting at UCLA online; NYU editing and cinematography; manuals; magazines; conferences; research.
 - Work with other teachers and administrators on mission.
 - Recruit students to help you build and create the program.

□ Assigned students to specific roles

- Had students find a niche area and one or more roles in the classroom ecosystem...
 - Hired two software, hardware specialists.
 - Students built stand-alone computer network.
 - Students built and now maintain website.
 - New areas developed: animation, sound and 3D.
 - Innovations and improvements often prompted by students.
 - Never-ending change to keep pace with technology.
 - Individual self-assessment; teamwork and flexibility.
 - Students as “teachers”, managers, and decision makers.
 - Success hinges on teacher-to-student ratio max of (1:14).

- **We plan to invest in next-generation HD.**
 - Array of HD equipment; consumer up through pro.
 - Computers, programs, hard drives, add-ons, cameras, decks, 16:9 professional production monitors, lights, etc.
- **We hope to provide flexibility.**
 - Backwards and future-proofing technology; large and small; system choices vs. individual equipment.
 - Redundant technologies and work-arounds.
 - Budgeting with our eyes to the future and long-range goals; standards organizations and staying current.

- ❑ **Find instructor that enjoys technology and is willing to invest three to five years building a program.**
- ❑ **Research other programs; successes and failures.**
- ❑ **Get the right equipment.**
 - Fine to begin with consumer equipment, but plan to move into low-end and mid-range professional equipment; learn to use it.
 - Poor sound is the hallmark of amateur work; invest in audio.
- ❑ **Choose the right projects and encourage quality work.**
 - Don't over-extend students; be selective about the projects.
 - Ask the students to do an excellent job so that it's something meaningful and lasting—not just a class project.
 - Seek quality publicity, the right audience, good promotion and, of course, selective distribution.

- ❑ Student videos: <http://www.ccsd.edu/north/tvstudio/video.html>
- ❑ Student pages: <http://www.ccsd.edu/north/tvstudio/filmmakers.html>
- ❑ Awards: <http://www.ccsd.edu/north/tvstudio/awards.html>
- ❑ Scripts: <http://www.ccsd.edu/north/tvstudio/scripts.html>
- ❑ Life on Wheels (About drinking, drugs, and becoming paralyzed):
[http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/Robert_Palumbo\(9-14-04\)_512k.wmv](http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/Robert_Palumbo(9-14-04)_512k.wmv)
- ❑ Japanese Language Video:
<http://www.ccsd.edu/north/tvstudio/video/general/windowsmedia/high/Japanese%20Project%20003%20high%20bandwidth.wmv>
- ❑ The Truth about Domestic Violence (Public Service and Community Documentary):
http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/domestic_512k.wmv
- ❑ LSD (Health class animation):
[http://www.ccsd.edu/north/tvstudio/video/general/windowsmedia/high/LSD%20\(High\).wmv](http://www.ccsd.edu/north/tvstudio/video/general/windowsmedia/high/LSD%20(High).wmv)
- ❑ Welcome to Hell (Creative project with students of many abilities):
http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/Welcome%20to%20Hell_Final%20512a.wmv
- ❑ Welcome to Hell Soundboard (Additional work to complement animation):
<http://www.ccsd.edu/north/tvstudio/students/mays.htm>
- ❑ The Inventor (Creative work with students of many abilities):
http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/Inventor%20final%201%20_512K_Stream_Testpro48_256.wmv
- ❑ If This is the Will of God (Censorship of student art work):
http://www.ccsd.edu/north/tvstudio/video/main/WM/HIGH/censorship_512K.wmv

Case Study: Boost Language, Collaboration



Margaret Lim,
Director of Youth Programs,
Digital Media Academy,
and Teacher,
Cornell School, Albany Unified School District

- ❑ **Schools: Elementary school (Albany, Calif.); Digital Media Academy.**
- ❑ **Most work centered on helping ESL learners.**
 - High number of ESL learners in school district.
 - School focused on integrating ESL students into school population.
- ❑ **Why video?**
 - Best medium for integrating reading, writing and oral language.
 - Culturally relevant, too.
 - ❑ Students watch other people's videos on YouTube.
 - ❑ Video enables students to tell their own stories.

□ **Documentary projects**

- Memoirs: Sharing hobbies, interests and culture.
- Research topics: whale-watching, basketball.

□ **Projects integrate reading, writing, speaking.**

- Reading – Researching topics for documentaries.
- Writing – Creating the scripts, integrating their experiences into the stories.
- Speaking - Students read scripts, then in reviewing video, they hear themselves speak.
 - Typically a challenge for English language learners.
 - Students gained confidence through speaking.

- **Group video projects: Selling the different regions of California.**
 - Groups assigned different regions: coast, mountains, desert, valley.
 - Students presented projects to class.
- **Project tied in social studies, persuasive writing.**
 - Learning the features of each region.
 - Persuading other students by “selling” the regions.

- ❑ **Be prepared!**
 - Anticipate the management issues.
 - Be familiar and confident with cameras and software.
- ❑ **Have well-defined roles for students!**
- ❑ **Accept the risks!**
 - Be flexible.
 - Expect to learn from the process.
- ❑ **Keep it simple!**
 - Choose a topic that is personal to the students.
 - Keep goals, strategy simple to keep students engaged.

❑ More to manage.

- Students and cameras.
- Students and computers.

❑ Keep your skills current.

- Teacher's enthusiasm is contagious.
- Make time for professional development.
 - ❑ Digital Media Academy provides week-long summer training courses for educators at prestigious college campuses.
 - Digital Filmmaking and Storytelling
 - Documentary Filmmaking
 - Editing with Final Cut Pro
 - iLife for the Classroom
 - ❑ Stay connected to other educators using digital media in the classroom.

Integrating Video into the Classroom



Shari Sentlowitz,
government and education marketing manager, Sony

SONY

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journal[™]
| **Webinar Series**

□ English – Language Arts

- Visual interpretation of a poem or other literary work.
- Students write their own story and produce it.
- Reenactment of a classic literary work.
- Improve speaking, learn English.

□ History – Social Studies

- Civic documentaries.
- Focus on a past event and ask the children to produce a short documentary.
- Current Events/Social Questions
- Video reenactment of historical events, time periods
- Video speeches or law interpretations, etc
- Video debates



□ Science

- Video science processes in nature such as the growth of a plant, birth of small animals and the hatching of chicks.
- Video science data to show the evidence of change over time.
- Create a video about a specific lesson such as air and weather.
- Record events under the microscope.
- Students design, carry-out experiments on camera to solve a problem or demonstrate a known phenomenon such as gravity.

□ Math

- Have students create videos that teach a concept or how to solve a problem.
- Collect data from sports and other real world activities to learn mathematics.

□ Foreign Language

- Create an ad or commercial in another language.
- Create a newscast in another language.

□ Art

- Biography of a famous Artist – Reenactment of the artist.

□ Physical Education and Health

- Students create “how to” videos.
- Video on favorite sport team or sports star,
- Video to show importance of eating well and exercising.

□ Music

- Streaming performance videos and original music compositions for publication on the school's Web site.

□ Miscellaneous

- Public service announcements and life skills.
 - Daily announcements and news casts.
-

□ Necessities

- Camera
- Tripod
- Microphone
- Lights
- Headphones
- Computer for editing
- Editing Software

□ Luxuries

- Field mixer
- CRT Monitor
- Deck
- Lights
- Dolly
- Gels/window patterns/back drops
- External hard drive(s)
- Graphics software

High quality video will compress cleanly *and* broadcast well so always start with the best possible source video.

- ❑ More features
- ❑ More flexibility
- ❑ More functionality
- ❑ More image control
- ❑ Better interfaces
- ❑ Better image quality
- ❑ Wide range of recording settings
- ❑ XLR connectors for better physical security

**Buy technology today
that will NOT
be obsolete tomorrow**

Sony Pro HDV is affordable!

- ❑ Cameras have list prices from \$1,980 to \$6,800

□ Applications:

- Videos integrated in school curriculum.
- Capture school events: Plays, talent shows, award ceremonies, special guests.
- Multi-media projects.
- Year book photos.

□ Format: HDV 1080i and DV SP/LP recording and playback.

□ Key Features:

- Captures HD Video AND still images.
- 6.1 M still image capture.
- 10X Optical / 20X Digital Zoom.
- Pro Style Shoulder Mount.
- Optical Image Stabilizer.
- Stereo Shotgun ext. Mic.



- ❑ Check your State and State Department of Education websites.
- ❑ <http://www.technologygrantnews.com>
- ❑ <http://www.fred.org/>
- ❑ <http://www.ed.gov/about/offices/list/os/technology/edgrants.html>
- ❑ Search the web – many companies offer grants!



- ❑ **“Extra Credit” is Sony’s education frequent buyer program**
- ❑ **Get credit every time you purchase a Sony product.**
 - Incentive awards program designed to reward K-12 School Districts, Colleges and Universities throughout the United States for frequent purchases of Sony Broadcast and Professional products such as displays, projectors, pro audio equipment, HD camcorders, studio cameras, security systems and more.
 - Each time your school purchases an eligible product you’ll receive at least 1 point per dollar you spend when you report your purchases.
 - Your school can then use the accumulated points to redeem for eligible Sony Broadcast and Professional products at no charge!

Enroll now and receive 1,000 bonus points!

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Conclusion



Summary and Q&A Session

Thank You for Attending



**We look forward to seeing you at the next T.H.E. Journal
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