

R. J. Hollandsworth, PhD
Educational Psychology & Instructional Technology
University of Georgia - Spring 2007

EDIT 4500/6500. Educational Television Production
Spring 2007

- Instructor: Dr. Randy Hollandsworth
Office: Items may be left at the Ed Psy & IT office -630 Aderhold
Phone: Day: 706-355-5090 Evening: 706-224-2658
E-mail: rjhedit@uga.edu
- Meeting Times: Mondays January 8, 2007- April 30, 2007 4:40p.m.-7:40p.m.
Meeting Location: Weekly Class Meetings - Aderhold 626
Weekly Lab – Video Edit Suite – Aderhold 602
(Edit Suite keys checked out from OIT – second floor Aderhold)
Additional meeting locations announced in class and on WebCT
- Workshop Facilitator: Ron Braxley – rbraxley@coe.uga.edu, 706-542-8007, OIT second floor - Aderhold Hall [Equipment, Training, and Project Support].
- Textbook/Supplies: No specific textbook is required for the course. It is recommended that students access various texts during the course to supplement learning and to enhance graded projects. A list of related texts may be found in our WebCT course. The most recommended book covering the objectives of this class and software applications is David Pogue's, [iMovie 6 & iDVD: The Missing Manual](#).
- Equipment: Students may use their own or other equipment available to them, but assume responsibility for their own support and functionality. Digital and VHS camcorders are available for checkout at OIT on the second floor of Aderhold. OIT has Apple Computers with iMovie and Final Cut Pro. In addition, there are machines loaded with Adobe Premier, Video Studio, Avid DV Express, and others. The key editing software used in this course will be iMovie unless otherwise arranged through the instructor.
- All students should purchase at least one Mini-DV video tape, 4-5 CD media, and one DVD-R media.
- Web Access: Web access is a necessity either at home or in an Aderhold lab. Realplayer and quicktime are suggested for viewing streamed and downloaded videos.
- WebCT: All students will be enrolled in a WebCT course under the same course name, EDIT 4500/6500 Educational Television Production.
- Special Needs: Any student with special needs should contact the instructor directly and/or disability services.

Course Description

OASIS DESCRIPTION: EDUCATIONAL TV PRODUCTION. 3 HOURS

Design, production, and use of digital and analog video. Laboratory experiences with studio and portable cameras; editing and other equipment suitable for school use.

This course consists of a “hands-on” approach to the design, development, and delivery of video for professional training and educational purposes. The learning entails various tools, techniques, and tips for the pre-production, production, and post-production of digital video. Both scientific and artistic perspectives are explored through individual and group projects.

Topics include: Purpose of media communications; studio and field video production; video equipment and software; educational and professional applications for video; media analysis and critique; interactive video in distance education; and video delivery methodologies.

Course Objectives

- Individually demonstrate an understanding of basic camera operation through the production of short video segments.
- Demonstrate an understanding of effective pre-production planning and instructional design with the use of project planning tools and techniques.
- As a member of a team, develop short video clip examples highlighting key concepts on visual continuity, effective lighting & audio, and effective digital video production.
- Individually, or as a team, develop a digital video project for an actual need or application for professional, educational, or non-profit customers/key stakeholders and meeting quality standards for use by the University Channel 15.
- Demonstrate an understanding of video production, pedagogical, and professional terminologies and concepts through three online quizzes.
- Define the criterion for critical evaluation of media programs for both educational video and television.
- Execute the application of both production and post-production video processes optimizing online delivery using file compression, streaming, and other modes of delivery.
- Adopt an awareness of legal, ethical, and professional standards for the development and distribution of educational video production.

Course Philosophy

This course is a “learn-by-doing” methodology that will require self-direction, cooperative learning, and flexibility on the part of the student. Your class events will involve short lectures, production skills workshops, tours, field work, and lab time. As the semester progresses, at least half of each class will be spent working in the editing

R. J. Hollandsworth, PhD
Educational Psychology & Instructional Technology
University of Georgia - Spring 2007

suites on your projects with support from the Instructor and workshop facilitator. The class is open to all levels of video experience, so it is probable that our class will include a wide set of skills and experience. In using a team approach to this class, students are evaluated on how they work together and support the goals of the class and each other, not on the level of experience they start the course.

A critical learning experience for both you and the instructor is that of planning and effective time management. Video projects are too complex and time-sensitive for procrastination and sweating out the “11th hour”. This approach will show in quality and quantity and could affect your grade. Sticking to deadlines is critical in this course although the student will manage this for the most part. Both your team and individual projects will use planning meetings and planning documents that are shared with the course instructor. If you face any situations or emergencies affecting your ability to function with a team or meeting a deadline, contact the instructor directly to discuss.

Grading

All video projects are evaluated within three general criterion: Technical; Artistic; and Message.

Technical Quality	Artistic Quality	Message Quality
Planning Camera use Audio Lighting Editing and effects Digital distribution	<u>Shooting</u> Framing Angles Movement Composition Continuity <u>Editing</u> Order Timing Transitions Audio Titles	Purpose Audience Alignment Instructional Design Telling of a Story Scope Authenticity

Members of the class will participate in the evaluation process and comments and scores will be taken into account for calculating individual grades. Assuming a project is turned in on time, a minimum of a C can be expected. After receiving critique and grade, students may revise and resubmit for an improved grade one time. Projects must be turned in on time or discussed with the instructor before the due date. If you have not discussed the situation with me and we have not negotiated a new due date, assignments turned in after the due date will be penalized 10% for each week late.

Project Grading & Descriptions

Project 1: Part A Sequence of Shots	10 %	Week 3
Project 1: Part B Edited Part A	10 %	Week 5
Project 1: Part C Compression Part B for web	10 %	Week 8
Project 2: Video Challenges: Group Project	20 %	Weeks 4, 6, 9, 11, 13
Project 3: Major Project Individual/Group	30 %	Week 15
Online Quizzes: 3 quizzes on terminology	10 %	Weeks 3, 7, 12
Article Abstracts: Three reviews/abstracts	10 %	Final Week
	<u>100 %</u>	

Project	Point Value	Due Date
----------------	--------------------	-----------------

Project 1- Part A: Individual Project - Tell a Story	5%	Week 3
---	----	--------

The purpose of this project is to familiarize you with the camera. This video should include 5 to 15 shots that “tell a story” visually. The entire video should not exceed 5 minutes. Begin video with at least 15 seconds of black before beginning any sound or image, and end with 15 seconds of black. The video will not be edited via the usual sense, but should occur as you shoot. You may rewind and re-shoot the tape if necessary. Do not worry about the audio, the videos will be viewed without sound. Your mini-DV tape will be used for preview in class.

Project 1- Part B: Individual Project - Edited Part A	5%	Week 5
--	----	--------

This continuation of Project 1 will entail taking information learned from lecture, workshops, and evaluative comments to build on the 5 to 15 shots previously shot in Part A. This activity provides practice in using digital editing software and editing for continuity. The finished segment should be 30 seconds to 2 minutes in length and SHOULD include sound. The sequence could be used in the form of a music video, instructional sequence, narrated story, or visual theme to an instrumental recording.

Project 1- Part C: Individual Project - Compression	5%	Week 8
--	----	--------

This activity provides practice in compressing video for digital distribution and embedding video in a web site. We will view the compressed movies to determine factors that influence the quality of the compressed segment. In this activity, you will compress your edited video (Part B) for web distribution using several different compression settings. Create a web page that includes your compressed movies, movie file sizes, and compression settings.

Online Quizzes: 3 quizzes on terminology	10%	Weeks 3, 7, 13
---	-----	----------------

Three online quizzes will be administered via WebCT on the weeks listed above on video production terminologies and pedagogical concepts and theories.

Project	Point Value	Due Date
Project 2: Video Challenges: Group Project This project consists of five short video clips shot and edited by small groups of 2-3 students demonstrating technical and artistic concepts covered in the technical workshops and lectures. Each team will video or edit demonstrations of key concepts or examples that are submitted for credit on CD media. The challenges cover the following topics and will be assigned in class by group:	20%	Weeks 4, 6, 9, 12, 14
VC1: Camera Functions Effects of Lighting Audio (Background noise, use of various microphones)	4%	Week 4
VC2: Framing (Freeze shots, head & lead room) Angles Movement (zoom, pan, tilt, dolly, Composition (Rule of Thirds, leading lines, balance, framing, simplicity) Continuity	4%	Week 6
VC3: Digital Shooting Techniques (frame details, movement, focus, frame)	4%	Week 9
VC4: Edits (order, timing, transitions, jumpcuts, Cutaways, cut-ins)	4%	Week 12
VC5: Compression & File Properties (Within, between, file sizes, window sizes)	4%	Week 14
Project 3: Major Project- Individual/Group: The educational or instructional project may be distributed in any media format with a significant emphasis on video components. This format could include a web module, web site with streaming media, CD or DVD, multi-media PowerPoint presentation or another video incorporating graphic and animation media. This project should include title, text, audio, graphics, and special effects where appropriate. It should take 10-15 minutes to view. It is encouraged that the project focus on an authentic need serving an external client. Pre-production planning forms will be submitted to the instructor for approval prior to any production. Group projects will include peer evaluation grades in addition to instructor evaluation of the project. Two-page critique of your own project will be turned in with the project applying terminologies, concepts, and criterion covered during this course. The evaluation should be objective in scope and cover the three categories: Technical, Artistic, and Message.	30%	Week 15
Article Abstracts: Typed, double-spaced. Each student will write a review/abstract of a related web-site, article, or periodical in APA 5th style depending on their student status: 4500 students: 3 one-page critiques of related websites, articles, or periodicals 6500 students: 3 two-page abstracts of academic articles related to video in learning	10%	Final Week

Tentative Schedule: Spring 2007

WEEK	CLASS TOPICS [Lecture 4:40-5:45pm] [Labs 7:00-7:40pm]	TECHNICAL WORKSHOPS [6:00-6:50pm]	ASSIGNMENTS	ASSESSMENT
1 Jan 8	Introduction Purpose Instructional Design	Production Bootcamp (<i>Camera/Lighting/Audio</i>)	Project 1-Part A Assigned Project 3 Assigned	
2 Jan 15	HOLIDAY			
3 Jan 22	Pre-Production Class Critique Lab Time	Post-Production Bootcamp (<i>iMovie/Compression/Distribution</i>)	Project 1-Part A-Due Project 1-Part B-Assigned	Online Quiz 1
4 Jan 29	Production Lab Time	Lighting/Audio Shoot: Framing, Movement, Angles, Composition	Video Challenge 1 Due	
5 Feb 5	Production Lab Time	Shooting for Digital Distribution	Project 1-Part B-Due Project 1-Part C-Assigned	
6 Feb 12	Production Interviews/ Studio/ Chroma-key Shots	Tour CTL Studio and Channel 15	Video Challenge 2 Due	
7 Feb 19	Post-Production Lab Time	iMovie Transitions	Project 3-Planning Documents Due	Online Quiz 2
8 Feb 26	Post-Production Planning Meeting Lab Time	Audio Titles	Project 1-Part C-Due	
9 Mar 5	Visual Learning Planning Meeting	Open Lab	Video Challenge 3 Due	
10 Mar 12	SPRING BREAK			
11 Mar 19	Copyright Laws Planning Meeting Preview/Critique Lab Time	Open Lab		
12 Mar 26	Planning Meeting Lab	Open Lab	Project 3-Production Log Video Challenge 4 Due	
13 April 2	Professional/ Educational Video Applications Planning Meeting Lab Time	Open Lab		Online Quiz 3
14 April 9	Planning Meeting	Open Lab	Video Challenge 5 Due	
15 April 16	Preview/Critique	Open Lab	Project 3-Turn in and Class Preview Evaluation Paper Due	
16	Preview/Critique		Project 3-Turn in and	

R. J. Hollandsworth, PhD
Educational Psychology & Instructional Technology
University of Georgia - Spring 2007

April 23			Class Preview Evaluation Paper Due	
17 April 30	Final Exam Week			Review/Abstract Papers Due