

EDIT 4500/6500 Educational Television:
(design, production and utilization of video for training and education)

FA SEMESTER 2002 Wed. Aug. 21-Dec 4, 4:40-7:40 p.m.

Final Projects: Wed. Dec. 11

Final: The class meeting during finals week will be used to present final group and individual projects.

Appropriate for refreshments provided by the class/instructor and additional audience are invited for this showcase.

Instructor: Dr. Jay Harriman,

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Class Meeting Locations:

Aderhold 626 - (First meeting, last meeting and other announced meetings), JRL 303,
third floor Journalism Building and TV Studio 1 first floor Journalism
Building as announced/course calendar

Course facilitators:

Ron Braxley- rbraxley@coe.uga.edu, 542-8007 ,OIT second floor, Aderhold Hall,
(provides equipment, training and support)

Bobby Mitchell- bobbymit@uga.edu,542-1582, OISD, South Instructional Plaza (assists
with overall course instruction/ management)

Textbooks: As there is a variety of interest and background of students in this elective course, no specific textbook required for the course, although it is recommended that students have access to a basic video production text including publications available at Amazon.com on digital video production or in the UGA Bookstore. If unsure about a text, ask the instructor. "Imovie2:The Missing Manual" is a good overview of digital production, editing and distribution even if using a PC-based editing program. The list below is a sample of texts available that might prove useful depending on interests. Additional handouts, materials and web references will be provided in class to supplement in-class learning activities. One of the class assignments is to research and share various literature from articles, web sites, etc.

A suggested web site to visit for a basic overview of video production is:
<http://www.cybercollege.com/>

Bibliography

Television Production Handbook, Zettl, 7th Ed.

Video Production Handbook, Millerson

Video Projects for Elementary and Middle Schools

By: Keith Kyker, Christopher Curchy
Educator's Survival Guide to TV Production Equipment (if updated),
Curchy & Kicher or other texts by these authors
Reading, Writing and TV,
Newman & Mara
Introduction to Media Production : From Analog to Digital
by Gorham Kindem, Robert B. Musburger, (Contributor)
The Digital Producer : Getting It Done With Computer-Based Tools
by Curtis Poole, Ellen Feldman
The Young Producer's Video Book : How to Write, Direct, and Shoot Your Own Video
by Nancy Bentley, Donna W. Guthrie, Katy Keck Arnsteen (Illustrator)
Camcorder in the Classroom: Using the Videocamera to Enliven Curriculum
by Adrienne L. Herrell, Joel P. Fowler
Designing and Producing Media-Based Training
by Steve R. Cartwright, G. Phillip Cartwright
Lights, Camera, Action : A Guide to Video Instruction and Production in the Classroom
by Bruce Limpus
Creating PC Video
by Douglas Stevenson, Robert Wolenik
Corporate Media Production
by Ray Dizazzo
Final Cut Pro For Macintosh
By: Lisa Brennei
Creating Videos for School Use
By: William J. Valmont
Basics of Video Production
By: Des Lyver, Graham Swainson
Single-Camera Video Production
By: Robert B. Musburger
The New Media Literacy Handbook : An Educator's Guide to Bringing New Media into
the Classroom
By: Cornelia Brunner, William Talley
iMovie 2 : The Missing Manual [Paperback]
By: David Pogue
The Little Digital Video Book
Creative After Effects 5.0,
iMovie 2 Solutions: Tips, Tricks
Video Projects for Elementary and Middle Schools
By: Keith Kyker, Christopher Curchy

Web Access: Each student should have access to a computer, e-mail account(s) and web browser(s) as portions of the course will be posted under the WebCT address EDIT4500/6500 Harriman and password protected. Portions of this course are undergoing continued development during the fall semester and may

be delivered and accessed via the web. Realplayer and quicktime are suggested for viewing streamed and downloaded videos.

Special Needs: Any student with special needs should contact the instructor and/or disability services.

Course Description:

This course will explore the design, development and utilization of video in education and instruction for a variety of settings and applications with major emphasis on the production of educational television programs as well as instructional video in new media. Topics include: studio and field production; basic digital video equipment and software; media literacy and critical viewing skills ; selection and evaluation of video resources for education; interactive video in distance education; web-based video delivery.

Learning Objectives:

- 1- Plan and develop an educational video within a group structure suitable for client use and cable broadcast.
- 2- Apply instructional design to the development of video-based education
- 3.-Shoot and edit short videos using digital non-linear technology
- 4- Understand and use appropriate and accepted language, aesthetics and conventions of television and new media
- 5- Deconstruct and analyze television describing purpose/ messages, target audience, techniques, conventions, aesthetics.
- 6- Describe applications of video in schools, colleges, industrial training, distance learning, videoconferencing.
- 7- Describe similarities and differences in analog and digital video development and delivery.
- 8- Describe copyright guidelines for utilization and production of video in education
- 9- Identify and use criteria for evaluating video in educational settings.
- 10- Describe uses, formats and guidelines for video in multi-media and online delivery

Methodology: this is a "learn-by-doing" course that emphasizes self-direction and cooperative learning and provides options for beginners as well as advanced students to explore areas of need and interest. . While there will be some lecture, presentation and demonstration , students will develop knowledge and skills as they produce various projects and have need to identify and locate information and learning resources. The instructor will provide guidance to learning resources and clarification for learning issues that arise.

Resources: Students may use their own or other equipment available to them, but assume responsibility for their working condition. Digital andVHS camcorders are available for checkout at OIT on the second floor of Aderhold. OIT and the Department of Instructional Technology both have Appl Computers with iMovie and Final Cut Pro. In addition, there are machines loaded with Adobe Premier, Video Studio, Avid DV Express and others. These arelocated in Room 602 and on the third floor hallway 320 rooms D,

G and H (with checkout keys from OIT) and in the studio lab Room 616. The course will begin with instruction and practice on iMovie as a starting point.

Note: All videos and multi-media projects are evaluated on 1-technical quality, 2- design quality 3- instructional purpose, content and intended audience

1-Technical quality includes: camera composition and movement, audio mixing levels, clarity of editing and effects,

2-Design quality includes selection and arrangement of audio/video/graphic and textual elements and "how the story is told" and includes color and text, shapes and symbols and sequence of elements

3-Content/purpose/audience includes suitability and appropriateness of stated purpose and audience, ability to meet objectives, scope and authenticity of content

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.

Individuals and groups should be prepared for planning meetings with instructor/facilitators to discuss storyboard/scripting for projects. Final project should include an accompanying written description details the a- purpose and need for the project b- intended audience c-specific objectives and -learning outcomes d-rationale for the overall design of the project e- what is included in the project including where audio, video and graphic elements originated (productions may include non-original elements and objects that do not exceed 50% of the total project) f- Overall reflection on the production including self-evaluation.

Educational or Instructional?

For the purposes of this course, these terms will be operationalized such that:

educational means related to education or an educational activity and it is intended that members of the audience of the video may learn one or more concepts, ideas but not necessarily the same ones that another member of the audience will recall.

Instructional means that there are specific objectives and content that are intended to be learned by all members of the target audience. Thus, educational programs are often broader in scope and linear in design, much like what is seen on so-called educational channels. Instructional videos may employ non-linear and/or interactive design, repetition and redundancy, require audience response, etc. Both require elements of design and construction beyond simply aiming a camera at someone doing a total demonstration or lecturing in one shot which is not acceptable.

Required Activities, grading, and schedule for completion during course. All videos should be turned in on either VHS, Mini-DV or DVD for the class presentation and on CD for the instructor. Videos must start at the beginning of the media. Videos starting midway on a tape or not cued to a start will be downgraded.

1- Individual project: music video or similar alternative approved by instructor (15%)
Due by Week 5

This video should be no more than 5 minutes and can include a variety of visual elements. A title, credits and acknowledgments including musical artists, composers, publishers, etc. should be included. Videos must begin with at least 15 seconds of black before beginning of first sound and/or first image and end with 15 seconds of black at the absolute ending. Students may take the approach of visualizing a song, or providing a visual theme to an instrumental recording, Additional narration is not expected.

2-Individual project: a instructional video (20%) Due by Week 10

This video 5-7 minutes should provide instruction on the steps, processes, facts, attitudes in a topic of your choosing. Simple examples would be how to turn on and boot a computer, put on a seat belt in the car or the procedures/rules for a class or an activity at school or training module in a corporation. The topic, however, should be simple enough to allow for adequate design and coverage of content beyond just revealing steps 1-4 in order for instance. It is encouraged that this project have an authentic need and purpose and serve an external client or yourself in your own work.

3-Group project: An educational or instructional program approved by the instructor. This production should be developed for an actual client if possible and be suitable and ready for broadcast on the University Channel. 15 (20%) Due by week 15.

A group may select a group leader or work cooperatively but should identify a group liaison who will communicate group progress with the instructor. Each group member will be asked to submit an assessment of the input of other group members. Two grades will be assigned, one is a group grade that all will receive and the other is an individual grade based on the group assessment.

4- Major Project, individual: (25%) Final week.

This is a project proposed by the student and approved by the instructor and may be any media format with a significant emphasis on video components including a web module or web site with streaming media, a CD or DVD, a multi-media powerpoint presentation or another video incorporating graphic and animation media.

5- Browsing and reading: (10%) All students should maintain a notebook (including copies or a list of references to electronic files) that compiles materials that are useful for the development of your projects and for future reference and use by the student. The notebooks may include instructions, articles, page copies from texts, web sites, handouts in class and from fellow students, etc. A complete notebook is well organized and demonstrates a serious effort to compile relevant materials and included in this notebook are:
6500 students: minimum of 3 articles with a one-page abstract you write
4500 students: at least 3 web site addresses with a brief (3-4 paragraph) description and critique

6- Online quiz of definitions for the field: (10%) This quiz is designed to assess basic knowledge of key terms in the field of instructional video and may be taken up to three times during the semester. The quiz will be available the first week of the semester.

A list of terms is included in the course content at the WebCT site and may be augmented as the course develops.

Group Projects:

Video production is more often a group process rather than an individual effort. It relies, however, on the commitment and effort of all members of the team to be successful. A class production team initially can self-select its members (MAXIMUM 4) or the instructor can assist in team composition if desired. Teams may change up until the end of the fourth class meeting. Travel and schedules of team members should be taken into account when selecting projects and schedules. Teams will also have access to WebCT Chat rooms to reduce travel issues.

Each team may designate a "team leader" or at least a team liaison whose initial job is to be a contact with the instructor, assure that all members of the team are learning during initial demonstrations and practice and who will describe the individual responsibilities of each team member within the productions. The team leader's responsibilities will be taken into account in grading with additional points.

Technical quality is a consideration. Should equipment used present problems, stop working and seek advice from instructor. Do not assume that because you have an audio hum or glitches in your editing because of equipment that it will not be considered in final grading. Part of this course is learning to overcome production problems. A team may choose to assume individual roles such as producer, director or share those duties arriving at production and directorial decisions by consensus.

The videos should be instructional or focus on a particular video genre as a means of teaching television and media literacy, thus they can incorporate within the overall treatment elements of entertainment, news, and advertising.

While a good deal of class time is designated as open lab for production, it may not be possible for all groups to complete their projects within that time due to numbers of groups and limited equipment. It may be necessary for some groups to schedule production time on different days, evenings or even weekends.

Rationale for Learning Television Production:

In a world dominated by television and video in new media, it is becoming more important for individuals participating in democratic societies to know how to interpret and deal with the images and the messages. While most would agree simple viewing of most television requires little intellectual energy, fully decoding and interpreting the myriad of images and critically analyzing television is not as easily understood. Therefore many viewers, perhaps the majority, are susceptible to the various influences of the medium. Critical viewing skills require an understanding of the codes, connotations, conventions, techniques, ownership and control, values

and ideologies inherent in any television or video program including those in the news, documentary or educational genre. In essence, a television program is a construction, an assembly of many elements in which many choices were made in building the final product. Critical viewing requires skills in deconstructing the video program, systematically taking it apart and examining each element to see how it was put together, by whom, for whom and why. If critical viewing requires an understanding of the construction process, then learning the skills in producing video will play a large part in teaching and learning those skills. Also, production motivates students and provides a springboard for integrating all other areas of learning. It allows for cooperative learning tasks, critical thinking, and project-based learning advocated by many educational leaders. Millions of students learn by television each year including complete college courses or telecourses and newer online systems requiring students and teachers to have competence in sending and receiving through the technology. Purposeful learning from television and new media is a whole other dimension that requires a different use of these mediums than the vast majority of normal users. Video and television now are a given in the world of business and industry and increasingly in education and other fields. Skills in using the medium are necessary for communicating in an age dominated by visual messages. Adult education surveys reveal a heavy reliance on video and television for training and education including interactive video systems. The convergence of the computer and video provide nearly all the dimensions of communication channels and the theoretical foundations underpinning guided learner response and feedback. More and more companies sell their products and communicate their messages via video to supplement or even replace printed communications. In essence, the media and technology literate society must have competence in interpreting, creating and communicating with the video medium.