

Program for a short video workshop (90 min)

Key concept:

- Production of small explanatory videos (max 3 minutes) with simple means

Producing explanatory videos fosters a reflection process about own work experiences and resources.

Materials:

- 1 Smartphone/Flipkamera for a group of 2-3 persons
- 1 PC with media player and internet access

Work sheets

IMPORTANT: The video workshop is scalable. For a very short workshop a video editing tool is not needed in the first phase. The whole video will be recorded sequence after sequence in the appropriate order. A variation is a one shot recording in which the whole video will be done in a single shot. .

Duration: 90 Min.

Content of videos:

The topic of videos might be selected by the students or by the teacher. Some teacher prefer to ask students for a topic to motivate them. Nevertheless, we recommend preselecting topics by the teacher for several reasons: a) avoid over ambition of students, b) better connection to curriculum

Quality ensurances:

Some teachers worry about the quality of the produced content. Here a sensible grouping of students might help to overcome the obstacle. The teacher teams up a good student who knows the topic with two less engaged students.

Nevertheless: the process of filming provides lot of roles (camera man, actor) for any person in class. Quite often, the good students are not the ones to perform well in front of the camera.

Today you will produce an explanatory video. You can explain a vocational task or an abstract concept from your work.

Examples for videos

- How to wash hands*
- How to move a patient from bed to wheelchair*
- What need to be considered when providing medicine to a patient*

Introduction

Duration: 5 Min.

Short videos can be helpful in many situations:

- In prevocational context they might be helpful to better know your future workplace and profession

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- In training it can help to deepen the understanding of a work process or a new product by watching them
- Producing a video deepens the understanding of what one is doing in the video

Discuss the following questions

Have you ever watched a video to learn / understand something better?

Have you already produced a video?

In which video would you be interested with regard to your work? Which topic needs to be explained through pictures for following apprentices?

Lead the discussion.

Production of an explanatory video.

Duration: 45 Min.

Task:

Produce a short explanatory video. The video should be 3 minutes at maximum.

- 1) Discuss in groups how you would like to film a topic.
- 2) Use the work sheet to sketch a short story board to help you get successfully through the production. This means you need to write down exactly in which order you want to shoot what.
- 3) Record the sequences in the above mentioned order

Form groups of 2-3 students. Support the groups during the story board phase and the production phase. Emphasize that the goal is not to produce perfect videos but videos that show the important pieces. Keep an eye on the time. Be consequent in leading from one phase to another.

Possible phases: (duration in minutes):

- Group finding (5)
- topic finding (10)
- story board (10)
- recording (20)

Further material

- Vimeo videoschool - <http://vimeo.com/videoschool/101>

Hints for filming

- Do not turn the camera or put it on the head
- Avoid back light
- no quick panning. If a pan shot – where?
- Take care of the beginning or end of a shot (better to shoot a couple of minutes more than less)
- check batteries and memory before filming
- do not change setting / picture quickly
- do not film too far away from dialogues (too much surround sound)

Discussion and reflection

Duration: 30 Min.

Be aware of the characteristics of user generated content:

- videos that have been recorded by a single student or a group during class are no professional educational resources. Mistakes and inaccuracy are allowed and can be used as a base for discussion
- Recording is a process which is unfinished. Recording is a learning process and fosters a subject specific learning process.

Lead the discussion.

Showing the video

- Transfer the videos to a pc in a folder. Select the VLC –Media Player. Open the folder in VLC media player to watch all clips in a row. If you know the path you can do the same directly from the recording device.
- IMPORTANT: test this routine before the seminar to make sure that you are able to show the videos

How was the process? Has the recording helped you to deepen the subject? How is it to watch videos produced by your peers?



Program for an extensive workshop

Duration: 3x 3 hours, 9 hours in total

Workshop I: Preparation, Idea, Storyboard

To Bring

Cameras (make sure that they are loaded), Story board sheet, Laptop, video examples.

Part 1: Introduction (20 Minuten)

- Introduction of persons
- Introduction of project
- Short introduction round on already existing experiences in filming

Part 2: team finding, idea gathering (40 Minuten)

- Discuss first ideas, show examples, reflection on actual work experiences or curriculum topic
- Group building and brain storming, topics are presented and discussed with regard to feasibility

Feasibility Questions

Location of filming,

Persons involved (real patient / fake patient)

Equipment needed

Permission to film in location / person etc.

Here strong interaction with teacher is needed

Part 3: Storyboarding (105 min)

- Introduction into story boarding (15 min)
- Group work: Storyboard (60 min)
 - Divide group tasks: who is going to play what, who films etc.
 - To do list: where to film, tasks, what material is needed
- Presentation of story boards (30 min)

Part 4: What's next (15 min)

- What comes up

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Important:

Remind students to bring all needed equipment for the next.

Location of filming,

Persons involved (real patient / fake patient)

Equipment needed

Permission to film in location / person etc.

Using Mobile Phones:

If you want to use mobile phones for recording, remind students to make sure that they will have enough battery, enough memory and to bring an USB cable.

- *Here strong interaction with teacher is needed*

Workshop II: shooting

Part I: Introduction to camera, 15 min of trial shooting, 15 min to watch movies (30)

Part 2: presenting storyboards, ideas about equipment and settings (co-ordination for settings and equipment use) (30 min)

Part 3: shooting (90)

Part 4: discussion of experiences (30)

Remind students to make notes after each shot on quality / problems. In case a sequence is shot multiple times, this helps to pre-select the final version.

Additionally, dialogues within the sequence that will be used for the final film, can be written down to create an exact transcript of the film. This transcript forms the basis of the language class

Using Mobile Phones:

Make sure to transfer the video files from each group to your computer after shooting.

For the workshop III, you might need to convert mobile phone files into a new format. Check if you can add the mobile phone files to the editing tool used in workshop III. You need to check each format separately. E.g. windows movie makers usually allows only wmv.files to be edited.

Workshop III: Video editing

Part I: Introduction to video editing (30)

Part 2: video editing in groups (90)

Part 3: presentation of final versions (60)

Check the whole work progress a couple of days in advance. Make sure

That on every computer the software to be used is installed

That the transfer of video files from recording device to computer is possible (you might want to do the transfer in advance and provide computers with already stored files)

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Make use of student computer literacy: ask who already knows video editing tools and ask them if they would help their peers

Remind students to keep the editing simple: no difficult transitions from scenery to scenery, no complex narration. If a group asks for a complex editing process (and you don't have a clue how to do it 😊), just say no and ask them to find a more simple way.

Music:

Students like to support their videos with music. You might want to provide a folder with cc licensed music on each computer. Make sure to explain them the rules on how to give appropriate credit.

General comments

Story board development and shooting can be done outside classroom. For story board development, feedback from subject teacher might be needed.

If the shooting takes place at the workplace, integrate 30 minutes for trial shooting in workshop I (15 min shooting in classroom, 15 min watching movies)



Program for workshop on subtitling

General comments

Workshop: Subtitling

Part 1: Translation of video transcript (30)

Part 2: video subtitling in groups (90)

Part 3: joint proofreading