

FRN336 Why video?

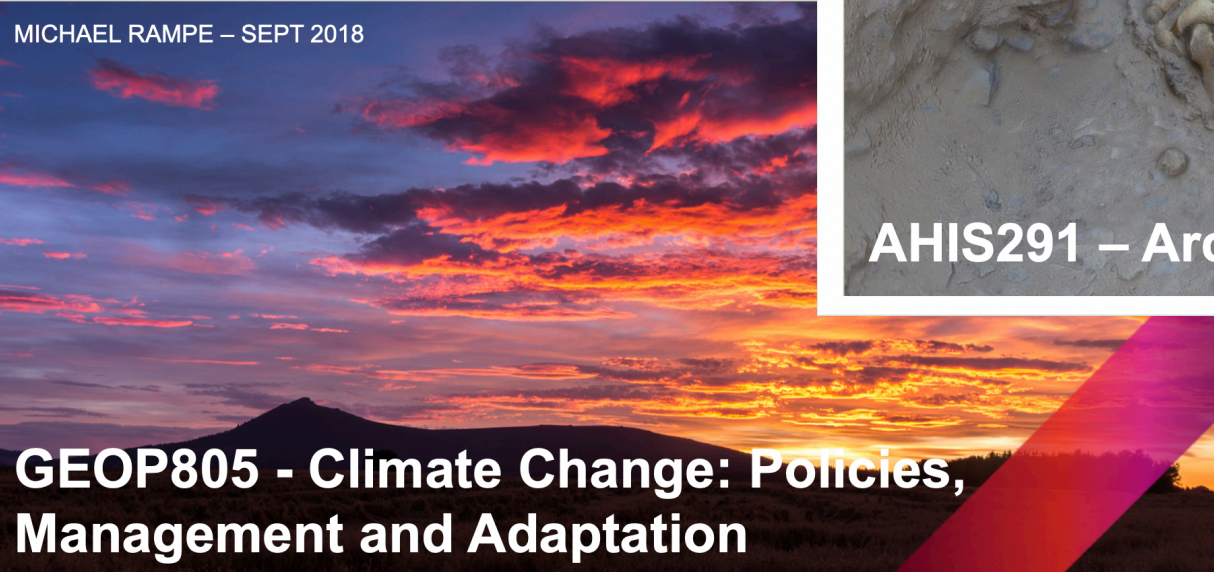
VIDEO PRESENTATIONS AS LEARNING

Michael Rampe – Senior Learning Designer – Faculty of Arts



Context, workflows and background information for the
“Group e-presentation on mitigation strategies”

MICHAEL RAMPE – SEPT 2018



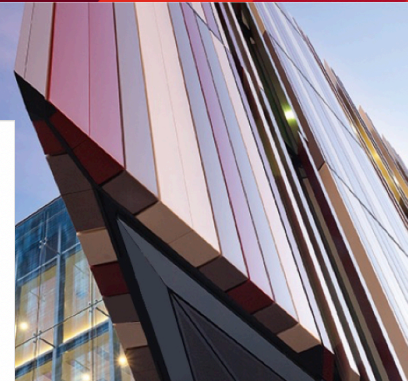
**GEOP805 - Climate Change: Policies,
Management and Adaptation**

W5: Selling ideas through vlogging

BIOL391 Biological Sciences Capstone

Matthew Bulbert, Department of Biological Sciences

Michael Rampe, Senior learning designer, Faculty of Human Sciences



Student generated media by non-media students
Making videos is fun but also empowering and useful

MICHAEL RAMPE – FEBRUARY 2019



AHIS291 – Archaeology of Death and Burial



**ACBE100- Academic Communication in
Business and Economics**

AUDIO/VISUAL PRESENTATION **[in new CMS schema]**

FORMS of “E-PRESENTATIONS”

Podcast
Digital story
Video
Slowmation
Blended media
Narrated powerpoint

TYPES OF DIGITAL ASSESSMENT

Video essays
Interview with community/practitioner
Video journal
Digital stories
Location analysis/ field trip
Class presentation
Animation of process (description)
Persuasive media

Design considerations

VALID | RELIABLE | AUTHENTIC | TRANSPARENT | FAIR

- Group or individual?
- Using as a primary assessment mode?
 - **staged?**
- Using as an alternative assessment mode?
- Using as a formative assessment or extra mode?
- Using as a partial assessment mode?
- What are you assessing?
- This must be very carefully framed and communicated
- **USE A RUBRIC!**

Technical skills

- File formats
- Software platforms
- Equipment use

Creative skills

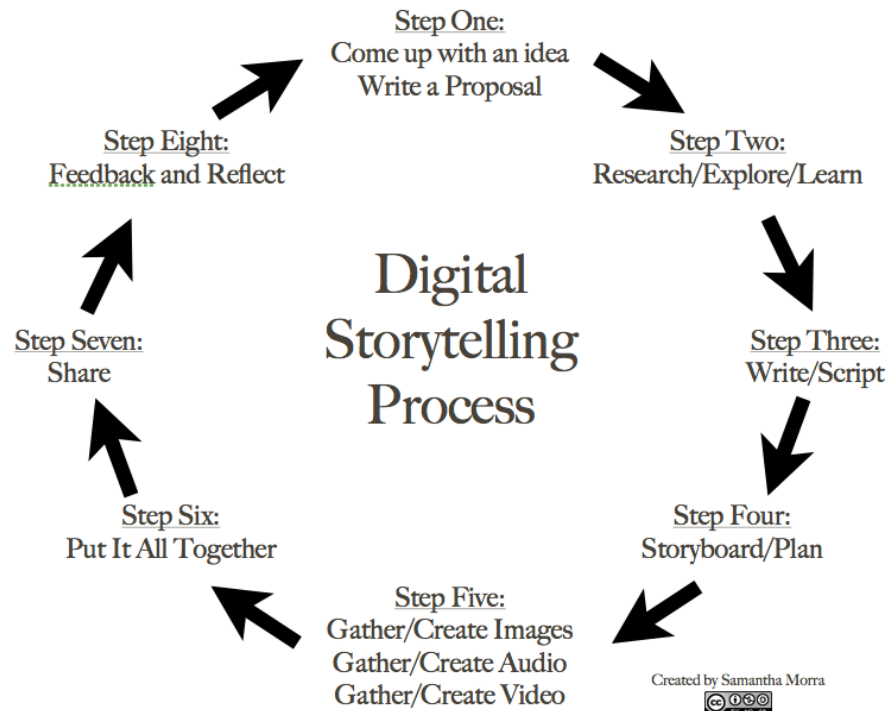
- Editing
- Photography - framing
- Sound use
- Graphics – text and/or animation

Procedural skills

- Scheduling
- Discourse management
- Team management

Production workflows suitable

A STAGED PROCESS SO STAGED ASSESSMENT



Pre-production

Develop a script – (x mins ~ 100-150 wpm)
Assign all roles and tasks
Develop a schedule

Production

Gathering material
Could be sourcing or generating
Pictures lead audio or audio leads pictures?

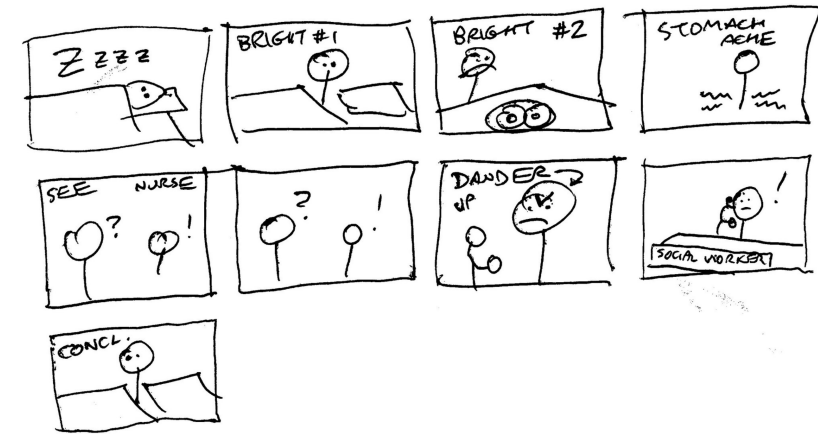
Post-production

Putting it all together
Outputting a final product

Types of tools to use

...AND ASSESS!

PROCEDURAL TOOLS
SUCH AS SCRIPTS,
SCHEDULES, LOG OF
IMAGES, RELEASE FORMS



TIME	AUDIO	VISION
00:00:00	Have you ever thought about why the price of bread doesn't change very often?	Shot of presenter to camera – location: outside a bakers delight store
00:10:00	Well, what if I told you that the price of bread had been linked to revolutions throughout history?	Still Images of French revolution, Russian revolution etc.
00:20:00	Title music plays	Fast cut Montage of the process of making bread with title text overlaid "Let them eat bread"

Software and hardware

NOT AS MUCH AS A PROBLEM AS YOU MAY THINK

SOFTWARE

Adobe creative cloud

iMovie for Mac

MS Movie Maker for PC

Quicktime

Audacity

Screenflow and/or camtasia

Prezi, powerpoint, keynote

WEVIDEO www.wevideo.com

If you can, use a lab!

HARDWARE

Any modern equipment is useable.

Make use of what you have.

Problem solving!

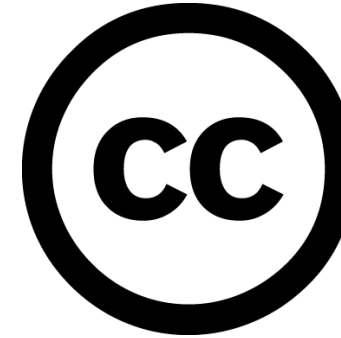
If you have a laptop, phone or tablet,
then you have a recording device.

Also, pretty much all still cameras
also do video nowadays.

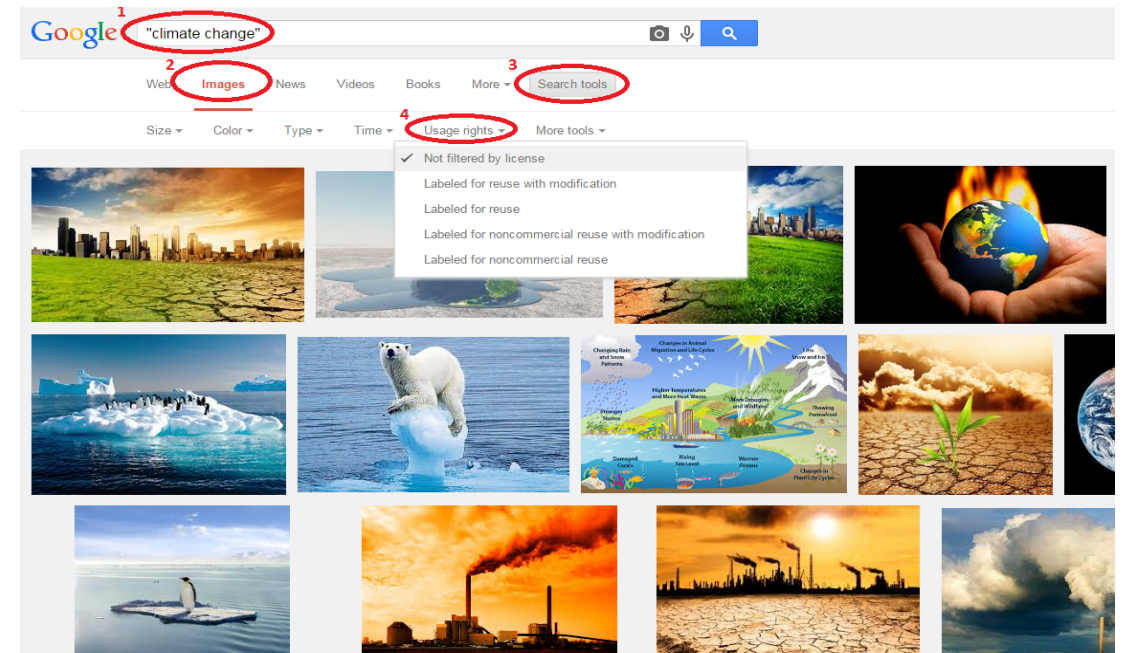
Academic honesty

ATTRIBUTION AND REFERENCING

- Attribution is an aspect of academic integrity
- When you use CC content you must always attribute the creator of the work.
- **TEACH** How to source and attribute Creative Commons licensed materials
- <http://creativecommons.org.au/learn/fact-sheets/attribution/>
- What about paraphrasing, quoting and a bibliography? **STILL NEEDED**



Consider using a CC license for your students to share their end product!



Support and help

WORK IT OUT

- LYNDA.COM
- AVAILABLE TO ALL MQ STAFF AND STUDENTS
- DISCUSS WITH OTHER STUDENTS
- LOOK FOR SIMPLE HOW-TO GUIDES
- WORK WITHIN YOUR MEANS!

IF POSSIBLE,

Run software, scripting and story dev tutes.
Show examples of good practice but not too early.

**WE THINK THIS IS AN IDEAL AREA FOR
MICRO CREDENTIALS FOR OUR EXISTING
STUDENTS SO THIS ACTIVITY CAN BE
SCALED IN CA2020 IMPLEMENTATION.**

AHIS291 CASE STUDY

LEARNING OUTCOMES

- Articulate acquired knowledge and skills pertaining to the archaeology of death and burial across time, geographical regions and cultures
- Demonstrate critical thinking by solving problems in the interpretation of ambiguous, complex and contrasting archaeological data
- **Communicate effectively in written, spoken, visual, aural and temporal modalities**
- Express developed research skills and innovative creative thinking abilities
- Reflect on how knowledge gained in the unit can be applied in modern (ethnographic) contexts
- **Create multimedia content that communicates specific archaeological knowledge and skills**
- **Demonstrate ability to work collaboratively as part of team whilst managing different perspectives of individuals**

AHIS291 CASE STUDY

THE ASSESSMENT TASK

Individual Video Task

Due: **Week 5 (29/03/19)**

Weighting: **0%**

Working individually, produce a short video piece from a script you have written using a choice of media and methods to tell a story. This is open to experimental approaches and is executed as a formative task (ie. no marks) to allow you to practice in the medium.

Group Video Task

Due: **Week 10 (17/05/19)**

Weighting: **30% (15 group 15 individual)**

Working in a group, from an agreed script, produce a short video piece using a choice of media and methods to tell a story. You will be expected to perform any of a variety of roles and 50% of this mark comes from a 500 word reflection on your team work and process.

AHIS291 CASE STUDY

THE RUBRIC



MACQUARIE
University

AHIS291 - Video assessment rubric						
weight	LO	HD	D	C	P	F
10	Articulate acquired knowledge and skills pertaining to the archaeology of death and burial across time, geographical regions and cultures.	Information is highly structured, facilitating audience understanding. Outstanding introduction, clear and engaging purpose, well developed body and compelling conclusion.	Information presented in logical, interesting sequence. Very well structured with excellent introduction, clear purpose, body and conclusion.	Information presented in sequence and easy to follow. Well structured with an introduction, body and conclusion.	Loose organisation. Presentation difficult to understand and/or follow.	No structure and logical sequence of information. Difficult or impossible to understand or follow.
10	Demonstrate critical thinking by solving problems in the interpretation of ambiguous, complex and contrasting archaeological data.	Outstanding critical analysis of the issues related to the themes and perspectives of this topic.	Strong critical analysis of the issues related to the themes and perspectives of this topic.	Good critical analysis of a number of issues, some in depth.	Rudimentary critical analysis provided, perhaps of peripheral issues.	No insights / critical analysis of the material presented.
10	Communicate effectively in written, spoken, visual, aural and temporal modalities	Outstanding selection of engaging content entirely appropriate to purpose, and strongly linked to themes and perspectives of the topic.	Content fully appropriate to purpose, and linked very well to themes and perspectives of the topic.	Content appropriate to purpose, and linked to themes and perspectives of the topic.	Content generally appropriate but not well developed. Little reference to themes and perspectives of the topic.	No appropriate content and/or no grasp of the themes and perspectives of the topic.
10	Express developed research skills and innovative creative thinking abilities	Expresses sophisticated understanding of the identification and inclusion of primary and secondary evidence sources in digital media. Uses a highly creative and memorable concept to deliver the presentation, and the concept is strongly suitable for this purpose	Expresses understanding of the identification and inclusion of primary and secondary evidence sources in digital media. Uses a highly creative concept to deliver the presentation, and the concept is very well suited to convey the information to the audience	Expresses some understanding of the identification and inclusion of primary and secondary evidence sources in digital media. Uses a creative concept to deliver the information, and the concept is suitable for this purpose	Expresses basic understanding of some aspects of the identification and inclusion of primary and secondary evidence sources in digital media. Uses some creativity applied to the standard format, or the creative structure used is not particularly suitable	Does not appropriately identify and / or include primary and secondary evidence sources in digital media. Delivers a standard presentation, with no creativity applied to the format.
5	Create multimedia content that communicates specific archaeological knowledge and skills	Begins with a clear purpose and maintains a clear focus throughout. Insightful synthesis of information into own ideas evident. Highly effective introduction with a strong hook and a compelling ending. Ideas coherent, organized effectively and flow logically.	Begins with a clear purpose and maintains focus for most of the presentation. Good evidence of translation of information into own ideas. Introduction and conclusion both clear and articulate. Ideas mostly coherent, organized with good flow.	Begins with a general sense of purpose and maintains focus for much of the presentation. Adequate evidence of translation of information into own ideas. Introduction and conclusion somewhat clear and articulate. Ideas generally coherent, organized but flow not sustained.	Begins with loose sense of purpose and and maintains focus for some of the presentation. Average evidence of translation of information into own ideas. Introduction and conclusion somewhat clear and articulate. Ideas with average coherence, organized with some flow.	Purpose / main idea weak or missing. Translation of information into own ideas weak or missing. Introduction and/or conclusion missing or very weak. Ideas lack coherence, consistency and flow.
5	Correctly reference all material used and deliver work in progress paperwork to support the media piece and process.	Sources of information perfectly documented. A full and clear set of associated paperwork.	Sources of information well documented. A mostly full and clear set of associated paperwork.	Sources of information somewhat documented. A mostly full and somewhat clear set of associated paperwork.	Sources of information minimally documented. A satisfactory set of associated paperwork.	Sources of information not documented. No other paperwork submitted.
25 (individual)	Reflect on how knowledge gained in the unit can be applied in modern (ethnographic) contexts	Insightful reflection written with empathy to the team and high level self awareness.	Advanced reflection written with empathy to the team and good level self awareness.	Good reflection written with empathy to the team and average level self awareness.	Average reflection written with empathy to the team and some self awareness.	Poor reflection written without empathy to the team and no self awareness.
25 (individual)	Demonstrate ability to work collaboratively as part of team whilst managing different perspectives of individuals	A high level of demonstrated commitment to working collaboratively, taking into account other points of view and always working within defined roles and agreed methodologies.	A good level of demonstrated commitment to working collaboratively, taking into account other points of view and mostly working within defined roles and agreed methodologies.	An average level of demonstrated commitment to working collaboratively, sometimes taking into account other points of view and working within defined roles and agreed methodologies.	A satisfactory level of demonstrated commitment to working collaboratively, taking into account other points of view when required and mostly working within defined roles and agreed methodologies.	Poor collaboration and working outside of the agreed roles and processes.

HD

Information is highly structured, facilitating audience understanding. Outstanding introduction, clear and engaging purpose, well developed body and compelling conclusion.

Outstanding critical analysis of the issues related to the themes and perspectives of this topic.

Outstanding selection of engaging content entirely appropriate to purpose, and strongly linked to themes and perspectives of the topic.

Expresses sophisticated understanding of the identification and inclusion of primary and secondary evidence sources in digital media. Uses a highly creative and memorable concept to deliver the presentation, and the concept is strongly suitable for this purpose

Begins with a clear purpose and maintains a clear focus throughout. Insightful synthesis of information into own ideas evident. Highly effective introduction with a strong hook and a compelling ending. Ideas coherent, organized effectively and flow logically.

Sources of information perfectly documented. A full and clear set of associated paperwork.

Insightful reflection written with empathy to the team and high level self awareness.

A high level of demonstrated commitment to working collaboratively, taking into account other points of view and always working within defined roles and agreed methodologies.

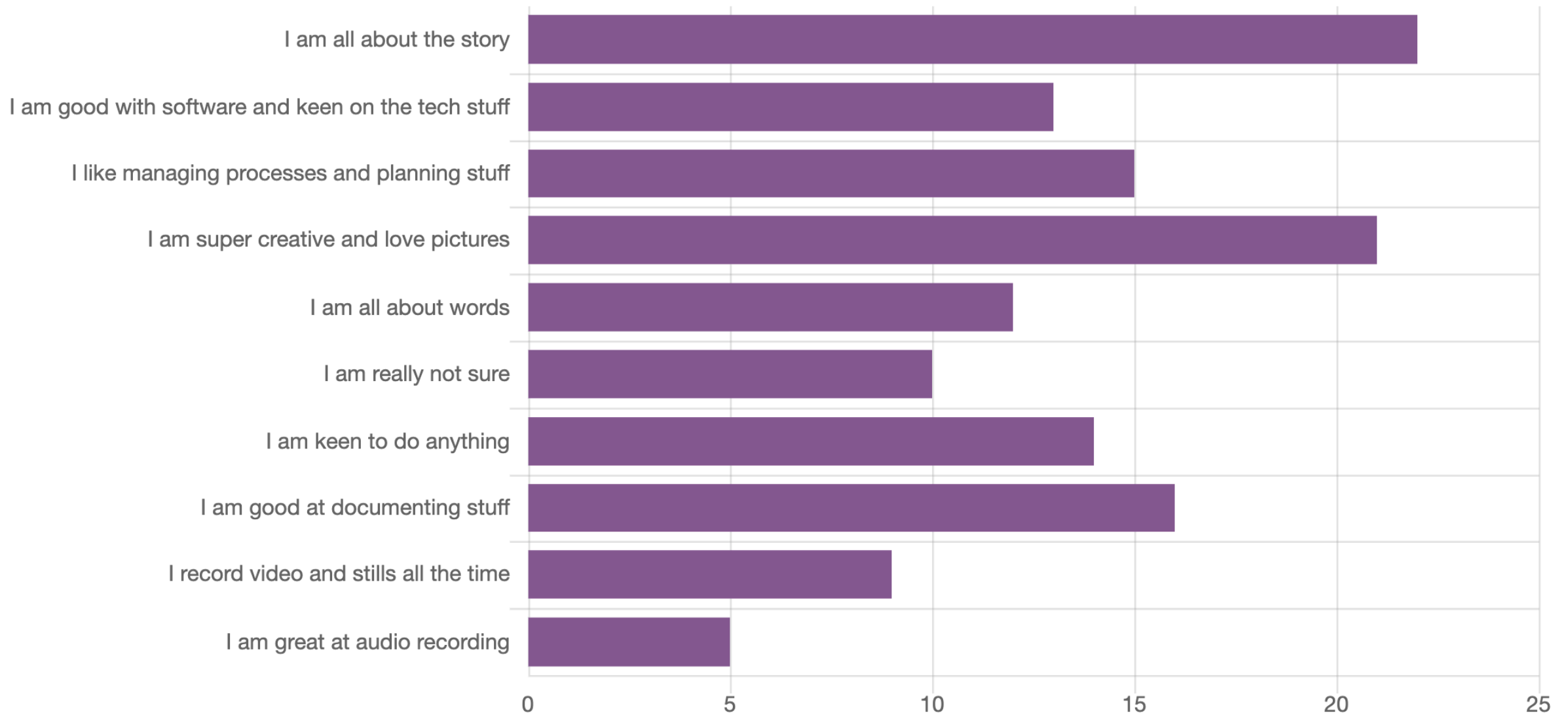
AHIS291 CASE STUDY

THE SCHEDULE

	tute	online	tasks
Week 2	Basic editing 101 + 30 sec pitch	Individual script dev	
Week 3	Setup groups Further editing of individual video	Group negotiation on roles and topic	
Week 4	Rough cut – individual video	Group submits synopsis/treatment Draft schedule due	Synopsis / treatment due
Week 5	Work on finishing individual		Individual video due ~1 min no more than 2
RKP tutes (4 weeks)	Nil video stuff	Weekly milestones to be negotiated	
Break 2 weeks	Group prep and assembly (consult hour or two from tutor at fixed time) Extra lab time. When?		
Week 8	Rough cut group video		
Week 9	Fine cut group video		
Week 10		Document process and reflections	Group video due 1-3 minutes
Week 14			Premiere!!!

AHIS291 CASE STUDY

SELF IDENTIFIED SKILLS



SUBMISSION: Easy as 1,2,3

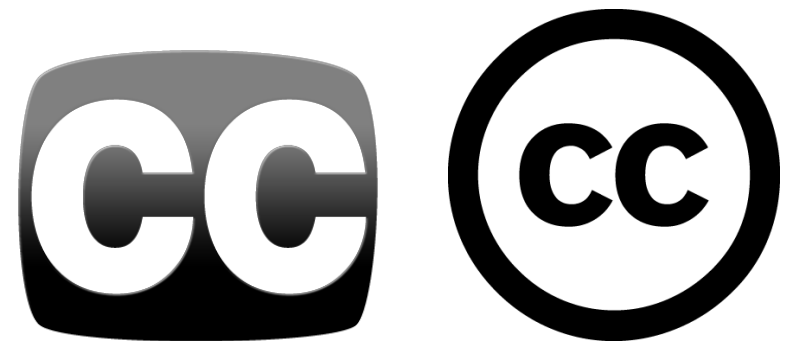
ALL SUBMITTED THROUGH ILEARN



1. Upload video to echo ALP (quick guide easy)
2. Paste link in iLearn (we use personal blog)
3. Upload paperwork
 1. AV script
 2. Reference/credit list
 3. Commentary

**WE USE THE ASSIGNMENT TOOL
FOR PAPERWORK AS IT HAS A
PLAGIARISM DECLARATION AND
A RUBRIC!**

*We also suggest to students
to upload to youtube and add
captions but this is not
mandatory and only if they
can for licensing.*



The festival

THIS IS A SOCIAL EVENT TO TIE THE LEARNING TOGETHER

