Digital Video Assignment
Instructional Computing in Schools I

Digital video technologies are making it easier than ever to create and edit digital movies. With software like iMovie, even non-geeks can get rough movies going in no time. A number of enterprising teachers have begun integrating such technologies into their classrooms, particularly in having students create their own digital movies, such as documentaries, interviews with family members or friends, and presentations of content learned in class. The goal of this assignment is to give you experience with technologies so that you think about integrating them into your own classroom one day. Each student in the course will devise a mock assignment for students in his or her ideal classroom that incorporates the use of digital video. Then, based on this assignment, each student develops a short 3-5 minute video as if he or she is a student in his or her own course. These videos can be documentaries, interviews, or something else of your choosing.

Directions

For this course, you will develop a digital video project with the following components:

1. Teacher Materials.
   • **Background & Standards.** A paragraph explaining the topic of your project and the age/developmental characteristics of the target audience of students. Provide a brief explanation of why this project is worthwhile and valuable. If possible, explain which content standards (http://www.dpi.state.wi.us/standards/) your digital video unit will address.
   • **General Goals and Specific Objectives.** Based on the standards you have selected (above), write a brief paragraph outlining the broad goals for your digital video assignment and its specific objectives in terms of what students will know and be able to do as a result of completing it.

2. Digital Video Assignment for Students.
   • **Introduction.** This section provides background information and assigns students’ roles within the digital video project if necessary. Communicate why the topic is important to study. Try to engage students intellectually and emotionally.
   • **Task & Process.** Tells students what their digital video project will accomplish and what the final product will look like. Be as specific as possible. Outline, in as much detail as you can, the steps they need to complete in order to accomplish the task. They may be arranged in numerical order or however else you choose. What do students need to turn in to the teacher? Design the final video product such that, through its completion, students demonstrate how well they have met the standards you selected (above).
   • **Evaluation.** What are the criteria (such as a rubric) you will use for assessment? Be sure to provide enough detail here so that it can be used for self-assessment by the students themselves as well as by the teacher for final assessment purposes.

3. Example Student Digital Video

The example student video is the heart of this assignment. Create a 3-5 minute video from your students’ perspective, based on the assignment above. In other words, make a digital video as if you are one of your own students. Specifically, the end digital video you produced should contain the following elements:
   • **Edited Video.** Based either on raw footage you have taken or from other video you have found (discuss with me if you choose to use the latter), with cuts & transitions where appropriate.
   • **Sound.** Not only from the raw video footage itself but also some form of imported sound file
   • **Titles.** At the beginning of your digital video project, give its title & any contextual info.
   • **Credits.** At the end of your digital video, list any and all appropriate credits here.

**DUE DATE:** This digital video project is due at the end of class on May 2.