Employing Digital Video as a Tool in an Educational Setting

Advantages

Overview of the Classroom Based Digital Video Experience

Employing digital video in the classroom can furnish the following advantages for the students:

- Students can be motivated and engaged
- Students can be empowered
- Provide opportunities for student interaction
- Afford opportunities for student decision-making
- Complex tasks become manageable
- Complex processes or concepts can be illustrated
- Provision of access to resources

Employing digital video in the classroom as a teaching and learning tool:

- Recognises the diversity within student groups
- Creates supporting learning environments
- Creates authentic learning environments
- Establishes challenging learning situations
- Teaches students to select and apply appropriate software
- Provides a wide range of experiences in the use of computer software
- Provides meaningful activities and learning contexts
- Values prior knowledge and experience

Curriculum Examples

Mathematics

- Video exploration of shapes and solid geometry
- Students could videotape common every day objects from a variety of angles. In this way they could explore shapes, solid geometry.
- Students could explore the shape or object from different camera angles effectively changing its qualities. They could create dynamic examples of how objects change shape.
- The importance of shapes in our everyday lives could be examined.
- Objects that could be videotaped include:
- Buildings, doors, windows, shadows, playground equipment, paths, balls, trees, cars, trucks, buses, etc.

English

School News.

- Students could create a News Desk. Students could emulate the evening news broadcast. Accordingly students could be allocated a number of roles:
- Newsreader, weather-person, reporters (news, politics, current affairs, sports, entertainment).
- The students would have to develop storyboards, scripts, shot plans, and edit guides. The school could act as the focus for all the news items.

Biographies

- Recreate famous figures from the past.
- Dress up and recreate an episode from that person's life.
- Conduct an interview.

Poetry

- Bring poems or short pieces of prose to life with a video interpretation

Pre-school TV

- Create a TV program for pre-school children
- The students take on the role of presenters, teachers and entertainers.

Science

- Documentary about a visit to the Zoo or Bird Park.
- Mini documentaries about pets.
- The local environment (trees, waterway, parks, etc)
- Motion/movement
- Plant growth
- Water in the environment: Explore water in the everyday world: Rain, rivers, stormwater, drinking fountains, taps, bottled water, cars, sea.

Social Studies

- Historical recreations: events, persons
- Aspects of Singapore: HDBs, hawker markets, schools, MRT, parks, etc
- Geography: Hills, rivers, lakes, trees, forests, etc

Music

- A documentary about musical instruments across cultures and time. Students could examine music.
- Rock 'n' Roll video
- The music of different cultures: Malay, Chinese, Indian, etc

Mother Tongue

- Students could create documentaries in their mother tongue. The documentaries could be culture specific.

Tips for Teaching the Creative Process

How do you think these tips can be adapted to meet the needs of video production and curriculum planning within a classroom setting?

- Make students familiar with the creative processes of various writers and other artists.
- Draw connections for individual students between the way you see them working and the way a particular writer works.
- Routinely ask students questions about their work and the decisions they are making.
- Encourage students to think about process when they are writing in their response journals.
- Encourage students to take risks and see the value of failures and lucky accidents.
- Reassure students of the value of individual differences.
- Assess and evaluate students' engagement in the creative process.

Perspectives

- Urban and rural perspectives
- Various cultural perspectives
- Perspectives based on gender
- Perspectives based on spirituality
- Travel experiences
- Knowledge of current affairs
- Knowledge of world cultures
- Perspectives based on areas of knowledge such as science.

The creative writing and storyboarding process includes the following phases:

- Pre-writing
- Drafting
- Revision
- Editing and proofreading
- Publishing.

Brainstormed Lists:

- Places
- Memories
- Pictures
- Image Clusters
- Personification
- Persona Activities
- Dreams
- Research
- First-hand Experience

<div align="center">**Assessment Rubric Examples**</div>

Source: Language Arts Assessment Scales, Chapman University School of Education, Carla Piper.

Creative Writing Rubric

How can we adapt these assessment rubrics to meet the needs of video production and curriculum planning within a classroom setting?

6. Exceptional Writer

Enthusiastic and reflective writer who enjoys pursuing writing independently
Uses a wide range of techniques to engage the reader
Writing is fully developed, appears effortless, shows originality, liveliness, excitement, humour or suspense

Collection of work demonstrates:

- Purposeful organizational plan
- Clear sentence sense and variety
- Control over vocabulary choice and arrangement
- Few errors in conventions and spelling
- Sustained quality throughout each piece

5. Strong Writer

Competent and confident writer
Uses a wide range of techniques to engage the reader

Collection of work demonstrates:

- Strong organizational plan
- Clear sentence sense and variety
- Selection of vocabulary appropriate for writing
- Few errors in conventions and spelling

4. Capable Writer

Comfortable with writing
Developing skills and confidence
Begins to use techniques to engage reader

Collection of work demonstrates:

- Organizational plan
- Varied sentence structure, may include fragments and/or run-ons
- Beginning use of precise vocabulary (more telling than showing writing)
- Occasional errors in conventions and spelling

3. Developing Writer

- Developing fluency and writes with some degree of confidence
- Lacks techniques to engage reader

Collection of work demonstrates

- Evidence of organizational plan but may loose focus
- Simple or repetitive sentences, may include fragments and/or run-ons
- Few descriptive words
- Errors in conventions and spelling, but is readable

2. Limited Writer

- May be a reluctant writer
- Has limited experience in writing

Collection of work demonstrates:

- Inconsistent organizational plan
- Vague or confusing statements
- Simple sentence structure, many fragments and/or run ons
- Limited vocabulary
- Frequent errors in conventions and spelling interfere with readability

1. Emergent Writer - Teacher supplies appropriate descriptors.

Steps in Rubric Development

Nancy Pickett

1. Determine learning outcomes
2. Keep it short and simple (Include 4 - 15 items; use brief statements or phrases)
3. Each rubric item should focus on a different skill
4. Focus on how students develop and express their learning
5. Evaluate only measurable criteria
6. Ideally, the entire rubric should fit on one sheet of paper
7. Re-evaluate the rubric (Did it work? Was it sufficiently detailed?)

Storyboard Rubric by Harry Grover Tuttle, Ithaca City (NY)

	Unacceptable	Incomplete	Good	Excellent
Preparation 10 points	Storyboard barely started. Has no resources. 0-1	Storyboard incomplete. Has one resource. 2-5	Storyboard shows organizations. Has sufficient resources. 6-8	Storyboard complete and organized. Has numerous resources. 9-10
Documentation 10 points	Does not use correct documentation. 0-1	Mixes accurate and inaccurate documentation. 2-5	Uses mostly correct documentation 6-8	Always uses correct documentation. 9-10
Content 60 points	Minimally develops topic. Little or no organization. Has little or no relevant facts or examples. 0-15	Show weakness in organization and expression of topic. Shows some organization. Shows some accurate or relevant facts. 16-10	Satisfactory development and expression of topic. Good organization. Uses mostly accurate and relevant facts or examples. 31-45	Develops topic fully and clearly. Good logical organization. Uses accurate and relevant facts or examples. 46-60
Response to Class Question 10 points	Unable to respond. 0-1	Sometimes responds. 2-5	Answers most questions. 6-8	Answer all questions. 8-10
Multimedia 10 points	Lacks visuals, text and sounds. Shows little or no multimedia skills. 0-1	Some visuals, text and sounds. Shows some multimedia programming skills. 2-5	Good use of visual, text and sounds. Shows good multimedia skills. 6-8	Excellent use of visuals, text, and sounds. Shows creative multimedia skills.8-10