

Video Documentation Workshop

Presented By AEP

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Agenda

Thursday, April 8, 2010

2:00-4:00 p.m.

- Opening activity
- Introductions
- Baseline: know? need to know about assessment?
 - Building a common vocabulary
 - Goals & Objectives
 - Crafting Inquiry Questions
- Video--Language of the Moving Image
- Technical Introduction to the Flip
- Project Brainstorm/worksheet
- Question & answer
- Reflection, Close

Video Documentation Goal

To understand the basics of the 'what' and 'how' of video documentation.

Tip...

Assess what you value and
value what you assess

Common Vocabulary

- **Assessment** (Judgement, rating, estimation, appraisal, analysis, opinion) -- made in order to help make the work better although judgements can be made along the way.
 - Formative--*to inform*.
 - **Goals** (-- long term and reflect the final elements you are aiming for)
 - **Objectives** (-- short term and measurable and often begin with “to”)
- **Evaluation** (the final judgement -- comes at the end of the assessment process)

Common Vocabulary

- **documentation** noun
 - **1** material that provides official information or evidence or that serves as a record : *you will have to complete the relevant documentation.* • the written specification and instructions accompanying a computer program or hardware.
 - **2** the process of classifying and annotating texts, photographs, etc. : *she arranged the collection and documentation of photographs.*

Planning Stage—what are you looking for?

- Create an assessment team.
- Schedule common planning time.
- Select a project and inquiry question.
- Articulate Goals (goals are long term and reflect the final elements you are aiming for)
example: *Improve language skills.*
- Articulate Objectives (objectives are short term and measurable and often begin with “to”)
example: *To increase theatre vocabulary.*

Inquiry Question

Align program and assessment goals

Develop an inquiry question

Example: *How are our students' language skills improving through theatre?*

Develop Distance

Develop or share current inquiry question

Share

Revise

Plan your Overall Timeline

Create a timeline:

- Dates and times of meetings
- Roles and responsibilities
- Data collection
- Analysis of data
- Reporting out
- Deadlines

Collection Phase

Once you know what you're looking for, you can begin to find it...

Data Collection

- What constitutes data?

Data is information – that's it, just information.

Media (photographs, video, etc.) can be data.

Tools

What are the different ways to collect data?

- Surveys
- Rubrics
- Questionnaires
- Interviews
- Observations
- Student Work
- School Records
- Other--Process video, video interviews, photographs, etc.

Be Realistic

Given what you want to know – what is the best method(s) for you to collect information?

Are you being realistic given your other commitments?

Add data collection and analysis (videotaping and editing) to your timeline.

Analysis Phase

Now that you've found it, what are you going to do with it?

What does your collected data (media) tell you? What is its story? What evidence do you see? How should it be organized?....

Evidence

Analyzed data (information) is evidence.

Analyzed data = edited video.

Editing = making choices.

Methods

Ways to analyze data can include:

- Counting
- Interpreting
(small group work – at least 3 people)
- Sorting
- Selecting clips or portions of clips
- Editing your video footage
- Providing context

Value

Team members meet to discuss the meaning of the evidence.

Does the evidence support the inquiry question? Does it support the original goals and objectives of the program?

Team members assign “value” to the evidence.

Unanticipated Outcomes

If something interesting is revealed but does not fit neatly in your findings, include it anyway.

ARTS ASSESSMENT

Summary

Be Curious!!!

- Build a Team
- Develop a Question
- Create a Realistic Timeline
- Collect Information
- Interpret Information
- Draw Conclusions
- Report Out
- Take Action
- Improve Practice

Seeing in Pictures:

THE MOVING IMAGE

Units of the Moving Image:

- **FRAME:** The dividing line between the edge of the screen image and the darkness of the theatre; also a single photograph from the filmstrip.
- **SHOT:** The smallest unit of film; a single camera “take” begins when the camera is turned on to record the action, and it ends when it is turned off.
- **SCENE:** A unit composed of a number of related shoots, connected by location, incident, or a minor dramatic climax.
- **SEQUENCE:** A unit composed of a number of related scenes, leading to a major climax.

Stationary Shots:

- **CLOSE-UP:** A detailed view of a person or thing; usually shows only the head of an actor.
- **MEDIUM SHOT:** A relatively detailed shot; usually shows actors' body from knees or waist up.
- **LONG SHOT:** Includes amount of picture within the frame roughly corresponding to the audience's view of the area within the proscenium arch of a theatre.

Moving Shots:

- **PAN:** (Panorama) A revolving horizontal movement of the camera.
- **TILT:** A vertical movement of the camera.
- **ZOOM:** The lens telescopes from far away to up close, or vice versa; the body of the camera doesn't move.
- **DOLLY:** The camera is placed on wheels and track is laid; the camera glides toward or away from the subject.
- **HANDHELD:** The camera is held by an operator rather than on a tripod.

Clip-Music/Shakespeare Teacher assessment video

What Did You See?

“Layers”:

VIDEO (Picture):

- Live Action
- Re-creations
- Graphics
- Animation
- Effects/Transitions

AUDIO (Sound):

- Narration
- Music
- Dialogue