

# Project Based Multimedia Lesson Plan that Involves the Creation of a Digital Video

**Grade Level Range:** Reading teachers, grades K-6

**Intended Curricular Area:** reading

**Tools/Resources:** story board hand-out, pencils/pens, digital cameras and/or digital video cameras, one for each group of 3 or 4, digital video tapes, multimedia computer with editing software and Firewire (IEEE) and/or USP ports, Firewire (IEEE) and/or USB cables, poster paper, markers, costumes & props as needed, DVDs for saving projects (optional), projector & screen for sharing (optional)

**1. Project Rationale:** Educational research has shown that students that are involved in engaged, problem-based activities take more ownership of their learning and there are greater gains in learning over learning strategies that more teacher-directed. It is with that idea that this lesson for teachers evolved.

**2. Goal or Concept Statement:** It is the goal of this lesson that teachers will become more comfortable with digital video and video editing, and learn to understand the power of video in their instruction. In future problem-based projects that take place in their classrooms, they will take still images and videos of the work being done by their students and edit them into digital video clips. This will showcase the work being done in their classroom and make it easier to share with others outside of their class the learning that is taking place.

### 3. Standards:

#### **A. Ohio Content Standards (this is just one example that may be chosen by the teachers):**

Content Area: English Language Arts – Reading Standard: 03. Reading Process:

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

PK-03 Benchmark

F. Apply and adjust self-monitoring strategies to assess understanding of text.

Concepts of Print /

02. Hold books right side up, know that people read pages from front to back and read words from left to right.

#### **B. Technology Standards: NETS for Teachers**

##### II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

E. plan strategies to manage student learning in a technology-enhanced environment.

##### V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice.

Teachers:

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

**4. Objectives:** The teacher learner will:

- Develop a plan through use of a story-board to illustrate the concept(s) chosen
- Produce a video with clear and thoughtful script that can be clearly understood
- Add transitions and effects to improve communication of concept(s) and help the movie move smoothly
- Share completed video with other groups in the class
- Design a video project whose main message is clearly understood by the student audience
- State the values of adding video in their classroom strategies
- Explain how their video will assist students in the learning process
- Construct and design a video that helps students visualize a concept

**5. Abstract:** The teachers will work in groups of two or three and produce a short, light-hearted video (three to five minutes maximum length) using still images and motion clips that will help students better understand one to three of the standards indicators for the reading for the grades in which they teach. They will use improvisation, props, costumes, etcetera, to help make the concept being taught come alive.

**6. Project/Task Description:**

Week one:       Select the standards indicators that will be illustrated  
                      Story-board the script and action

Week two:        Capture images and video

Week three:     Edit the clip footage and stills using iMovie or Windows Movie Maker

Week four:      Make final edits and share with others in larger group

Project criteria: The teacher students will produce a video to assist in the internalization of one-three standards indicators. The video will be planned ahead of the actual taping with completion of a story board, appropriate use of dialogue and sound (music is not required). Transitions, titles, and effects that enhance the video's message should be added. Use of creativity helped keep the audience's attention throughout the viewing. Group members are able to conclude by explaining how their video project will enhance their students' learning and address the various learning styles in their classrooms.

**7. Results/Sharing:** The groups will share their edited video to the other groups, as well as use it in their classroom instruction. An online library of streaming video clips will be developed and stored on their classroom Web pages.

**8. Learning Strategy/Timeline:** The learning environment will take place in a school's computer lab. As they complete their project they may use any of the space within the school. The teachers will have a total of 12 hours, four 3-hour classes.

**9. Assessment:**

<b>Objectives</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>Earned Points</b>
<b>Planning &amp; Production: Story Board</b>	Students did not perform filming. Very little film done by group.	Filming was done with little planning or thought put into what filmed.	Filming was done with some planning and thought put into it, but film could have planned better.	Students planned previously what they were going to film, filmed what they had planned and put a lot of thought into their filming.	—
<b>Sound and Dialogue</b>	Sound quality was poor, inappropriate, and/or confusing. Movie contained background noise.	Some additional sound was needed to make point. Sound appeared and ended abruptly.	Most sound and dialogue was necessary and effective. Could be better edited or utilized.	Excellent use of dialogue and sound. Editing is crisp. No unnecessary sound.	—
<b>Transitions, Titles, Effects</b>	Not evident or minimal use	Two or three were used. Or several present but poorly used.	Many transitions titles, and effects were used. Most were correct and effective.	Many transitions, etc. were used and they worked well and were effective.	—
<b>Movie Quality</b>	Movie was not completed.	Movie was made but contained little evidence of a theme, had little editing, and did not engage the audience. Too much zooming, panning, shakiness.	Movie was completed, and contained all required items. Editing was not done as well as it should have been. Idea was not engaging or unique. Some poor camera work.	Movie was completed. Had all required elements, engaged audience, and was original, creative, and unique. Camera work was excellent.	—
<b>Flow</b>	There was no movie.	Movie was nothing more than a series of clips joined together. Could have been created by turning the camera off and on.	With a bit more editing and better clips selection, use of transition, etc. movie would be excellent.	Movie moves nicely, theme is easily identified, audience displayed appreciation for the production.	—
<b>Value of Video as an Instructional Tool</b>	Group members do not believe their video will improve the understanding of this concept(s)	Group members are doubtful that their video will improve the understanding of this concept(s)	Group members are not entirely sure if their video will improve the understanding of this concept(s)	Group members are convincing when they share why their video will improve the internalization of this concept(s)	—
<b>Total Points</b>					