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***So you want your students to  
produce digital videos?  
- some practical guidance -***

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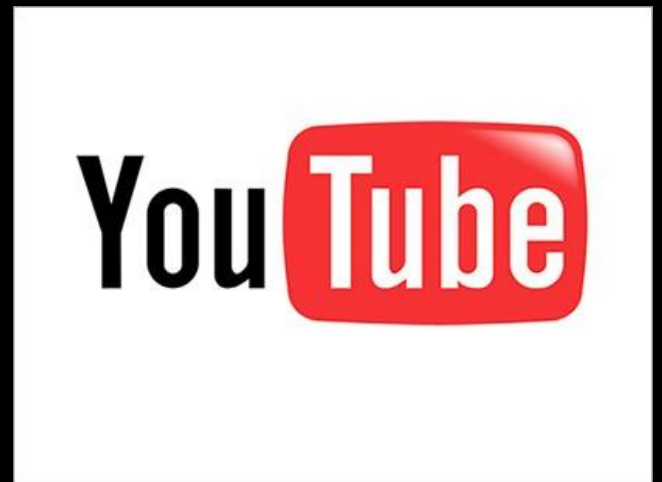
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**THE University of the Year 2008**

# Introduction: why video?

- Video = engaging media  
(not new, not rocket science)
- The YouTube phenomenon
- Opportunities for creativity
- Prices ↓
- Ease of editing ↑
- Attractive alternative to essays  
and/or questionnaires



# Outline of session

- Example uses: Two recent projects at Leicester
- A chance to have a go at filming or editing
- Feedback, Q&A
- Some practical advice (including some learnt the hard way!)

# Example 1: Student experience project

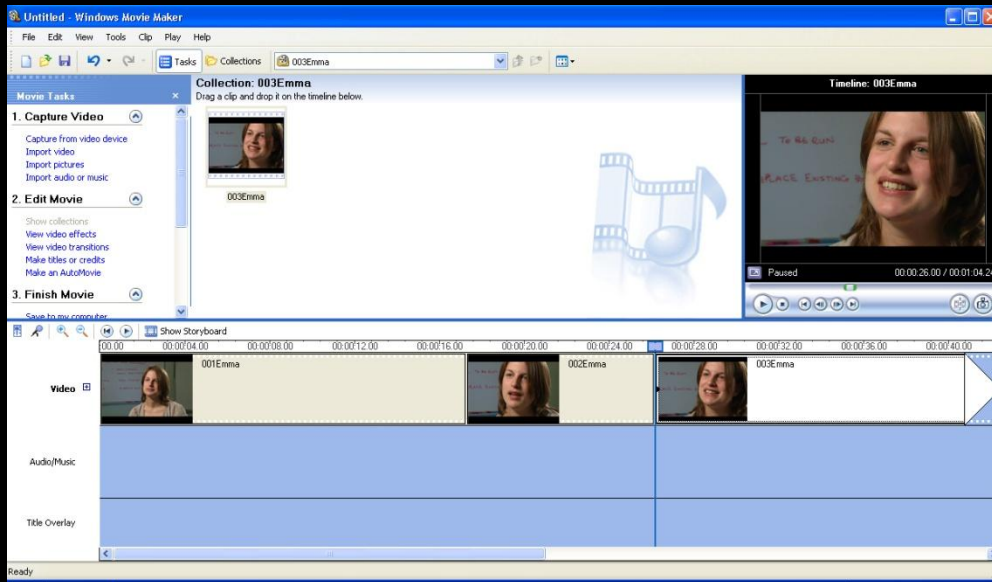
- As shown by Paul Green presentation yesterday
- Students issued with a video camera to record video diaries
- Submit weekly video (and take part in 3-4 focus groups)
- Not an assessed activity, entirely a research project
- Students keep camera at end of project

# Example 2: Bioethics videos

- Second year Medical Biochemistry students (n=30)
- Produce 2 to 5 minute film on science and ethics of a current development in biomedicine (assigned)
- Allocated to teams of 4 or 5
- Given approximately 6 weeks to complete
- Marking:
  - 70% for accuracy and clarity
  - 30% for creativity and production
- Peer-weighting applied after team mark awarded

# Interaction: time to give it a try

**Activity 1:** Shoot some scenes for a short educational film (various cameras available)



**Activity 2:** Edit some pre-recorded footage using Windows Movie Maker

# Comments, feedback, questions

Formation of teams  
and topics

Copyright, ethical  
approval, etc

What training are  
students offered?

More examples  
of student films

**Issues we  
could discuss**

What  
software?

Choice of cameras:  
what and why?

Allocation of  
individual marks  
for team activity

Scepticism from  
Colleagues/Students

Other ideas?

# Equipment: which cameras?

- Choice of camera depends on several factors inc.
  - budget
  - type of project
  - DV tape v storage card?
- For video diary portability and ease of data exchange key (hand in one SD card, issued new)
- Sound quality is vital, especially for 'content driven' project, external microphone jack essential
- Only brand with mike jack on entry level models is Canon (e.g. Canon MD205, approx £200)

# Equipment: which cameras?

- Video diary:
  - portability
  - ease of data exchange  
(hand in one SD card, issued new)
  - e.g. Panasonic SDR-S7  
(and newer models)



# Equipment: which cameras?

- Bioethics videos:
  - 'content-driven'  
sound quality = vital
  - external microphone jack  
essential
  - Only brand with mike jack  
on entry level models is Canon  
(e.g. MD205, approx £200)



# Training

- Clips:
  - example film from YouTube etc (not all good)  
Patrick Dixon (<http://tinyurl.com/ndg77w>)  
Common Craft (<http://tinyurl.com/yvdezp>)  
Josh & Adam (<http://tinyurl.com/nevag4>)
  - previous student films
- Recommended websites
- Discussion of roles within project
- Indicative milestones
- Briefing sheet

# Training: online advice and tutorials

- Fourdocs (<http://tinyurl.com/FourDocs>)
- BBC Good Shooting (<http://tinyurl.com/GoodShoot>)
- Mashable (<http://tinyurl.com/MashableMix>)
- Videomaker (<http://www.videomaker.com>)

# Issues: colleagues perception?

- *"How can you say anything meaningful in a four minute film? Better to set an essay"*
- You can say a lot in four minutes
- Evidence students actually need good grasp of the issues to decide what to include

# Issues: copyright and permissions

- Assessment v Wider usage?
  - use of copyrighted images and/or music allowed for assessed activities but not wider distribution
- Encouraged to be copyright-free
- Informed Written Consent from interviewees to allow use on the internet (introduced 2009)

# Teamwork - allocation of teams

- Bioethics film production > individual task
- Pre-activity questionnaire inc prior experience qn
- Semester 1 scores in biochem module
- Friendship groups? (seats in lecture #1?)
- Allocation of weak students?
  - distributed?
  - form one group?

# Teamwork - allocation of marks

- Each team awarded a mark for their project (70% content, 30% production & creativity)
- Peer-generated weighting then applied to mark to produce mark for each team member
- Conway *et al* (1993) Peer assessment of an individual's contribution to a group project  
*Assessment and Evaluation in Higher Education*  
**18:45-56**
- Details available on request

# Equipment: storage & distribution

- Will student/team be issued with camera for duration of project or will they be signed in/out?
- If signed in/out where will they be stored and how will this be administered?
- Who will be responsible for keeping cameras charged, checking all wires there, etc?
- Security? Damage? Insurance?
- Penalty for late return of kit?

# What software?

- Windows Movie Maker is free with XP/Vista but is limited in scope
- Relatively inexpensive alternatives (less than £75) have greater flexibility

e.g. For PC

- Adobe Premiere Elements
- Pinnacle Studio
- Coral Video Studio

For Mac

- iMovie
- Final Cut Express

# Alternative ideas

- Full-blown video too complex/too expensive?
- Combine audio soundtrack with still photos  
= form of “digital storytelling”

# Weighting students' contributions

- Each student awards a mark of 1 to 5 to each member of their team (inc themselves) for a number of different criteria
- Average mark (= A):  
$$\frac{\text{Grand total (all scores for all students in team)}}{\text{Number of student in team}}$$
- Individual student total (= B):  
Sum of all that student's scores awarded by all team members (inc themselves)
- Weighting for individual student:  
$$\frac{\text{Individual total (B)}}{\text{Average mark (A)}}$$

Thank you