



TLC Points: 20  
Date: June 11, 2007

## Activity- Using Video Production to Increase Student Learning: Pinnacle 101

Teaching and Learning Cooperative  
Facilitator Proposal (For groups of 5 or more participants)

**Proposal Facilitator:** Linda Foote, Les DelosSantos, Havena Marks, (CRA: Anne Smith, LAN Analysts: Donna Watt, Nancy Prutzman)

**Work Location:** LSS (Course held at Twin Peaks Middle School Room 406)

**Phone:** Linda: 858-679-2641; 858-735-9609

**Intended Audience:** PreK-12 teachers interested in using video technology to improve student learning

**Start and End Dates:** August to March (20 hours of instruction in a summer training, 50 hours of implementation beyond the normal school day, 10 hours of training in after-school meetings to support, collaborate, evaluate, and reflect.)

### District Goals Addressed:

- PreK-12 Literacy (Reading, Writing, Math)
- Proficiency for students across all grade levels and content areas

### Anticipated Professional Learning Outcomes:

- Acquire the skills necessary to use Pinnacle Studio 9 Plus Software for video production.
- Learn how to lead students in the various stages of filmmaking (Analyzing the rubric for elements of great movies; idea development; defining roles and responsibilities; script writing; storyboarding; planning; filming; editing; choosing appropriate music; Premiering your production!)
- Learn strategies for integrating video production with project-based learning. (Project Based Learning: a method of teaching in which students acquire new knowledge and skills during the process of designing, planning, and producing a project. Typically the project will address an essential question or present a digital story to communicate a value or learning.)

### Professional Growth Activities

- Teachers will be involved in summer and after school workshops/collaborative learning activities that will focus on developing personal abilities in creating video, supporting student video production and the application of film making to project based learning.

- **July 23-27, 8:30-12:30 Twin Peaks Middle School Room 406**
  - **Monday:**

The role of video in the education of today's students who are truly "digital natives"; Samples of powerful learning using video; developing a video project rubric; and an introduction to Pinnacle Studio 10. Creating a "documentary" with photos.  
(Samples: <http://www.powayusd.com/projects/EdTechCentral/DigitalStorytelling/iVieAward.htm>, [http://ali.apple.com/ali\\_sites/ali/exhibits/1000871](http://ali.apple.com/ali_sites/ali/exhibits/1000871) and [http://ali.apple.com/ali\\_sites/ali/index.html](http://ali.apple.com/ali_sites/ali/index.html) )
  - **Tuesday:**

The Door Scene Video. Learn the art of video production from the American Film Institute in Hollywood (Introduction, Shoot door scene, View and discuss door scene, Storyboarding, Create Storyboards, Evaluate Storyboards)
  - **Wednesday:**

Day Two of the Door Scene (Shoot Storyboard Scenes, View and discuss, Storyboards revisited, Final Door Scene Videos)
  - **Thursday:**

Teams learn to edit video footage by using Pinnacle to edit their Door Scene Videos. (add music, any necessary voice-overs, film adjustments, etc.) Instructions for sharing video via streaming from the web, CD, SVCD, DVD, and DV Tape will be provided. Then we will consider project development strategies: 10 options for building real-world connections into a problem based learning idea. We'll view sample content area student-created videos.
  - **Friday:**

Premiering the Projects and using rubrics to note strengths and areas of improvement. Team meetings to develop integration strategies, and project ideas based on grade level standards. Assign Back to School video project.
  - **After School Meeting September 25th, 4-6:30 pm** at Twin Peaks Middle School, Room 406. Back to school video project due. Participants will receive additional instruction for using the tools in Pinnacle as well as support for implementing the use of the program and tools with students. We'll focus on sound and lighting. The facilitators will provide additional training and support and a discussion of how to teach students to honor critical copyright issues as they are developing their projects.

- **After School Meeting November 13<sup>th</sup>, 2007-4-6:30 pm** at Twin Peaks Middle School, Room 406  
Participants will share successes and challenges, collaborate on planning and developing projects, ask questions, and make proposals for final projects. We'll pitch ideas and create storyboards. Training will be provided in using advanced features such as picture in picture and chroma key or green screen. Assignment to begin filming final project and bring footage to class on February 5<sup>th</sup>.
- **After School Meeting February 5<sup>th</sup>, 2008, 4-6:30 pm** at Twin Peaks Middle School, Room 406: We will meet for a time of editing videos, sharing strategies, reviewing and collaborating to improve our work. Final projects are due at the next meeting.
- **After School Meeting March 25<sup>th</sup> 2008, 4-6:30 pm** at Twin Peaks Middle School, Room 406.  
Participants will share their finished videos and judge the elements of their video production according to the pre-established rubric. It will be judged for video production as well as for learning value. We will honor all the strengths of each video and collaborate to develop suggestions for improving our work.

Participants will keep journals throughout the process during summer and after school training sessions as well as during class implementation. Prompts will be provided to guide student and teacher reflections.

- **Reading Options are based on the Personal Needs and the Goals of Participating Teachers:**

- *Pinnacle Studio in Easy Steps* published by Barnes and Noble, \$9.95
- *The Director in the Classroom: How Filmmaking Inspires Learning* by Nikos Theodosakis  
**Book Description:** The Director in the Classroom provides the "Why" for digital video in the classroom in a clear and concisely written book. The Director in the Classroom examines how filmmaking engages learners and explores how the process of filmmaking fosters the development of personal, social and higher-order thinking skills.

Digital filmmaking can empower students with the tools, skills and confidence to take creative control of their research projects. This book identifies how today's digital cameras and software tools are revolutionizing filmmaking and enhancing learning in the classroom, and investigates curriculum connections and strategies for meeting standards and provides examples of successful video projects from K-12 and beyond.

The Director in the Classroom also provides you with strategies for assessing video

projects, dealing with copyright issues, and project ideas.

- ***Lights, Camera, Action! Making Movies and TV from the Inside Out*** by Lisa O'Brien ©1998  
This is the best resource for elementary filmmaking. It covers the process of making a film from beginning to end. It's a kid friendly book!
- ***Break a Leg! The Kid's Guide to Acting and Stagecraft*** by Lisa Friedman © February 2002  
This is a great book for preparing students to be actors and actresses. It includes warm-ups and improv ideas. It helps kids get into a character.
- ***Show Time! Music, Dance, and Drama Activities for Kids*** by Lisa Bany-Winters © 2000  
This is best for teachers to use for planning activities. It is most appropriate for the primary grades.
- ***Movie Magic A Behind-the-Scenes look at Filmmaking***  
by Robin Cross © 1996  
This is a great reference for upper elementary and middle school students. It includes the history of filmmaking and covers the details of different genres.
- ***DigiTales: The Art of Telling Digital Stories***, by Bernajean Porter  
**Book Description:** (This book addresses fiction and non-fiction storytelling)  
Digital storytelling takes the art of oral storytelling and engages a palette of technical tools to weave personal tales using images, graphics, video, music and sounds mixed together in an author's own story voice.

This book outlines the role of storytelling in our families, communities and culture, the hardware and software tools, the storymaking processes, technical tips and resources for creating your own digital tales from start to finish. Whatever you know or don't know about technology or storytelling, this is the book for you!

## **Classroom Implementation:**

- **From August to March:**
  - Teachers will work with students to explore, research, analyze, and present learning content through the art of video production.
  - They will develop one or more problem based learning projects and guide students through the video production process they experienced during the summer training.
  - The facilitators will be available for trouble-shooting and support. Special "as-needed" trainings will also be offered.
  - Teachers and students will keep journals to record their reflections during each stage of the video-production

**Reflection Activities:**

- At the conclusion of each session, we'll complete reflections about our new learning, ideas and strategies for implementing our learning, and reflections about how the skills and concepts we've learned can impact student learning.