

## Video Story Project

### Overview and Directions

One of the ways to engage students in math and science is to encourage them to use technology to tell stories about their field-learning experiences. This project involves producing a video to tell the story of a concept or process related to math and science.

### Your Story

The content of your story is the most important piece of this production. For students, the content is where they will showcase what they have learned and want to share with others. To get started, students should gather information for their story from various sources, such as the Internet, books, newspapers, conversations, and outdoors data collection.

Your story will teach a concept related to mathematics and science; address some grade-level mathematics, science, and technology standards that you plan to focus on during the next grading period; and incorporate an outdoor learning experience.

### Step 1: Writing a Draft

Before producing a video, one must have a clear understanding of its content. This writing assignment is an opportunity to get ideas down on paper. This step is where students will present all the information they might use in their videos. To assist students, you may want to provide a scoring rubric to guide the writing process and then have students submit their ideas for review and editing.

### Step 2: Creating a Storyboard

When Hollywood films are made, shooting does not usually begin until a full storyboard is created of everything that will happen in the movie. This storyboard presents every scene and camera shot, and serves as a map for the director.

In the same way, you will create a storyboard for your video of an outdoor learning experience that you plan to focus on during the next grading period. For students, this step enables them to develop a clear understanding of not only the story they're trying to tell but also the components they will need for the video. The storyboard should provide drawings (simple or detailed) or photos of each scene or shot in the video with accompanying content and narration from the written draft.

For your project, you will use the provided chart paper and simple drawings or downloaded images to create your storyboard.

### Step 3: Collecting the Content

Now that you have your story and an idea of how you want to tell it, you need to pull all the pieces together. This step can be done in various ways. Depending on the topic and the accessibility of equipment and locations, students can take digital photographs or shoot video to create content for their production. For some topics, this approach may not be feasible, however. For instance, students will not likely have the equipment to photograph microorganisms. In such cases, students may use other resources, such as the Internet, to find images and other content. To assist students, you may need to provide them with guidance, such as information about using Internet search engines and guidelines for using copyrighted materials.

## Video Story Project, cont.

For your project, you will use the Internet to develop an instructional unit that incorporates math and science content and an outdoor learning experience. If digital cameras are available, you can also include original photos.

### Step 4: Producing the Video

Many different software products are available for creating video productions. Some popular products include Animoto, iMovie (Mac), Movie Maker or Photo Story 3 (PC), PowerPoint, and Prezi. Different programs provide different levels of interactivity and ease of use. By sampling a few programs, you can decide which is most age-appropriate for your class. Many teachers start with PowerPoint because of its ease of use. After mastering this application, teachers often move on to more robust programs, such as iMovie or Movie Maker, which allow students more creative freedom in their productions.

For your project, you will be using Microsoft Photo Story 3, which is available to download free of charge.

### Step 5: Sharing the Production

Once the video production is complete, it is time to share it. For students, this step provides an opportunity to learn from one another as well as to offer peer feedback. A teacher can create an entire portfolio of work from a class or from individual students around different topics. These videos can then be used in various ways. For example, teachers can post them on their classroom websites as tutorials or to help students make up days they were absent. The important thing to note is that sharing students' hard work—with permission—legitimizes and validates it.

You will use a laptop and the room projector to present your completed video to the whole group.

## Products, Requirements, and Roles

### Products

To complete this project, your group should create the following products:

- Draft of story
- Storyboard of video
- List of sources
- 1- to 2-minute video that teaches a concept related to math and science
- List of the TEKS addressed in the video

### Requirements

The video should contain the following components:

- Downloaded images
- Original photos
- Voice narration

### Group Roles

- **Research:** These team members are responsible for finding the data and content to be used in creating the video.
- **Preproduction:** These team members are responsible for writing the draft and creating the storyboard for the video.
- **Production:** These team members are responsible for any photography that needs to be done for the project as well as for using the software to create the video.