The Video Production Process

The Importance of the Process

Video-based assignments can have multiple stages – research, planning, and creation. Like with a research paper, there are many steps that can take place. You can use these steps as check-ins to encourage students to stay on track.

1. Outlines & Scripts
   - Start with having students turn in an outline and then a script. Outlines can include sketches of major points from their research, rough wording of what they’ll say, visual descriptions of major points, and interview questions. Scripts should be original and have structure. Tighter wording and possibly even quotes from interviews can also be there.

   **Recommendation**
   - If narrative, a script is helpful. If a non-narrative project, an outline is best with a finalized list of questions for their interview.

2. Storyboard vs Shot List
   - Storyboards are common in more narrative projects. They are a popular option that encourages using and understanding composition terms. On the other hand, shot list are more common in non-narrative projects. They are a great to organize what media - visual and audio - is needed.

   **Recommendation**
   - If students are filming their own footage, storyboards help with visualizing the project before they start filming. While, projects that deal with found footage may better suit a shot list of media they will need for their project.

3. Rough Cuts
   - Viewing rough cuts is a good way to check student progress and give suggestions for making the message as clear as possible. Rough cuts are generally basic edits pulling together footage and other media in intended order without the nuance of transitions and other ‘fancy’ edits.

   **Recommendation**
   - Make sure to focus on content, but also pay attention to other technical issues such as blurry video, uneven audio, etc. You can look at them on your own, or with the class. A training specialist can also be available to assist with technical feedback.
Tips for Interviews and Recording

Interviews as Digital Literacy Projects
Learning to give interviews – creating question, interviewing, and going through your information – is an excellent way to learn a research and communication skill that they can take with them into the real world. Having student record their interviews with video or audio encourages good research habits making it easier for students to catch all that is said.

Including Interviews in Projects
Interviews can be part of projects such as mini-documentary, podcast, etc. as well as stand on their own as project. Conducting interviews can be a great, but challenging part of a project for students, so consider carefully whether or not to include them in a larger project. If you do include them, here are some thoughts to keep in mind.

Loose Questioning
Having solid questions can help to make an interview go smoothly and is a good way to gauge if a student has a firm grasp on the topic, but encourage students to deviate when they want their interviewee to elaborate. Encourage students to push for clarification when they need to know more.

Custom Workshops
You can request custom workshops to have someone from the Center for Excellence in Teaching and Learning come talk to your students about recording techniques for getting the best results for their footage. For more information, check out cetl.gsu.edu/custom.

Getting Permission
Discuss the importance of getting written permission when recording interviews. Always make sure to be clear about the usage of the media when talking with your expert.

Talk with students about who they can get permission from especially when working with children, the elderly, or those with disabilities.