# YOUR NAME:

# Create to Learn Companion Web Site

<https://createtolearn.online/>

1. Go to the Create to Learn website and sign in.
2. Click on tab, Student Study Materials
3. Select the chapter that you are reading, and view the slide show. Follow your interests in relation to using other resources that are provided.

# Reading Guide and Workshop Critical Reflection

## Week 10: Chapters 11 and 12 (please read both chapters before class on 3/20, since it will contribute to our video workshop. To give you a bit more time to respond to these chapters, you have the option of completing the chapters before 3/20 or 4/3 – you might want to try completing one chapter for 3/20 and the next for 4/3, or you might want to do both and get them done! Your choice :>

# Chapter 11 Vlogs and Screencasts

After you read this chapter, please view the slide show on Vlogs and Screencasts and respond to the items below.

Vlogs

1. **What’s your experience with vlogs?**
   1. **Do you view vlogs?**
      1. **If yes, is there a particular vlog or vlogger whom you enjoy? What is the vlog and why do you find it appealing?**
      2. **Do you respond via liking or comments, or do you prefer to view only?**
   2. **If no, explain why you think you are not drawn to this genre.**

Miss Fender explains how she makes her videos

**VIDEO:** [YouTuber MissFenderr explain step-by-step tutorial on how she make her videos!](https://www.youtube.com/watch?v=gr2PAzk1Qvo)

<https://www.youtube.com/watch?v=mA6ZhlrlyZs>

**View slides 3-10 and then watch this video** (it’s long, about 10 minutes), and as you’re watching, think about how Miss Fender is constructing her identity and communicating/connecting with her audience. At the same time, take note of what you’re learning about how to make these kinds of videos. **Complete the table,** providing your brief, critical analysis.

|  |  |
| --- | --- |
| **Youtuber Miss Fender’s video tutorial** | **Critical commentary and analysis** |
| 1. How does she create a parasocial relationship between host and audience so that viewers feel emotionally and socially connected (slide 3)? |  |
| 1. What is the purpose(s): inform, entertain, persuade (slide 4)? |  |
| 1. What choices does she make about how to depict herself and how does it make you feel (slide 5)? |  |
| 1. What producer decisions is she making, and what do you find most effective (slide 5)?\_ |  |
| Consider 4 video techniques that influence how the speaker is perceived, explaining what she does and whether you think it is effective (slides 6-10) |  |
| 1. Close up :  * Emotional intimacy * Visual intensity |  |
| 1. Direct address  * Elevate role of viewer * Sense of immediacy |  |
| 1. Camera movement  * ethos of performer * excitement and unpredictability |  |
| 1. Framing  * Intimacy * Authenticity * Private nature of message |  |
| 1. What have you learned from this video that you might apply to designing/performing/producing your own video (list 3)? | |

Screencasting

The DIY movement and our increasing reliance on learning from one another on the Internet has led to an explosion of how to videos and screencasts that show/explain how to do something. It is becoming popular in education, with both teachers and students creating screencasts. Read through slides 11-20 and check out the screencast tools.

1. **If you were going to put your toe in the water and create a screencast to show how to do something, what would you choose (this could draw on in school or out of school expertise)? Why?**
2. **How could you involve your students in creating screencasts? What would be your goals? What might they do?**

We are not completing the activity on slide 21 at this time, but may later! Think about whether we might want to create a vlog or screencast about our workshop projects. Perhaps this could be a final project for this class that could serve as your portfolio entry? Let’s discuss in class.

# Chapter 12 Video Production

After you read this chapter, please view the slide show on Video Production and respond to the items below.

This chapter overlaps with Chapter 11 on Vlogging and Screencasting, but addresses video production much more broadly. It features several kinds of video: Personal video essay, how to and educational videos, eyewitness video (citizen journalists), video as propaganda, video as advocacy. It also explains how to create an eyewitness video of a live event.

**Find a mentor video text of an eyewitness video and critically analyze it, briefly responding to items below:**

Mentor text video of eyewitness event: title, URL

1. Why did you choose this?
2. Who is the target audience?
3. What is the purpose and goals (another way to think about this is, “What is the story and implied message”?
4. What role does sound play in this video?
5. Consider video techniques and footage – what do they use and how does it affect you?
   1. Camera shots
   2. Mix of angles
   3. Interviews
   4. B-roll footage
6. Narration – what is the style, voice, and how does it affect you?
7. How did you feel after viewing the video?
8. What did you learn from this video?
9. How might you bring video consumption and production into your classroom - a first step project, or a project that builds on video work that you are already doing?

# Observation Reflection on Stop Motion Animation workshop that was held on 3/13

1. 3 take-aways and 1 question: