



# Digital Video Creation in Education

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**Subject:** All- Best for review of lesson content and student synthesis for projects.

**Grade Level:** All (teacher assisted in K-3)

**Purpose:** This tutorial will guide you through the process of having your students create original videos without the use of a typical digital video camera. Two basic methods will be taught here. *This tutorial is not intended to be a tutorial on video editing programs, rather a guide on how to easily integrate video into lessons.*

**Note to teacher:** Many elements of video creation parallel the phases of the traditional writing process. This is helpful to point out to the students.

It is also important to note that before students start to edit video, they need to have a clear plan of what they are doing. Using the computer is just the icing on the cake, the real learning takes place during the pre-production phase. Students need to understand that they may need to redo work until it is satisfactory before they get to use the computer.

## Method 1

**Overview:** Method 1 involves using pre-existing digital video content and re-authoring the audio track. Students will really learn the content of the video very solidly. They will evaluate the content of the first video by watching it repeatedly and taking notes (paraphrasing). They will synthesize their own audio track to create a new video.

### Materials:

- video related to the content you want the students to learn
- computer (PC or Mac) with a video editing program. PC's come with Windows Movie Maker and Macs come with iMovie
- simple microphone for students to record their voice (noise canceling mic-headset combo is optimal.)

\*It is highly recommended to model the entire process with the class before having students do this by themselves. Lower grades may require several modeling sessions from start to finish. This time is doubly beneficial, as students are still learning the content of the video the teacher is creating during this activity.

1. **Find your video-** The first step in the process is to find existing video content for the students to re-author.

Sources of video:

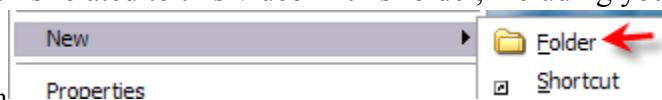
- Students can choose their own video or teacher can choose a video for students.
- One of the best places to find applicable videos is Discovery Education's Streaming video service. Approximately 65% of school districts in the US subscribe to this service.
- If you search, other websites or teachers may offer free videos.
- Teachers can also create simple videos that students can re-narrate. For more on this method see section 2 of this tutorial.



Wherever you get your video, you will need to download it to your computer. For United Streaming videos, it is recommended to use short video clips of length of 1-4 minutes, rather than full videos.

2. **Create a folder** on your computer. Store all items related to this video in this folder, including your initial download, video editor project file (you will create later), background music and others.

\*Note that it is difficult to edit video that is stored on a flash drive.



3. **Evaluating video content-** Before students narrate their own video the teacher needs to decide if students will watch it first or decide what to say in their narration without watching it first (taking information from textbooks, lecture notes or other sources). For younger grades, it is recommended to have students watch the video first. It is suggested to have students take notes on the important elements of the video and paraphrase them in their own words. The amount of notes depends on the students familiarity with the content, available time, ability of the student, and teacher expectations.

4. Students then need to **watch the video again** and make sure that the notes they have taken correspond to the video. **Questions to ask:**

- Is there a narration for most parts of the video?
- Is the narration in the proper order? If not, rearrange it.
- Will people watching the video understand what the new video is about if they did not see the original video?
- Do you want to make the video relevant to a particular audience and use a more personal “voice,” such as “Mrs. Smith showed us this part of the plant.”, “This is the coolest part of the chemical reaction!” or do you want to narrate in a more formal or third person tone?

5. At this point, the teacher really needs to **review student's progress**. This is very similar to the editing and revision phase of the writing process. Double check the student's work using the questions above.

6. Now it's time to **open up your video** editor (in Windows, this is Movie Maker- found under the Start menu; iMovie on a Mac. This tutorial will focus on Windows). Import your movie clip by clicking on the “Import Video” button.

1. **Capture Video**

- Capture from video device
- Import video
- Import pictures
- Record audio or music

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7. **Drag your video onto the timeline** and then right click the audio row of video. **Select “mute.”** on all of the clips to silence  Mute current audio.

8. Next, begin recording your audio. Practice beforehand and speak slowly and clearly. You can record straight through until the end, but I is recommended to stop the recording after every narration. **Click the**



9. When you are finished you can make a **title or credits** by clicking on the appropriate buttons on the options on the left under “Edit Movie.”

10. Lastly, you need to now select the file menu and then:



Type the name of your video and where you would like it to be saved. This will **produce a video that you can upload** to the website of your choice or show directly from your computer!

\*If you want to **add ambient background music** you can download free tunes at [www.freeplaymusic.com](http://www.freeplaymusic.com) . Because Movie Maker is a simple program it will only allow you to add two audio tracks on one movie. You need to save your movie as a movie file (see step 10 above) and then reopen it in Movie Maker to edit it. Now your previous audio tracks have been compressed into one. You can then insert your new music!

11. Upload your new video to a website or blog. Blogger ([www.blogspot.com](http://www.blogspot.com)) is a simple blog or Teacher Tube ([www.teachertube.com](http://www.teachertube.com)) is a great video hosting site. Note that certain video content will need to be cited and/or published on password protected sites if published.

12. **View the video** in front of the class and **allow students to post comments** about it when they are on the computers. Most blogs or video hosting sites allow comments. **Model proper feedback** by pointing out specific elements of the video and things that you learned from the video. Example: “Christopher, I enjoyed seeing the process of photosynthesis and having you explain it. I learned that the stomata are located on the bottom of the leaves.”

**For a more concise tutorial to show the students, please copy and paste [this link](#) into your browser to download this brochure:**

[www.nativeconsulting.com/wp-content/uploads/renarrating-movies.pdf](http://www.nativeconsulting.com/wp-content/uploads/renarrating-movies.pdf)

## Method 2

**Overview:** The second method of creating original videos without a digital video camera requires a standard digital still camera. Most likely, your digital camera has the ability to capture short sequences of video. The teacher or students will capture the video and then edit it to create a unique and informative project. This method is best used for short videos of 3 minutes or less.

### Materials:

- computer (PC or Mac) with a video editing program. PC's come with Windows Movie Maker and Macs come with iMovie
- digital still camera with movie function and necessary cables to transfer video.
- optional- additional memory card for camera
- optional- simple microphone to record voice (noise canceling mic-headset combo is optimal.)

**Step 1.** Decide on a topic for your video. Perhaps you are studying California history and would like to act out a skit about the Gold Rush. Perhaps there will be no actors at all, but footage of shapes, plants, experiments or anything else. After deciding on a topic, students need to create a screenplay. This is the really creative part of the project.

**Step 2.** Students write out their entire script, including dialog and the imagery they intend to shoot.

**Step 3.** Create a storyboard from the script. To create a storyboard, students need to simply draw three large squares on the left side of a page (example on right). Students will draw images of what they wish to record in the squares and write what the scene is about on the right side of the page. Students should think about camera angles, scene length and other factors at this point.

**Step 4.** At this point, it is a good idea to have students “sign-off” with the teacher to approve the storyboard and script. They are now ready to record.

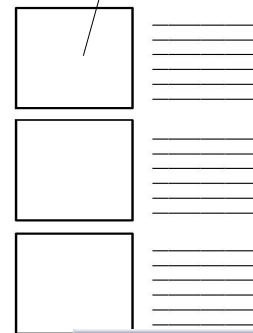
**Step 5.** Using the digital camera, select the “movie” or “video” mode. Remember that this option uses a lot more memory than still images. Students should delete any retakes immediately to ensure memory space is saved. Also remember that the microphone on the camera is not of the highest quality and certain sounds may be distorted slightly. Wind noise can cause a lot of background interference.

**Step 6.** Create a folder on your computer where you will save all of the files for your video. Transfer your movie clips to this folder. Open up your video editor (see method 1 above) and import your clips.

Drag them to the timeline. From here you can edit them (clip the beginning or end, split them, delete scenes...).

**Step 7.** Add titles and/or credits. Don't let students get carried away with special effects like fancy transitions or video effects. These waste time, do not add educational value, and distract from the content when viewing the video.

A sample storyboard



**Optional-** You can now use your new video in the same way as Method 1 above. Delete the sound and renarrate!

**Step 8.** View and publish! See Method 1 for details. **NOTE-** make sure you have parental waivers or permission slips signed before publishing any photos or videos of students who can be directly identified.

For more information, tutorials and seminar availability visit:

[www.nativeconsulting.com](http://www.nativeconsulting.com)

see the “Seminar Handouts” section for more tutorials

\*this tutorial last updated July 2008



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