

ITS Resource Center Home

Video Support Models

Contact Information

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Generalized Models of Video Support

Members of the Research and Instructional Design team will work with you to develop a video workflow that meets your project needs. The following models are generalized examples offered as a starting point for discussion.

Analytical Assignment Model

Creating clips from existing footage, moving images in support of or to illustrate a theme. Clips captured from commercially produced films to support oral presentations, oral presentations using PowerPoint with embedded video, and video for web pages, are all examples of assignments we have supported in this general category. Each different final delivery method (ex. DVD or web video) requires tailoring of the basic video workflow, dictates how we allocate resources, and is important for playback.

- Generalized Analytical Video Timeline:
 - Faculty are invited to a coordinated support meeting with members of R&ID to plan their project and develop a timeline.
 - We then work with Faculty as they create a model of the video project they have assigned to their students. This step helps tailor the learning experience to the learning goals and helps the professor develop evaluation criteria for the final projects.
 - Each planned video project will also include the following support from LITS:
 - Video Storage until resources are fully committed
 - Info@Burke Storage Account Appointments
 - Video Basics Workshop
 - Presentation Trial and Support

Original Footage Assignment

Original footage video projects are those in which students shoot their own video.

Examples of assignments we have supported in this general category include: Videos shot and produced from original storyboards based on an original creative concept or as an adaptation. The learning goals of original footage projects range from demonstration of an understanding of another language and/or culture to creative artistic expression. Students have produced: documentaries incorporating original and analytical components, edit through the camera shorts, original adaptations of scenes from commercially produced films, content specific commercials, foreign language projects demonstrating language proficiency and cultural sensitivity, video art, multimedia installations, and collaborative performance art.

- Generalized Original Video Timeline:
 - Faculty are invited to a coordinated support meeting with members of R&ID to plan their project and develop a timeline.
 - We then work with Faculty as they create a model of the video project they have assigned to their students. This step helps tailor the learning experience to the learning goals and helps the professor develop evaluation criteria for the final projects.
- Each planned video project will also include the following support from LITS:
 - Video Storage until resources are fully committed
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The timeline, information covered, and resources necessary to support either analytical or original footage assignments vary significantly with the specific goals of the faculty member and their course.

Definitions of Planned Support Events

Videography & Language of Film Workshop

In this workshop, students learn universal camera settings (audio bit rates, record mode), camera angles, and the basic language of film. We begin by viewing a few short video projects and discussing the visual, aural, and temporal elements. Formal deconstruction of these elements is tied back to basic language of film and design of multimodal communications. Analytical and creative components of media literacy are woven into the deconstruction of a video.

In hands-on sessions following the discussion, students learn the basics of storyboarding and planning a video project, universal camera settings, framing & composition, camera angles, and editing through the camera.

Info@Burke Storage Account Appointments

Prior to the Video Basics Workshop, students will learn how to access specially created video storage accounts and how to move their files between these server spaces and our public lab facilities.

Lack of understanding of file structure and how to manage files between a storage account and authoring areas is one of our most frequently encountered "gotchas". The type of video project, total final length, and who will be editing it, affect how we can set up storage accounts for students. Accounts for students working in groups, for example, must be set up differently from those for individual projects.

Video Basics Workshop

In this workshop, students receive an overview of video editing and instruction on how to compress and deliver their video project. Students benefit most from the video basics workshop when all or most of their footage is captured before attending. At that point, they have a concrete idea of what they might be able to do with their footage and have the opportunity to ask their specific editing questions. Even though we have standardized on Adobe Premiere editing software. Students who have taken our workshops in the past need to understand and/or review the recommendations and procedures for video authoring each semester.

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