

Newton's Video Podcasting

- You will be creating an original 3-5 minute video podcast about one of the concepts that we have learned in the Newton's Laws unit.
- You may work in groups of 2-4

Part I: Planning Your Segment

- Determine what you want to take footage of, and how you'll apply physics to its analysis.
 - Think through the basic mechanics of your topic -- how does it work? What concepts from class does it demonstrate and/or utilize?
- Using paper, sketch out a storyboard for how you want your clips to look. Include a sketch of your title screen and any intermediate screens you'll need to tell your story.
 - Free Storyboard Software: Video Storyboard Pro
- Write out any narration you'll need to tell your story.
- Using your storyboard and narration guide, set up a list of video "shots" you'll need to achieve your vision. Plan out who will obtain the shots, what the shots will look like, etc. (camera angle, close-up, far back, tripod, audio, etc.)
- Your Storyboards are worth **25** points are due **NOV 21**.

NOTE: This is the most important part of the video creation process... if you don't have a detailed storyboard, your editing process can become extremely long and complicated. Don't skimp on the details here!!!

Part II: Gathering Your Media

- Pool the resources of the group and see what tools you have to use.
- Develop the shots that want.
- Don't forget to include appropriate "B-Roll" footage. B-Roll refers to video footage that sets the scene, reveals details, or enhances the story.

Part III: Presentation

- Your finished product will be shown in class and part of your grade will be judged by your peers.
- Presentation day is **DEC 13**.

Some Hints for a Good Podcast:

- Don't use last names in your podcast. Introduce yourself as follows: "Hi, I'm Jane with the Physics in Action Podcast, and today we're going to look at the physics of ..."
- Plan out your project before you even lift the video camera. Think of what shots you want, and how they'll fit together to tell a complete story. You can always modify your plan later, but this will help insure you get all the clips you need.
- Set aside time to draw out your storyboard in detail. This is by far the most important step of the process, and can save you hours of frustration.
- Practice your lines out loud before actually shooting.
- Use a tripod to hold the camera steady whenever possible. If not possible, hold camera against a wall or tree for stability.
- Working in teams is not only fun, but can save you tons of frustration. Besides having others to bounce ideas off of, having someone to hold the camera, provide prompts, obtain B-Roll footage, and assist in editing and narration can make or break your segment.
- Avoid shooting in shadows or "mixed" lighting.
- Try to shoot five seconds of footage before and after the footage you want. It will help with transitions when you get to your production stage.
- Don't be afraid to pull friends into the project with you. The more minds involved in the project, the more great ideas you'll come up with.
- Take your time in the editing stage... it can be a daunting task the first time you do it, but once you've gone through the process, you'll be great at it in no time.
- Have fun with your project. If you're not having fun as you create your video, you're doing something wrong.
- Don't be afraid to ask for help – I won't do the project for you, but I'd be glad to lend a hand with ideas, overcoming technical hurdles, and helping you to make this project an enjoyable one.

Individual Scoring Rubric

Your Lab Report must be typed. It must include the following:

Name: _____ Group Members: _____

Points

25 Copy of Storyboards (**Due November 21**)

50 Copy of Video Podcast either on delivered as a file (thumbdrive) or on a cd/dvd. Video scoring will be by Mr. Neddo using the Video Rubric

15 Group Scoring

5 Audience Scoring

5 Analysis Questions

100 Total Points

-15 Points for having to do alternate project

Each group member will have to turn in a scoring sheet with their full groups scoring rubric completed. The group will determine their own rubric for each criterion. Each group member will also include their analysis questions on the scoring sheet.

Student Grading				
Assessment Criteria	25 Points Possible	25 Points Possible	25 Points Possible	25 Points Possible
Group Member follows directions				
Group Member cooperates with group members				
Group member always follows lab safety rules and lab directions				
Group Member stays on-task				
Group Member does their Job				
Total Assessment				

Student Audience Grading	2	4	5
Video Editing	There are many problems with the video that distract from its effectiveness. Problems may include sound issues, poor information, not enough pictures, length, etc.	Any problems are so minimal that they don't distract from the effectiveness of the message. Length was between 3 min. to 5 min.	Movie is well edited and effective. Length was between 3 min. to 5 min.
	2	3	4
Science Content	The video is not accurate and does not adequately address the science topic.	Original and accurate, but video fails to hold the interest of the audience or address the science topic adequately.	Original, accurate, and interesting video that adequately addresses the science topic.
	1	2	3
Pictures/Video	Pictures/ video are blurry and detract from the video OR too pictures do not support the topic adequately.	Pictures and video are well suited to the topic. Some may be slightly blurry or out of focus but most are clear and easily visible.	Pictures and video are well suited to the topic. All are clear and easily visible.
	1	2	3
Audio	Tone and voice rarely convey emotions or enthusiasm. Recording is unclear and/or not loud enough to be heard. Background sounds and effects absent or distracting.	Tone and voice frequently convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects usually blend with the video's message.	Tone and voice convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects blend with the video's message.

Mr. Neddo Grading	6	10	16
Video Editing	There are many problems with the video that distract from its effectiveness. Problems may include sound issues, poor information, not enough pictures, length, etc.	Any problems are so minimal that they don't distract from the effectiveness of the message. Length was between 3 min. to 5 min.	Movie is well edited and effective. Length was between 3 min. to 5 min.
	6	10	16
Science Content	The video is not accurate and does not adequately address the science topic.	Original and accurate, but video fails to hold the interest of the audience or address the science topic adequately.	Original, accurate, and interesting video that adequately addresses the science topic.
	2	6	10
Pictures/Video	Pictures/ video are blurry and detract from the video OR too pictures do not support the topic adequately.	Pictures and video are well suited to the topic. Some may be slightly blurry or out of focus but most are clear and easily visible.	Pictures and video are well suited to the topic. All are clear and easily visible.
	1	4	8
Audio	Tone and voice rarely convey emotions or enthusiasm. Recording is unclear and/or not loud enough to be heard. Background sounds and effects absent or distracting.	Tone and voice frequently convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects usually blend with the video's message.	Tone and voice convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects blend with the video's message.

Analysis Questions

1. How did undertaking this project improve your understanding of Newton's Laws?
2. How did you feel about this project when it was first assigned?
3. How do you feel about this project now that it has concluded?
4. What would you have done differently as you and your team worked through this project?