

Chapter 1

Interview an Expert

There is much to be learned through the process of creating media--understanding the organization and production development, while also recognizing the techniques and analysis that can be applied when interacting with published media. This book provides teachers with the background knowledge, planning and learning process, as well as skills to guide students in creating their own media by interviewing an expert.





About the Author

Don Goble

Don Goble is an award winning Broadcast, Technology, Multimedia and Film Instructor at Ladue Horton Watkins High School in St. Louis. Journalism Education Association's Broadcast Adviser of the Year, Don is also an Apple Distinguished Educator, PBS Lead Digital Innovator and author whose understanding of media literacy is ahead of his time. Don masterfully engages students to author and craft media messages to share their stories.

Introduction

Purpose(s)

1. Offer students an introductory opportunity to create their own media.
2. Provide an alternative means to engage in research of a given topic or content.
3. Provide an alternative form of assessment in which students can illustrate comprehension of the subject matter.
4. Allow students an opportunity to communicate with an individual in a particular field of subject expertise.
5. Create an opportunity for students to publish their research and report.
6. Provide an opportunity for students to collaborate and communicate authentic critical thinking and analysis skills.

When students have access to devices in our classes, and beyond, they're likely to be consuming content, and if producing content, they are doing so in unsupervised contexts without instruction. Integrating mobile tools like the iPad into our curriculum presents an opportunity to teach media literacy through creation.

Engaging students in expert interviews allows students to create their own media and hone their communication skills by interviewing an expert or a specialist in their area of study, for a class lesson, unit or research project. This book details needed preparation, the interview process, and how iMovie on the iPad can be used to capture as well as share student research and learning.



Preparing for the Unit

Step One: Curricular Connection






Choose a unit of study or curricular area where it makes sense for students to reach out and learn from people who are experts in their specific subjects.

Step Two: Management

Think through logistics of group sizes and device management. The examples featured are drawn from a 1:1 school, but similar work is possible in classrooms with higher ratios of kids to iPads. Students can work with partners or a small group with each child taking part in the research, writing, reflection and publishing while sharing the actual interviewing roles. My students do all of these tasks on their own and are quite successful. They must rely only on themselves to complete the work. Decide what will work best in your learning context.

Step Three: Tools

Prepare iPad images so that student devices are loaded with the proper tools. Make one choice from each column.

WORD PROCESSING	VIDEO PRODUCTION	WORKFLOW
 Pages	 iMovie	 SchoolTube
 Google Docs for iOS		 Google Drive for iOS

Step Four: Project Plan

Plan adequate time to complete this project. Listed below is a time estimate for this process working with one-hour periods of work time. Teachers working with younger students may choose to break this project up into smaller timer periods and take a little longer time to complete the process. Less is more when you first start the interviewing journey!

Sample Unit Plan

Period One	Period Two	Period Three	Period Four	Period Five
Decide what you want to learn	Brainstorm accessible experts and interviewees	Learn about COOL characters, interview styles, listening skills	Explore camera techniques and strategies for successful interviewing	Decide and coach students about expert selection decisions, craft invitations for interviewees
Period Six	Period Seven	Homework	Period Eight	Period Nine and Ten
Craft conversation starters and prepare for interview	Practice and prepare your interview	Conduct Interviews	Add titles if you wish and publish	Share and reflect

Selecting an Expert

Step One: Zoom-in and Define Focus

As a class, review the unit or lesson where you will be incorporating interviews. What are the main points you've been studying to date? What are major areas of focus or objectives in the unit of study? What do class members wonder and want to know more about? Who can student's talk with to help answer questions on their minds?

It will be important to answer these questions as you will need to identify an expert who will provide the answers your students seek.

For example, let's say your class is studying plants in science. Your students may choose to find people who have something to do with or know about plants, a botanist, maybe a flower shop owner, or a master home gardener.

Or let's say your class is learning about nutrition. Your students may want to locate a nutritionist, a chef, a FACS teacher, someone who is vegan, an athlete, or maybe a health teacher.

Remember, everyone is an expert at something no matter how big or small, so find any kind of person who has knowledge of lessons you are learning in class, and they could be the perfect subject to interview.

Gallery 1.1 Assignment and Example

Assignment: Create a 3 minute expert interview.

Big Topic:

What objectives did we cover in class that relate to your interview?

What are at least three things you find interesting and/or still want to know more about?

Create a statement of intent.



When **brainstorming** topics, our class created a shared Google Doc, to list the top three subject ideas from each student. The other members in the class were then able to comment on which subjects sounded most interesting to them as the “audience” to help the student producer narrow their choice to one.



Step Two: Brainstorm Local Resources

The next step is to brainstorm local experts. I create a class **Google Doc**, and each student contributes to the list as many local experts as they can think of that could speak to their big topics.

When creating the list, examine the staff in your own school building, family and relatives. Brainstorm and research all local universities, colleges, businesses, physicians, politicians, athletes, historians, media, and more in your community who may have a comment or opinion about the subject matter. Students should write down as many names of people as they can think of or find.

Step Three: Teacher Approval, Expert Invitations and Logistics

Once students have selected their top choice, as the teacher, I review student thinking and approve proposed projects when students are ready to move forward. The students and I then conference to discuss ways to contact their expert.

The most efficient ways to contact individuals have been to research their contact information on the web and then place a **phone call**, write an **email**, or send them a message on **social media**. For younger learners, the class can craft a generic invitation, modify for their particular expert, and the teacher could send it on their behalf with school contact information for safety purposes. Invitations should include: (1) introduction to class inquiry/project and student/student group/class, (2) purpose for interview and why students have selected the person as an expert, (3) proposed time, date, location for interview, and (4) process and timeline for responding to invitation.

Once **invitations** are out, it's time to begin preparing yourself, making needed arrangements for a successful interview, and preparing materials so that you're ready when you meet with your expert. The next few pages will take your students through a successful sequence to find a good location to record the interview, ask great questions, compose the interview properly, capture the audio, and record the footage with the iMovie app.



Learning How to Conduct an Interview

You will capture and share your interview in video form. The pre-production phase for any video begins with the planning. Attending to logistics, writing out plans, and practicing are the most important elements of a successful video interview.

C.O.O.L Characters

Think about the times when you have watched a news report, seen a film, or viewed a television show. Each form of media tells a story and each of these stories contain characters. Whether these are fictional characters or real people, every great story has characters.

Through your selection process to interview an expert, hopefully you have found what I call a **C.O.O.L character**. The acronym stands for **colorful, outgoing, opinionated, and lively**; basically someone who will be interesting to watch. As the interviewer, you can help facilitate the process to get the most out of your expert, even if they aren't the most outgoing individual.

Finding a C.O.O.L. character does not have to be complicated. Sometimes the student who eats alone in the cafeteria might be the most interesting person you've never met. **Everyone has a story to tell**, and people love to talk about topics they know a lot about. Try to avoid someone who is really reluctant or truly shy about being on camera.

The best ways to capture your C.O.O.L. character are to listen well, make a connection, take your time, and most importantly enjoy yourself! These are skills I will discuss in the next section.

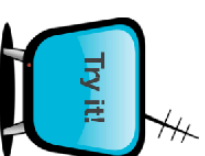
C.O.O.L. Characters

Colorful

Outgoing

Opinionated

Lively



Learn To Listen

Just like a great conversation, a great interview is more about listening than it is talking. Becoming the best listener you can be, will help you learn more about the individual you are speaking with and could possibly lead to more thoughtful follow up questions or discussion.

To become a **good listener** there are a few tips that I always find helpful. First, **never interrupt the speaker**. You may have another question you feel like you have to ask, however, it's important to let your expert completely finish their answer, before setting them up with another question.

Second, a trick I like to use is to cover my mouth with my finger. This is a non-verbal reminder to stay quiet and wait for my expert to finish their thought.



Third, notice my eyes. **Focus on your expert with your eyes**. Eye contact is a true sign of engagement and tells the speaker you care what they have to say.

Create a Connection

Find a connection point. By nature, people may feel anxious or nervous about being recorded on camera. Therefore it's important to build a relationship with the individual, even in small ways. Hit the record button, but then make small talk to gain some trust from your expert and help get them comfortable.

One thing people always like to talk about is themselves. So ask how their day is going. Talk about the weather or pay attention to the surroundings where your interview is taking place. Look around to see if there are pictures of his or her family, awards on the table, or items that may suggest a hobby or interest. Ultimately the topic doesn't matter; you just want your expert to forget the camera is there recording them so they will open up and give you insightful answers.

Make Time

Interviews, just like conversations, are much better when you have time to relax and talk about things. Therefore, **make time for the interviewee** and don't be in a rush.

When arranging your interview, it will be important to **block out 10 to 15 minutes** or more to arrive at your location, introduce yourself to the expert, make some small talk, and then conduct and record the interview.

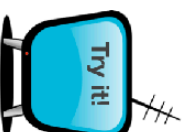
You will also want to **plan for some time to playback** some of your interview before you leave, so that if something didn't record correctly or you feel like you need more information, you have designated some time to do so.

If you only have five minutes to interview your expert and you rush to the location to cram it in, your expert may be uncomfortable with the speed at which you are racing to complete the interview, and therefore may not give the best answers possible.

Enjoy Yourself

Take your time and enjoy the experience. This might be the only time in your life you get to ask a dentist if cavities are truly gross or if principals ever give themselves time outs from kids. Whatever your example is or whomever your expert is, **have fun and enjoy learning in a new way.**

Learn To Listen - Create A Connection
Make Time - Enjoy Yourself



If you follow these four tips, your students are set up for success in interviewing, and think about it, aren't all of these **great skills for real life** too?

Capturing Quality Audio and Video

There are several decisions you will have to make prior to the interview which will dictate the quality of the **audio and video** you capture, including the style of the interview, placement of the interviewee and iPad, location, lighting, and camera angle.

Interviewing Styles

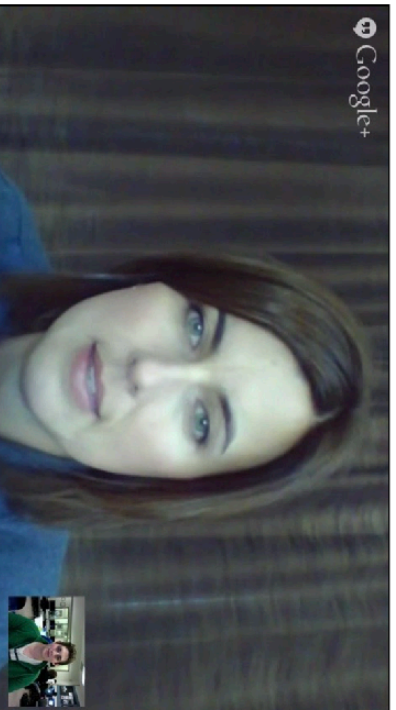
There are a few different styles of interviewing. The first style includes the interviewer's voice, but the interviewee is not visible on camera, only the expert is. This style is perfect for this project as it is **easy for a beginner**, yet looks sophisticated like a professional.

The **style is simple**, can be done in one take, and does not include any editing. In addition, you as the teacher, will know which questions the students asked, which will lead to healthy constructive critique and discussion.

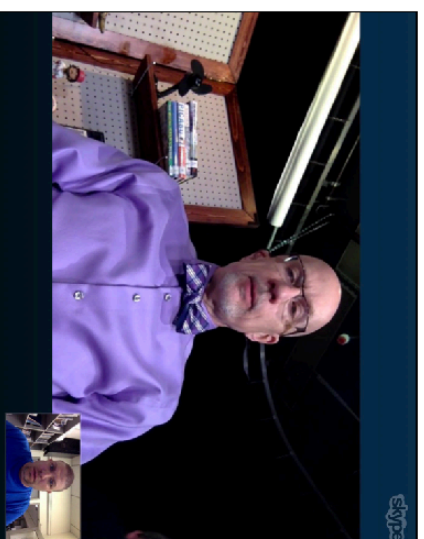


A student interviewed a local St. Louis resident following the media sensationalism surrounding the events in Ferguson, MO in 2014.

The **second style of interview** places the interviewer and the expert in different locations entirely, otherwise called a **"remote."** This style of interview is becoming more popular with the ability to interview experts all over the world and record the interview using Skype, Google Hangout, or other forms of remote video capturing. This particular style would be conducive for this project.



*Sheri Harmonson from **Best Buddies International** is interviewed on Google Hangout by student Reis Rosenbloom.*



HEC-TV talk show host Tim Gore is interviewed on Skype by multimedia teacher Don Goble.

For the **third interview style**, the audience only hears and sees the expert on camera. In other words, the interviewer is not visible nor heard on camera. For advanced students who will want to edit only the best parts of the interview, this is a preferred style. However, the process we are discussing is for beginners, and therefore we don't want to spend the time on editing our recorded interview quite yet. So I would discourage this form of interview until you have practiced a bit more and have learned how to edit. Being aware of possibilities can **help students see progression and develop more sophisticated skills** over time.

I have shared some examples of this form of interview in the **Become a Citizen Journalist** by Apple Educators in iTunes U. You may aspire to do a more detailed report in the future, but when you first start out, I recommend the first interview style you read in this section.

iTunes Preview

Overview Music Video Charts

Become a Citizen Journalist
by Apple Distinguished Educators

To subscribe to an iTunes U course, click View in iTunes.

[View More from This Institution](#)

Course Description

Mobile journalism is an emerging form of new media consisting where reporters use portable electronic devices with a small camera, microphone, video, edit and distribute news from the scene of their coverage. The ease, efficiency and speed of which to report news will be paramount in learning how and why to properly report news with a mobile device. And increasingly, the average individual with a mobile device is becoming a "citizen journalist," reporting the breaking news and events occurring in the world around them.

In this course, students will research, write, shoot, edit, and publish a mobile journalism news package using only an iPad. While iPad video production accessories, such as microphones and tripods are helpful, they are not necessary in order to create a video story. This course will provide you the necessary techniques and skills to use only the power of the iPad in your hands to successfully produce a mobile journalism news package and become a ...More

Customer Ratings

We have not received enough ratings to display an average for this course.

Name	Description	Time	Price
1. Blood Drive		1:17	Free
2. Message to Educators >			Free
3. Calculating Assignment			Free
4. Media Consumption an...			Free
5. Stop the Donor Alan		0:47	Free

Tap the image to download the course

The **fourth interview style** includes both the interviewer and the expert visible in the camera shot. However, when using an iPad without an external microphone, to properly include two people in the frame of the shot would require the individuals to be too far away from the iPad microphone to capture good audio quality, so I discourage this style for beginners. If you have an external microphone that can pick up both of your voices, this style can work.



There are a few problems with this interview style. First, the audio is very hard to hear from the expert. In addition, there is a door slam in the background. The interview is about technology in the classroom, yet the location is in a hallway by a locker. This is perfect example of what not to do for your interviews.

Interview Placement

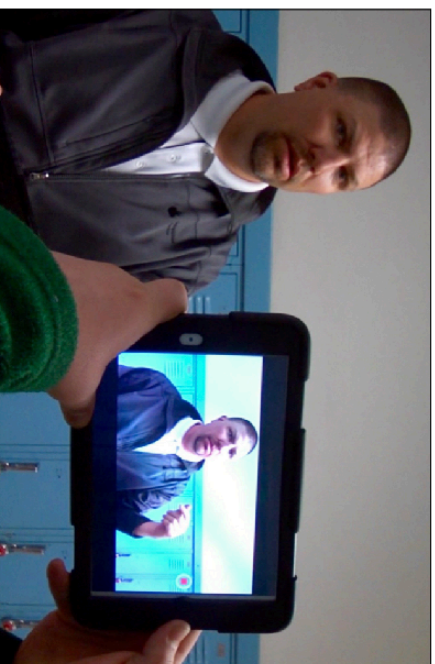
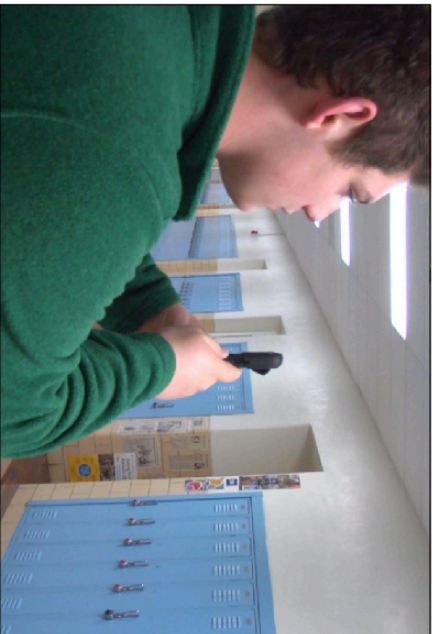
You will have two options of where to hold your iPad in order to capture your interview. The first way would be to **place the iPad right in front of you and pointed directly at your expert**. In this case, your expert will be looking straight ahead at the camera lens.

When people look directly into the camera lens, they are directly addressing the audience. This style is often used in reality television or by news anchors at a professional news station.



Another and more preferred placement of the iPad, is to hold the iPad just **over one of your shoulders**, while having your subject look at you instead of the camera. This form of placement of the camera is a more **professional and conversational** style you would view in a news story on CNN or Fox.

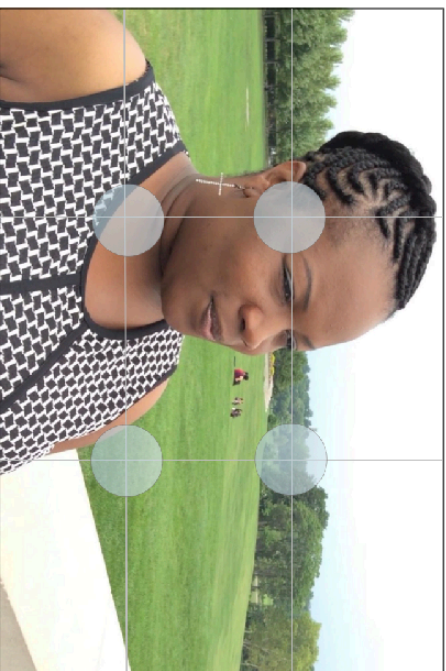
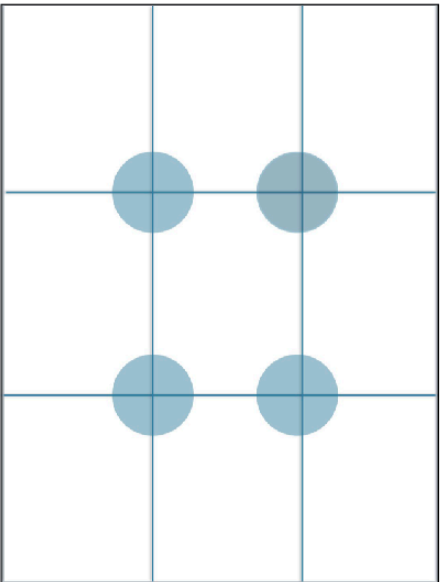
If our expert is in the **right third**, the camera is over the **right shoulder** of the reporter, and the expert will be **looking left**. When our expert is in the **left third**, the camera is over the **left shoulder** of the reporter, and the expert will be **looking right**. We are able to capture this technique by holding our iPad "**over the shoulder**" of the interviewer. As the interviewer, you may choose to hold the iPad yourself over your shoulder, or have a partner hold the iPad over the shoulder of the reporter so that you may only focus on the interview. Either approach works well.



The two different styles of camera placement you have viewed utilized what's called the "**Rule of Thirds.**"

The Rule of Thirds looks like a tic-tac-toe grid on your iPad. Rather than placing your subject in the center of the screen, you place your subject on one of the hash marks, identified in the image by the shaded in circles.

When your subject is a person, your place their **eyes on the upper right or left hash**. This is called "**eyes on third,**" so therefore, you are drawing the attention of your audience to the eyes of your subject.



Also notice the framing of the shot. The top of the woman's hair/head is set at the top of what you see on your screen. This is the perfect placement. If there was a **space above her head**, that would be called **headroom**. When there is headroom above your subject, they look as if they are falling off of the screen, and this is distracting and upsetting for the viewer. So always make sure the person's hair/head is at the top of the screen, without being cut off.

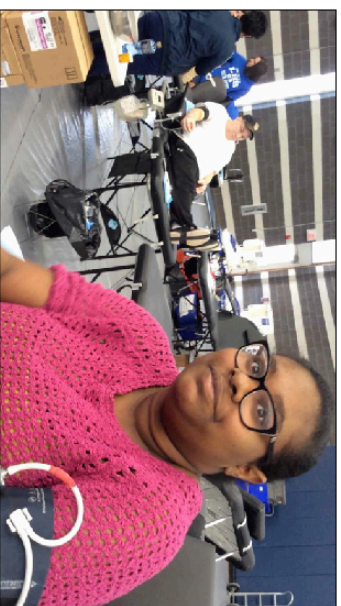
Optimal Location For Audio

Where to interview your expert will be a very important element to your project. The **environments and locations** could be crucial for a successful video interview.

Keep in mind the **audio in a video is just as important, if not more, than the actual video** itself. Without sound, you don't have a strong video interview. For example, you have an eager expert ready to share their opinion. The light is perfect, your questions are ready, and you hit record. However, you are too far away and now you can't hear their words of wisdom.



TV Host Tim Gore is interviewed on the set of his show "Explore!"



Student Madison Manning is interviewed in the school gymnasium where the Red Cross Blood Drive took place.

Now, imagine that your expert is too far away from your iPad and a siren goes off in the background. Or people start walking and making noise in the background, and suddenly, you can't hear a word that your expert is saying.

To avoid this scenario, there are a few items to keep in mind.

First, **get close!** You should **stand about two to three feet away** from your expert. Yes this is close and may seem awkward and uncomfortable. You will be fine, and remember, the small talk before the interview starts will help alleviate some of the awkwardness for both of you. It's so important to capture audio we can hear, so get close.



Next, **find a quiet location** with minimal to no distractions. Be mindful of unintended noise, such as a bell ringing, a phone vibrating, people talking in the background, a siren passing by or some other environmental sound. A quiet location will allow for a comfortable place to have your conversation, get close, and record quality audio.

Keeping all these factors in mind about recording quality sound, you may also want to **consider recording at a location that is related to your subject**. If your expert is a scientist or science teacher, it would be really cool to interview them in their lab with experiments in the background.

You may notice some space above our scientists' head in this shot.

Remember, this is called **headroom**. However in this case, a little bit of room above her head is acceptable because we are capturing a very interesting science background and location of her experiments and tools. Ultimately though, **try to avoid headroom**.

Light

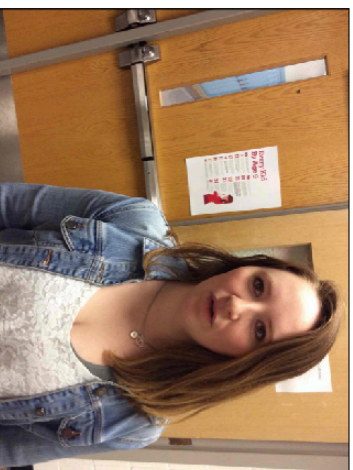
For this project and for many of the videos you may create, having the **proper amount of light on your subject** will be paramount. For my students, we make use of as much **natural light** as we can find. For example, the sun, lamps, or the lights on the ceiling of our school.

There is **ONE main rule** to follow as it pertains to lighting your subject; **the main light source goes behind the camera, not the subject**. If the main light source is placed behind the camera (and you as the interviewer) the light will shine on their face, offering our viewers a clear image of the subject.

However, if you place the **light behind the expert or subject**, the light will now create a shadow across their face, casting what will appear to be a **silhouette**, making it difficult for the viewer to make sense of what they are watching. The amount of light on a person's face can lend credibility to the expert if well lit, or make them seem unreliable, like they have something to hide if dark. Always make sure the **BRIGHTEST light is behind the camera**, not the person.



The hallway light is the brightest in the room and was placed behind the person, casting a shadow on her face.

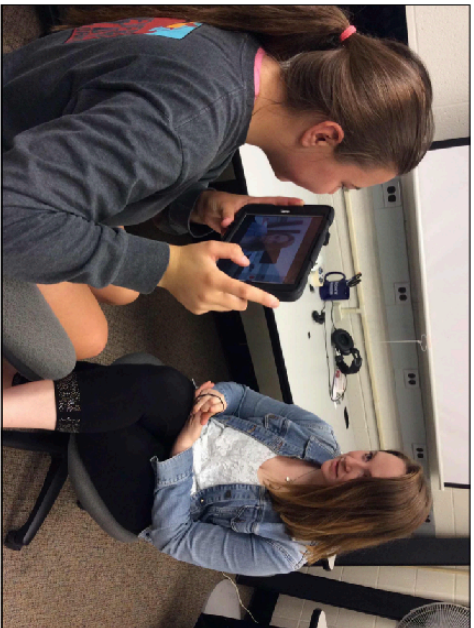


The hallway light in this image was now placed behind the camera, allowing the light on her face.

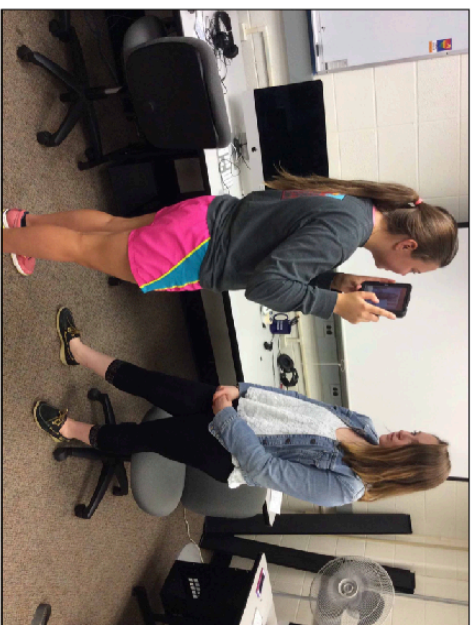
Camera Angle

When the **camera is placed at the subject's height**, this is called an **eye level angle**. In other words, if our expert is looking at the lens, she wouldn't have to look up or down.

Here is the rule to maintain proper eye level: if your **expert is standing**, you as the **interviewer will stand**. If your **expert is sitting**, you as the **interviewer will sit**. In other words; **sit = sit** and **stand = stand**. Mirror your subject and you will record at the correct eye level.



Both the interviewer and subject are seated, creating the proper eye level. They each can look the other in the eye at the same angle. Also notice the iPad is "over the shoulder" as suggested earlier in the book.



Both the interviewer and subject are standing, creating the proper eye level. They each can look the other in the eye at the same angle. Also notice the iPad is "over the shoulder" as suggested earlier in the book.

Preparing for the Conversation

It's now time to prepare the material we want to interview our expert about. One method would be to **create open-ended questions**, such as "why did, how did, and what if" at the beginning of our questions. However, my students and I have had much greater success by **NOT** asking questions. Rather, we use a **conversational approach**.

If you ask a person a question, they are expected to give an answer. However, if you have a conversation with someone, inevitably you end up sharing stories with each other.

I like to tell my student's "**it's not an interview; it's a conversation.**" Therefore, to conduct our interview, we aren't going to necessarily ask questions. Instead, we will create conversation starters. In my opinion, there's no better conversation than, "**Tell me about...**"

Conversation Starters

- Tell me about yourself...
- Tell me why science is important in our society...
- Tell me why you love to grow vegetables in your own garden....
- Tell me why medicine isn't always a solution for our health...

The phrase "**tell me about...**" will elicit an explanation, a description, a story. So rather than asking, "How did you become a talk show host?", you could begin the conversation by saying, "Tell me about how you became a television host." It's a slight alteration that will make an enormous difference in the response you will capture.

Once you established some “tell me about...” starters, it is certainly appropriate to listen to their answers and be prepared for follow up questions that could begin with such phrases as, **“how did, what if, or why do you.”** These phrases offer your expert what’s called **“open-ended”** responses and a clear opportunity to reply freely.

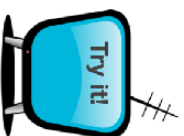
Avoid questions that may only elicit one word or yes or no answers. One word answer questions are called **“closed-ended”** questions. Closed-ended questions may start with words like “do you like,” “how many,” “what is,” and other phrases that could possibly only be **answered with one or two words.**

Prepare your “tell me about” conversation starters and follow-up with open-ended questions. I recommend preparing to discuss at least ten topics, with possible follow up ideas once you listen to the answers during the interview.

Following Up

One final piece of advice with an interview would be to finish all conversations with, **“Is there anything else you would like to add?”**

Using this phrase allows your expert an open opportunity to tell you anything else they feel is important to the conversation. My students and I have found this technique incredibly valuable, and many times, reveals some of the best information from the interview.



Open Ended Questions	Closed Questions
<ul style="list-style-type: none">-How did you get involved with the French Club at school?-Why do you play baseball?-What if you only had one period in history to live, when would that be and why?	<ul style="list-style-type: none">-Do like cars?-How many years have you worked as a veterinarian?-What is your favorite color?
These “open-ended” questions will elicit an explanation with reasons.	These “closed-ended” questions could be answered with one word and are uninteresting responses.

Final Tips

You are ready! You have successfully identified a **C.O.O.L. character**. You have studied the importance of listening, interview styles, optimal locations, and asking questions. Before we have you complete a practice interview, let's cover some final tips.

When you arrange for your interview, **be clear to your expert** about what your project entails, what kinds of questions you'll be asking, and what will happen to the finished product. Your expert will appreciate knowing the **purpose of the interview** so that they can appropriately offer the most valuable information. You can discuss this with your expert the first time you set the interview, or in a follow up confirmation call or email to prepare them for your visit.

With that said, **never give your subject the questions ahead of time**. If you provide your expert with the questions ahead of time, you will lose out on the spontaneity and the authenticity of their answers, because your expert will most likely over-prepare and rehearse their answers. It's perfectly acceptable to offer the topics you will cover, but again, this is a conversation and it's better to have conversations that are genuine and unrehearsed.



Conducting The Interview

Practice Interview

Before you begin your expert interview, it's best to practice. Gallery 1.2 contains a list of questions for students to think about, along with the practice questions I use.

Once you have gone through the interview planning questions, select a partner to practice with and choose who will be interviewed first. If the person being interviewed makes a mistake, so be it. Don't feel like you have to stop and start. Remember, you won't be doing any editing, so capture the interview in it's native form and have fun!

Gallery 1.2 Checking Yourself and Practice Questions

Planning Your Interview

Style of Interview

Will your interview be on location or remote? (circle one)
Will the person being interviewed be the only one person on camera? (yes)

Camera Placement

Will you hold the iPad or recruit a friend?
Is the iPad over your shoulder with the person's eyes looking at you?
Are you following the rule of thirds?
Is the person looking towards the empty space?

Optimal Location

Are you two to three feet from the person speaking?
Have you checked for distractions and unintended noise?
Is your background related to the topic if applicable?

Lighting

Is the light source behind camera?
Is the lighting good such as from outdoors or school lighting?

Camera Angle

Is the camera at eye level to the speaker?
Will you both stand or both sit?

Getting Started With iMovie For iPad

How To Use iMovie

Recording A Video

How To Edit A Clip

How To Add Titles

Sharing Your iMovie Project

Apple Tutorial - iMovie for IOS

Practice Interview Questions

Could you say and spell your name?

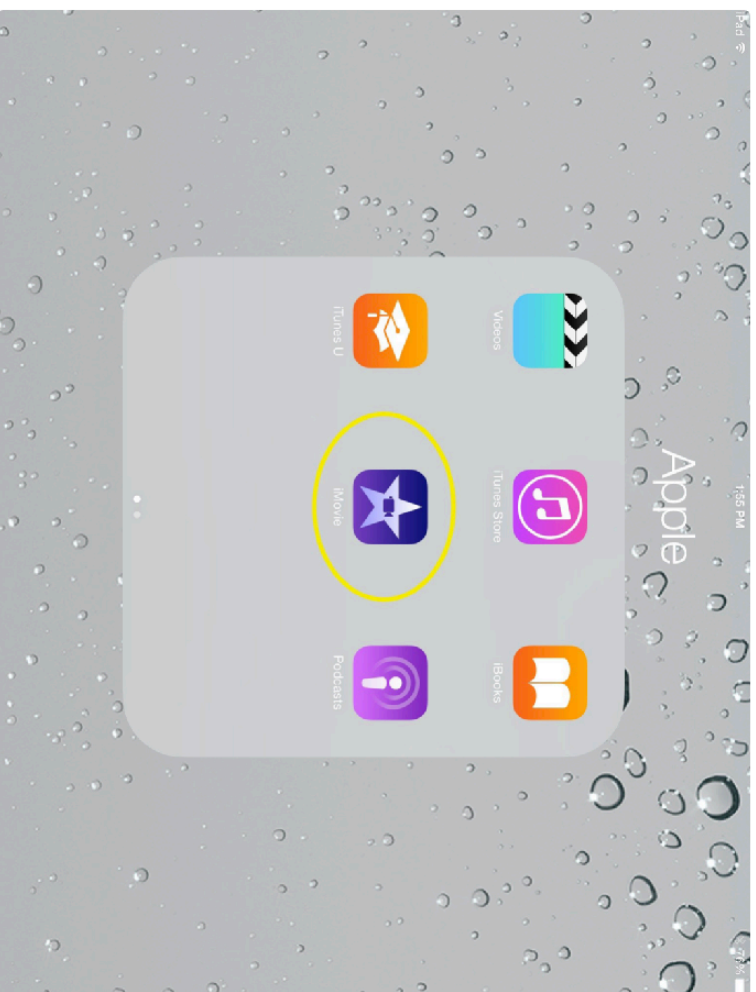
Tell me about yourself.

Tell me about the class we are currently in.

Tell me three things you are hoping to

learn from this interview project.

Gallery 1.3 Record your footage within the **iMovie** app



Have your students record directly into the **iMovie** app. Often people start with default camera app and then struggle to bring that footage into the iMovie app. Since it's so easy to actually record within the app, I highly recommend you follow the process in the images shown here.



Expert Interview

You are now ready to begin the **production phase** of your project to interview an expert! Utilize the lessons you have learned through this book and you are sure to have a successful project. If you have practiced your technical skills and created solid plans, you should have a successful video.

Arrive at your location for the interview at least **five to ten minutes early**. “*To be early is to be on time. To be on time is to be late. To be late is to be forgotten.*” Get to your site early. Look around as soon as you arrive and start using the **Interview Planning** questions to determine the details of your production.

Introduce yourself to your expert if you have never met before and thank them for the opportunity to have them be a part of your project.

Don't worry if your expert makes a mistake, just keep recording. If your subject needs to stop for any reason, no problem. Just hit the record button again, which will pause the recording, **select “Use Video”** and the video you just recorded will be added to your iMovie timeline. Perfect! To pick back up, just open the video button again and hit record to resume the interview.

Once you have captured the entire interview, **play back some of the recording in iMovie**. Make sure the video actually recorded the way you wanted. Check for sound and if all looks good, you're done!

Thank your expert for their time and let them know the video will be published to the web shortly. Offer to email the link of the video to your expert once it is complete. Return to class and show off your hard work to your teacher and classmates. The video is now ready to be published.

Reminders

Find the location of your interview and either both agree to sit, or both agree to stand, for your interview.

Next, make sure you are only two to three feet away from each other so that you can capture quality audio. In addition, check your location for any other possible noises that may interrupt or distract from your interview.

Once you have set up your chairs or agreed to stand in your location, pay special attention to the light in the room, making sure the main light source is behind the camera, and not your person.

Open up the iMovie app on your iPad, hit record, and capture all of the footage directly into the app.

Publishing Your Video

The third and final phase of a video production process is to **publish your work**. One of the wonderful outcomes from producing video, is the ability to easily share your work to a web host or add it to a blog website.

It's **essential to find an authentic audience** now to critically view and analyze your media work, and then to interact with them through comments, blog posts or reflections. Since I teach in a high school, students' videos are public, for all to see. However, if you are working with students under the age of 13 years old, or you would simply like to maintain some privacy settings with your videos, you certainly have the option to do so, while still offering students the publishing experience. In this case, use **Google Drive** or **KidBlog**.

For public consumption, there are **three main video hosts** on the Internet in which to send your videos: **SchoolTube**, **Vimeo**, and **YouTube**. Vimeo and YouTube are apps which you can directly send to through the iMovie app (as long as you already have an account with each provider). Follow the step by step instructions with these video hosts when you are ready to upload.

I have my students use **SchoolTube**, **the nation's largest K-12 moderated video sharing platform**, specifically designed for students and educators and exclusively endorsed by over twenty national education associations. **SchoolTube is free for students and educators**. In addition, it's easy to upload your videos from your photo album, and manage your account on your iPad. An added value is that you can **create privacy settings**, so that only those with certain accounts can view your videos.

[SchoolTube New Version Tutorial: How To Register](#)

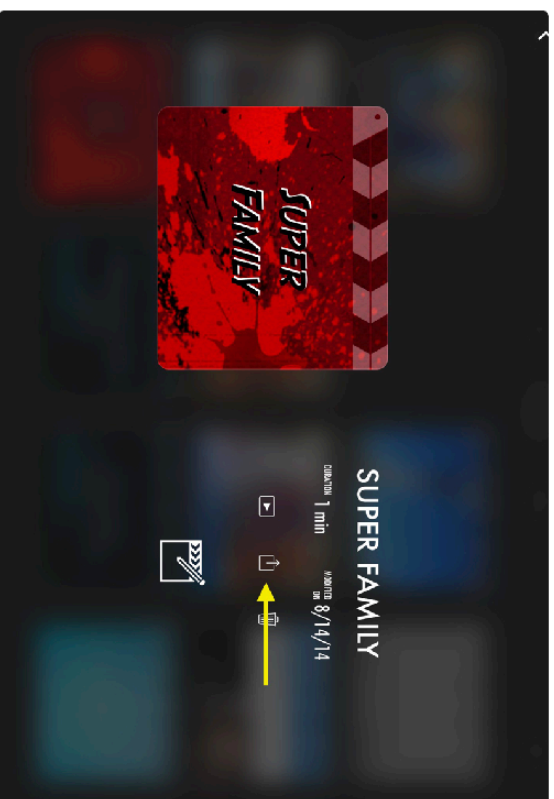
[SchoolTube New Version Tutorial: How To Upload Videos.](#)

Alternative Plan

If you are not interested in uploading the student's work to a public video website, I recommend sharing the videos through Google Drive.

Google Drive is an easy and secure way for students to share their videos without posting to the internet. I have included a step by step process of screenshots you and your students can follow to share the movie from the **iMovie app to your Photo Album**. Then, you will open up your Google Drive app and upload the video there from your iPad album.

Gallery 1.4 Using Google Drive To Upload Student Videos



Discussing and Reflecting

In order to learn the most from your experience, it is imperative for students to **reflect** on their learning and the insights they gained, which can inform their next moves as video interview producers and video interview consumers. Reflecting on this experience will help complete **the media literacy learning cycle**. Engaging together in **critical analysis** of the work of their peers in written and/or verbal form works well in my classroom.

In my class, we **always watch every video created by our students** and discuss the good, the bad, and the ugly of their projects. On the white board in the room, I write up a + on one side and a - on the other. Students watch each video, and using a piece of paper or a note taking app on their iPad such as **Pages**, students write down what they liked about the video on the + side. On the - side students write suggestions for improvement.

Gallery 1.5 Questions and Possible Responses

Analyzing Your Peers' Videos

Watch the interview and determine successes and areas of improvement. Below are some questions to think about. Make sure to justify your thought!

- Is the person being interviewed C.O.O.L. (colorful, outgoing, opinionated, and lively)?
- Did the student listen without interrupting?
- Did it seem like the student was enjoying the interview?
- Was the person being interviewed the only person on camera?
- Is the iPad over the shoulder, and eyes looking at the camera lens?
- Is the video following the rule of thirds?
- Is the person looking towards the empty space?
- Is the camera two to three feet from the person speaking?
- Is there minimal distractions and unintended noise?
- Is the background related to the topic if applicable?
- Is the light source behind camera?
- Is the lighting source good such as from outdoors or school lighting?
- Is the camera at eye level to the speaker?
- Are participants both sitting or both standing?

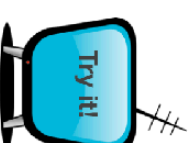


Wrap Up and Reflections

The videos are complete and published. The **students have commented** on each other's projects and have hopefully learned some new skills while having fun creating their own media. As a class, this might be a good time to reflect on the project to determine what worked well, what areas could be improved, and what are the **possible next steps** to build upon the media lessons learned.

Using Pages, **students should work in small groups** to respond to the following prompts. Once students have completed the prompts, the class should discuss as a group.

1. After completing this project, do you consider yourself to be a more **competent consumer and/or creator of media messages**? Explain.
2. What are the similarities and differences between sharing information in video format and text? Which mode fits your learning strengths best and why?
3. Understanding the vast accessibility of digital technologies, what forms of **media could you create in other courses** that would show evidence of learning and/or support your ideas?
4. **What did you learn** from this project that you will use in **future video** and production work?
5. Do you feel the **process or the product** was more important during this video project? Please explain.



Student Example



Tune in to hear a great story about expert Tim Gore, the host of HEC-TV's program Live Explore! Notice how the student reporter struggles to find the correct angle to hold the camera, before finally settling on the shot he wants to use. This is great! No need to edit or stop and start over. Simply hit record and allow for adjustments during the interview.

Closing Thoughts

Like any new skill learned, it's important to develop and continue to leverage the knowledge and techniques that have now been acquired.

If this project was successful for you and your class would like to take the next step in creating digital media, I would recommend taking my course [Becoming a Citizen Journalist](#) or download my book [Six-Word Story](#), [Six Unique Shots: Enhancing Writing Through Multimedia](#). Finally, this book was a part of a [Literacy in Action: Create to Learn](#), available on iTunes U. Tap the image below to download the full course.

That's a wrap!

Don Goble



Literacy in Action: Create To Learn

English Language Arts/Literacy
Apple Distinguished Educators

Expected duration: 3 weeks
Instructor: Apple Distinguished Educators
Department: K-12

Created: Dec 20, 2013
Updated: Sep 9, 2015

Today's literacy classroom builds upon a strong foundation of pedagogy, while leveraging new tools and resources to amplify student thinking. As new technologies enter our learning environment, we design and facilitate instructional sequences that invite students to construct knowledge, collaborate with peers and communicate understanding in a variety of formats. We craft opportunities for students to interact and respond to text, images and media, and reimagine what it means to communicate in the 21st century classroom. This course highlights exemplary practices across the K-12 instructional setting that can be differentiated for students of all ages. See how learners communicate understanding, build comprehension, employ speaking and listening skills, demonstrate independence and meet the standards along the way as they engage in innovative practices for real-world audiences.



If you have questions, please

contact me on Twitter

[@dgoble2001](#)

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That's a wrap!

Don Goble



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[@dgable2001](#)

[View the Literacy in Action course](#)

Literacy in Action: Create To Learn
by Apple Distinguished Educator

Course Description
Using a variety of creative tools, users explore techniques of developing video through the use of screen and resources to create digital content. As an interactive tool, and through a combination of design and critical thinking, users will explore the use of digital tools to create content. This course is designed to be used as a self-paced or instructor-led course. The course is designed to be used as a self-paced or instructor-led course. The course is designed to be used as a self-paced or instructor-led course.

Course Outline

Item	Item Description	Time	Price
1	Introduction to Literacy	1:00	None
2	Video Creation in the Classroom	2:30	None
3	Video Creation in the Classroom	2:30	None
4	Video Creation in the Classroom	2:30	None
5	Video Creation in the Classroom	2:30	None
6	Video Creation in the Classroom	2:30	None
7	Video Creation in the Classroom	2:30	None
8	Video Creation in the Classroom	2:30	None
9	Video Creation in the Classroom	2:30	None
10	Video Creation in the Classroom	2:30	None
11	Video Creation in the Classroom	2:30	None
12	Video Creation in the Classroom	2:30	None
13	Video Creation in the Classroom	2:30	None
14	Video Creation in the Classroom	2:30	None
15	Video Creation in the Classroom	2:30	None
16	Video Creation in the Classroom	2:30	None
17	Video Creation in the Classroom	2:30	None
18	Video Creation in the Classroom	2:30	None
19	Video Creation in the Classroom	2:30	None
20	Video Creation in the Classroom	2:30	None
21	Video Creation in the Classroom	2:30	None
22	Video Creation in the Classroom	2:30	None

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