

## Teacher Digital Video Checklist

While teacher and student created video projects are rapidly becoming a part of today's classrooms, they require careful planning and structure. This checklist can help you to think through the kinds of technical and pedagogical questions that you'll need to answer before video projects are successful in your classroom.

<b>Technical and Procedural Preparations</b>		
<b>Question to Consider:</b> (The following questions will help you to determine whether or not you are prepared to facilitate digital video projects.)	<b>Your Answer:</b>	<b>Actions to Take:</b> (Consider including the names and contact information of anyone that can help you with completing this action step. Also, include the date for when this action will be completed.)
1. Have you checked with your school or district's technology services specialists to ensure that your classroom and/or schools computers can handle the demands of video editing and publishing?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Have you checked with your school or district's technology services specialists to see which video editing applications are already installed on your classroom computers?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. If you are planning on using an online video editing application, have you made sure that the program you have chosen is available behind your school's firewall?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. If you are planning on using an online video editing application, have you thought through how students will sign in to the program? Will they need individual user accounts?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Have you experimented with the key features of the video editing application that you are planning to use? Can you import content, storyboard videos and add transitions, background tracks and narration? Can you publish a final copy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Will your students be able to accomplish each of these video editing tasks without troubles? If not, are you planning on training a small handful of students to serve as technology helpers during your classroom video project?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If you are planning on allowing students to create more sophisticated presentations with video-based source material, have you acquired enough video cameras for several groups to work at once? Have you practiced getting source material off of your video cameras and into your computer?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. If you are planning on allowing students to take their own still images for your digital video project, have you acquired enough digital cameras for several student groups to work at once?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. If you are planning on allowing students to use source material—images and/or video—that they generate, are you aware of your district's photo and video release policies? Have you thought through the ways that these policies will change the content that your students can collect?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Have you developed a plan for sharing the final products that your students create? Will your videos be posted online? If so, have you chosen a video warehouse that can be accessed behind your school's firewall? Have you created an account and practiced uploading video to this warehouse?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Pedagogical Preparations

<b>Question to Consider:</b> <i>(The following questions will help you to determine whether or not you are prepared to facilitate digital video projects in your classroom.)</i>	<b>Your Answer:</b>	<b>Actions to Take:</b> <i>(Consider including the names and contact information of anyone that can help you with completing this action step. Also, include the date for when this action will be completed.)</i>
1. Are you comfortable with the characteristics of influential ideas? Have you introduced these characteristics to your students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Are you planning on introducing several sample videos for your students to explore that demonstrate the characteristics of influential ideas in action? Where will you find these videos?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Have you thought through the natural connections between your video project and other required outcomes in your curriculum? Are you going to be able to integrate this assignment into the work that you are already doing? How?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are your students aware of and comfortable with using catchphrases, content rhythms and slide clusters to add structure to their videos?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Are you planning on creating a digital kit for your students that includes images, graphics, music tracks and voice-over narration connected to your topic? Will these digital kits include a wide range of content, allowing for student choice and providing you with better opportunities to assess student mastery of visual influence?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Will your digital kit include graphics—charts, graphs, statistics—connected to your topic? If so, have you collected these graphics? Do you know how to use tools like PowerPoint to save content as image files that can be used in digital videos?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Are you planning on allowing your students to assemble their own digital kits for your video project? If so, are they well-versed enough in the topic that you are studying to be able to identify a wide range of potential content types to acquire?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. If you are planning on allowing students to assemble their own digital kits, have you introduced the Creative Commons and the responsible use of digital content? Have you identified potential sources where students can easily find images and video licensed under the Creative Commons?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Have you thought through where your digital kits will be stored? If you're going to post all content online or in a folder on your school's shared network, have you taught students how to access those source folders? Can students access your digital kits from home if necessary?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Will your students work through a careful scripting process before beginning to assemble their digital videos? If so, have you created or copied scripting templates to structure this work? Are students aware of the elements that you expect to be included in their digital stories?	<input type="checkbox"/> Yes <input type="checkbox"/> No	