



Video projects allow students to think critically, creatively, and with complexity while addressing significant research questions or topics. Students will approach problems in integrative ways from multiple perspectives, and will ethically acquire, evaluate, apply and communicate information in a video format. A video project experience will expose students basic video recording, editing, and visual literacy skills, with opportunities to engage in reflective learning, analytic inquiry, problem solving, and creative communication.

[Instructional Technology](#) and the [Libraries](#) have developed [joint learning outcomes](#), which correlate to our institutional learning outcomes, that can be addressed through video projects in many different disciplines.

Video projects are divided into five interconnected sequential steps. Each step is designed to maximize students' ability to think critically about every aspect of their work.

Research ↔ **Analyze** ↔ **Produce** ↔ **Review** ↔ **Share**

Research

- Students identify a topic and try to form research questions and/or a thesis statement. They also work to identify and understand who the audience will be.
- Students conduct research using primary, secondary, and tertiary resources.

Analyze

- Students analyze, synthesize, and think about the information they found to address their research question/thesis statement by outlining and drafting a written video production script.

Produce

- Students turn in a written script to the Instructor teaching the course for approval and finalization of production plans.
- Students record and edit the video content using appropriate hardware and software.
- Students also curate additional content based on the finalized script for their video project.

Review

- Students submit (via upload or sharing a link to the file) of their video draft.
- Instructional Technology Specialist, Librarian, Instructor and/or students in the class provide feedback on the draft of the video.
- Students create additional content and/or make further edits to their video based on feedback.

Share

- Students submit (via upload or sharing a link to the file) of their final video.
- Students share/present their final video on the platform/venue determined by their Instructor.



Recommended minimum number of class sessions

- **Research** begins with a class session for at least 35 minutes.
- **Produce** begins with a class session for at least 55 minutes, followed by additional *lab sessions* as needed to suit the project.

Recommended number of staff involved in the process

- 1 Librarian
- 1 Instructional Technology Specialist

Recommended tips and best practices

Based on our experience with multiple video assignments, below are our recommendations for the most successful outcomes.

- The length of the Video Project should be between 1 and 3 minutes.
- We recommend students create for “general public” audiences, to increase engagement.
- The **Review** step can happen either in or outside of the classroom, such as on Canvas.
- We recommend students work in groups of 2 or 3 to foster collaboration and ensure each participant contributes to the project.
- To make the project effective, we recommend that the written video production script be approved by the Instructor during the Plan step before students begin work in the **Produce** step.
- If students are conducting interviews, they should plan on using the CSB/SJU Release Form with their interviewees to obtain clear permission for use of the recording.
- Our emphasis is on the critical thinking aspects of the project, not the technology. Therefore, we sometimes recommend that students use their smartphone for recording their video content.
- Video editing software that we encourage students to use is available on computers in SJU Kling Media Lab and CSB Creative Lab.
- Instructional Technology and the Libraries are committed to creating accessible content. We recommend that each Video Project provide closed captioning and/or have a text transcript.
- We recommend that students use their final video as an artifact to add to their e-Portfolio. Videos can be shared on social network platforms or with a general audience.
- Consider additional options for students to distribute their work to a larger audience. There are a number of distribution networks available to CSB/SJU students, including CSB/SJU social media accounts, websites, and organizations such as JohnnieBennie Media.
- If students’ final projects demonstrate exceptional work, we encourage them to complete the [Instructional Technology Project Permission Request Form](#) so that CSB/SJU can share it through official institutional channels.
- Resources for Video Projects are available on [Canvas](#) (you will have to log-in with your CSBSJU email), and instructors can import them into their own course.

