Vocabulary Video Production Project for Students

Sue Almén-Whittaker (sue-almen-whittaker@uiowa.edu)
Instructional Faculty – The University of Iowa
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Who
Who is This for?

- University
- Adult Ed
- Junior/Senior High Students
- Possibly upper K-6 Grades
- Any skill with a vocabulary learning component
What
What is This Project?

• Students create a 20 – 60 second video to share with classmates
• Clearly explain a word/phrase through visual and *auditory story*
• Include example sentence & definition on screen for viewers
Why
Why Did I Come Up With This Project?

• Struggle to
  • find vocabulary useful to students
  • get them to learn and use

• Brainstormed different ways
  • Academic Word Lists (AWL)
  • Noticing Notebook
  • Pre-listening Vocabulary to Guess from Context
  • Etc.
Rationale

• Engage with Vocabulary to Encourage:
  • Communication in L2 through Video Production (Gareis, 2000)
  • Complex & Higher Order Thinking in L2 (Carney & Foss, 2008)

• Help memory of vocabulary without rote-memorization (Sildus, 2006; Hirst, 1988)

• Explain Vocabulary to Others Via Imagery & Audio
  • Output-dominate activities more effective than input-dominate (Kitajima, 2001)

• Peer & Instructor Feedback for Project Improvement
  • Good feedback \(\rightarrow\) improved learning processes and outcomes (Shute, 2008)
So, What’s a Teacher to Do?

Google It!

• Spring 2017 Googled: Vocabulary Video Project for Students
• 2013 Project ED Vocabulary Video Contest for “Lurk”
  • $1000 each for best student & non-student-made video
• Student Winner: Lurk
“Student-produced video projects for language learners are... (as) Gareis (2000) has called them ‘...the perfect vehicle for integrating skills practice, authentic communication, and process-oriented group activities at a level of student involvement that is difficult to sustain through other media’.” (Meyer & Forester, 2015)
How
Step 1: How to Introduce to Class

• Ask students if they know the meaning of the following words:
  • Lurk
  • Grind
  • Combustion
  • Glitter
  • Constipation

• Then watch videos about the terms and see if the students can guess what these words mean afterwards
Pay Attention to How the Students Use...

• Audio elements
• Visual elements
• Explain the word with a “story”
• Define the word on screen
• Give an example of the word in a sentence
Sorry! No “Grind” Video

• Not included due to embed issues for video in PDF
Example - Combustion
Example – Glitter
Example – Constipation
What Kinds of Things Did you See?
Step 2: Ask What Students Noticed

• Check if students understand them after viewing
• Ask what helped them learn the words?
• Ask what from the videos will help them remember them?
  • Trying to lay ground work for how they will approach their video.
• Then, explain nuts & bolts of timeline and other requirements
Step 3: Explain Vocabulary Video Project (VVP)
Create a short video story of 1 word/phrase from Vocabulary Journal collection this semester (Handout)

• Choose a word/phrase rest of class should learn and remember:
  • Funny
  • Unique
  • Useful
  • Often confusing (e.g. idioms or slang)
Step 4: How & Length

• Individually or with 1-2 other partners
  • For every Additional person +1 word
    • E.g. 2 people = 2 words, 3 people = 3 words

• Video Length/Time Requirement
  • 1 person – 20-60 seconds
  • 2 people 40-80 seconds
  • 3 people – 60-100 seconds
Step 5: Audio & On-Screen Content

• Audio Requirements
  • Must have speaking/voiceover For:
    1. Definition
    2. Example use in a sentence

• On-Screen Content:
  1. Typed: Title, Word, Part of Speech, Definition, Example Sentence
  2. Pre-made Content (YouTube other Sources) must be less than 5 seconds total in video
  3. Optional: Animation/Still Images
Step 6: Academic Honesty!

- If following used, cite on-screen
  1. Music
  2. Actor(s)
  3. Definition (website it’s taken from) & Sentence (if not your own)
  4. Videographer(s)
  5. Editor(s)
  6. Images used (if not created by yourself)
Step 7: Editing

• **Video:**
  1. Mistakes removed
  2. On-screen content added

• **Audio:**
  1. related to or helps viewers understand content (e.g. not distracting)
  2. Speaking/singing audio clear and understandable
  3. Volume levels of speakers, ambient noise, and/or music must not be different or overwhelm each other

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Step 8: Creativity

• Your video will be judged on how the following helped support explaining your word/phrase:

  1. location, props, drawings, animation, or other visuals
  2. Use of movement or action/actors
  3. Use of music or other sound features
  4. Content that creates a story or is meaningful in some way
Step 9: Storyboard & Script

• BEFORE shooting → Create a storyboard containing:
  1. Examples for each scene in your video
  2. The script (aka dialogue) connected to that scene
  3. The action taking place in that scene
  4. The audio or visual effects in that scene
  5. Credits (citations) you need to include at the end of the video

• Work on this in 2 class periods
  • Get peer & instructor feedback to improve
Storyboard Example 1

Scene #: 1  Shot #: 1

(Basic Sketch of Scene)

Dialogue:
- Me: "Dude?! What are you doing? We're late!"

Action:
- Person playing video game - PUBG? DOTA?
- I enter room

FX (audio/visual):
- Video game sounds

Credits:
- Jimmy Shin - computer player
- Me - Voiceover

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NOTE: Scene # doesn't change if the place you're recording is still the same place. Only change it if you change locations.

### Scene # 1

### Shot # 2

**Dialogue:**
- Jimmy: "Seriously, dude. You gotta chillax!"

**Action:**
- Jimmy continues playing video game?
- I gesture I don't understand "chillax"

**FX (audio/visual):**
- Video game sounds

**Credits:**
- same as scene 1 shot 1
Storyboard Example 3

Scene #: 1  Shot #: 3

(Basic Sketch of Scene)

Dialogue:
- Jimmy: "You know, chillax. It means "chill out and relax."

Action:
- Jimmy stops playing and hangs up headphones

FX (audio/visual):
Definition: "chillax (slang v) - to chill out and relax"

Credits:
- same as scene 1 shot 1
Here the location changes, so the Scene # changes.

**Scene #: 2**

(Basic Sketch of Scene)

**Shot #: 1**

**Dialogue:**
- Me: "I'll chillax after we've passed the Listening midterm!"

**Action:**
- Sitting in classroom

**FX (audio/visual):**
Light sounds of students chatting

**Credits:**
- same as scene 1 shot 1
Step 10: Other Important Info
• Total Points
• Detailed instructions on Canvas (course management system)
• Most work will be outside of Class
  • Ask Qs if unsure
• You may use people outside of class to help you
  • **But** 80% of the work must be your own!
  • Give everyone credit who helps you in Citations!
Step 10 Cont.: Other Important Info

- You can use phone/Tablet to record if your audio is good
- Lots of free Video/Audio editing Apps online
- Video Experts = 10 hours Work/1 minute of video
  - Big Project
  - Don’t wait until the last minute!

- **All Requirements for Assignment on Canvas (Read Carefully!)**
- Due Dates: Storyboard & Video
  - Usually 3-4 week project – only see students 2x a week
Extra Credit Opportunity

• Student Voting at End of Project for Video that:
  • Best Represents the Word/Phrase
  • Is Overall Most Creative
  • Has Best Use of Audio

• Winner in each category gets some extra credit points
  • Students can’t vote for their own video
  • A student can only win in 1 category
  • Teacher determines ties
Challenges
Challenges

• Technological
  • Digital Natives?
  • Programs used to edit?
    • So many to choose from, some cost $$$
• Time Management
  • Procrastination
  • Working independently
• Teacher Feedback
  • Giving enough guidance to help them create a good end product without becoming a “producer” or creating too much additional work for them
Feedback
Feedback from Students

• Survey at end of project
• In 5 semesters only 1 person suggested I not continue doing this project in future classes (approx. 65 students)
  • Overwhelmingly positive from other students
• A few suggested warning them more about how long it takes
Take Aways

1. Students find the project valuable
   1. Like being producers of content for others
   2. Like helping others
   3. Enjoy seeing others’ final products
2. Doesn’t replace other vocabulary work – a supplement
3. Shorter methods of doing vocabulary videos might exist, but would benefits be as equal?
Questions
Sources Cited


