

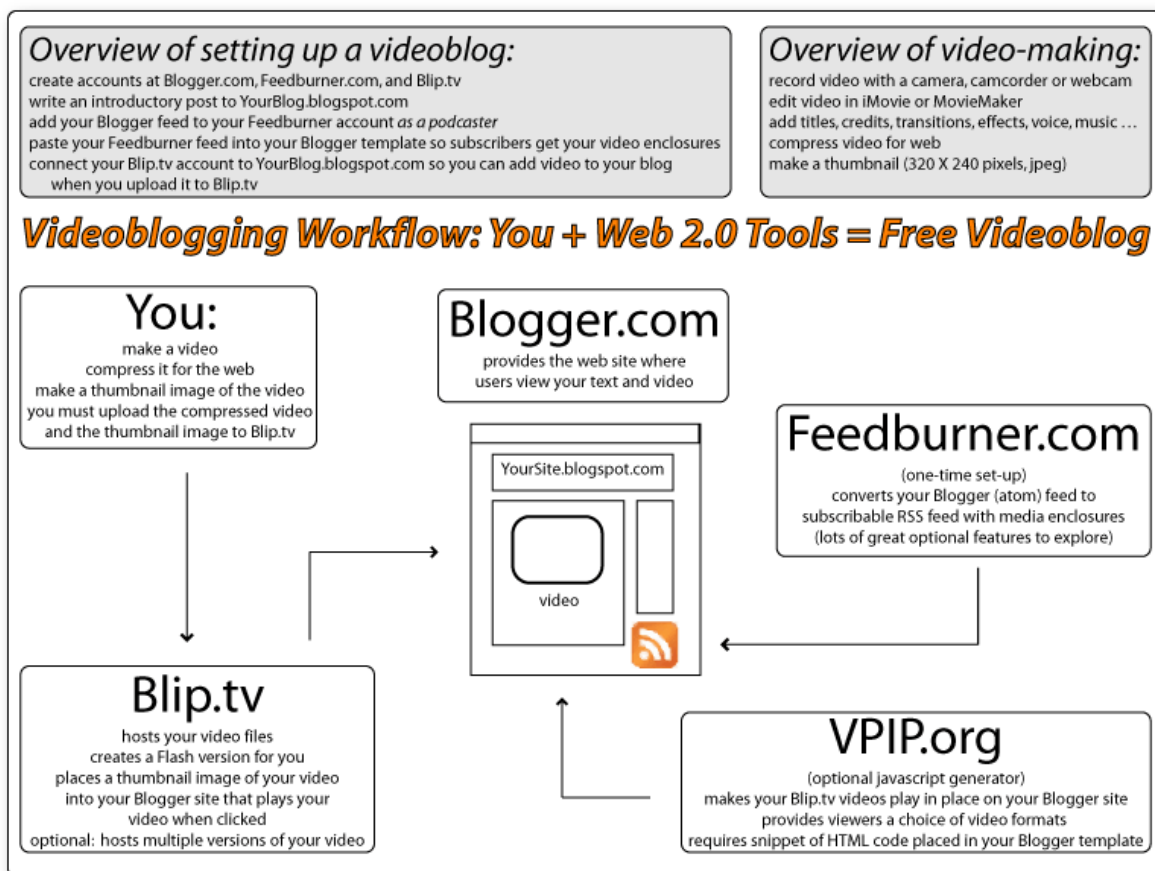
videoblogging at college

my experiences as teacher and student

This Spring semester, I am teaching videoblogging to a small group of students, while simultaneously videoblogging as a student myself. This poster session covers the basic videoblogging toolset and workflow I teach my students, what I have learned about helping students develop focused content, and my own experiences as a student videoblogging from the classroom.

videoblogging workflow for students

Students must personalize their own videoblogging workflow for the technology and Web 2.0 tools they use. Video recording and editing tools can vary widely. My goal has been to keep the process cost-free and as simple as possible. My students document their individual workflow based on their choice of tools. Once the steps are written down, they are easy to repeat.



Sample Videoblogging Workflow for Students Using Free Web 2.0 tools.

The general workflow I teach my students is as follows:

1. Set up a video blog (needs to be done once)

- Create a blog at one of the many free sites ([Blogger.com](#), [Wordpress.com](#), [MySpace.com](#), etc.)
- Use [Feedburner.com](#) to generate an RSS feed with media enclosures (most free blogging services do not yet generate the media enclosures for you)
- Modify blog template to display the Feedburner RSS feed

2. Prepare a video for the web

- Record video using a camcorder, webcam, digital camera or mobile phone (*mobile phone users simply email the captured video to their hosting service*)
- Edit video using [iMovie](#) (Mac) or [MovieMaker](#) (Windows)
- Compress the video for the web (QuickTime or Windows Media format)
- Save a thumbnail image from a representative frame of video

3. Upload the video to a hosting service

- [Blip.tv](#), [OurMedia](#) and the [Internet Archive](#) are our favored free video hosts
- [YouTube](#) is an excellent option but provides videos in Flash format only and will not be compatible with an iPod

4. Generate a blog post that includes the video and “show notes” to provide context

- Most hosting services generate a snippet of HTML for pasting into a blog entry
- After pasting the HTML snippet, write show notes underneath and publish blog entry
- Blip.tv can post video and text description directly into most blogging software
- [VPIP.org](#) can generate a JavaScript code snippet that gives viewers a choice of video format and plays the chosen video in place in the blog site (as opposed to opening a media player window or browser window)

Helping Students Focus on Content

This jigsaw-like mashup of technology and Web 2.0 tools initially leaves students feeling a little overwhelmed. Sometimes the nifty tools distract them: for example, they overuse video effects or flashy transitions, detracting from their content. They worry about their video production skills and whether the final product is “good enough” to publish. Students need continual reminding that what they have to say is important - more important than slick special effects or a polished look and feel.

One great way to help students focus on content is to get their hands off the technology for fifteen minutes and have them free-write a narrative on their videoblog topic. Students write for five minutes and then read what they have written to the class; then other students ask questions and provide constructive feedback that helps with story editing.

Another focusing method is assigning a videoblog format for a particular show entry. Restricting the means students use to address a topic helps them focus on the subject rather than the numerous choices of method. For example, I ask students to create a “direct address” entry, speaking directly into the camera. I also ask them to interview another person, profile a meaningful object or place, or even create a video without any audio. Most of these assignments can be adapted to a particular academic subject. Requiring students to keep their videos under three minutes in length is very helpful as well.

In general, students who are involved with and passionate about their topic create wonderful videos, regardless of whether they already understand video production and editing. Encourage students to focus on something they care about, and quality content is sure to follow.

To see my students’ videoblogs in progress, visit vlogademanervosa.blogspot.com.

videoblogging from the classroom

This semester I enrolled in a studio art course entitled “Urban Field Studies: The Art of Finding,” in which students forage in urban environments for materials to use in mixed-media artwork. The course requires students to document materials sources with photographs and journal entries. My instructor was thrilled when I asked if I could document my findings via videoblog instead. My resulting videoblog, “[What We Found](#),” is available at whatwefound.blogspot.com.

I bring my video camera to class meetings, then record class activities and interesting snippets of lecture. I also videotape myself doing homework when possible. Every week, I edit and compress one or two videos and post them to my videoblog. I spend between one and four hours per week on my videoblog entries, depending on whether I create one or two videos during the week.

I find the act of choosing what to record forces me to focus intently on course content. The video editing process helps me review summarize my learning as I work to present it online. I am constantly asking myself questions like:

- If I had to present this material to someone else, how could I do so concisely?
- What is the most important part of this lecture?
- What can I learn from my fellow students?
- What am I seeing and hearing that will best communicate what I am learning?

Initially, I worried that recording video during class would disrupt the learning environment. On the first day of class, I got my instructor’s permission to record, and on the second day, we asked the rest of the class if they had objections or concerns. To my surprise, no one minded being recorded. I keep my videotaping unobtrusive by asking other students only one or two questions about their work, then moving on.

Remaining respectful of others when using the camera has made all the difference in videoblogging from the classroom. My teacher and classmates have enjoyed the often-collaborative effort, and it has been an extremely positive experience for me.