

## 6.1 Video Storytelling 2

<b>Module title:</b>			
Video Storytelling 2			
<b>Module NFQ level</b>	<b>Module number / reference</b>	<b>ECTS Value</b>	<b>Duration</b>
7	BACMH - 19	10	12 weeks
<b>Parent programme(s)</b>		<b>Stage of parent programme</b>	<b>Semester No.</b>
BA (Hons) in Communications & Media Production		Stage 2	Two
BA in Communications		Award	Two
<b>Teaching and Learning modes</b>	<b>Proportion (% of Total Directed Learning)</b>		
Classroom / Face to Face	100%		
Workplace			
Online			
Other (Identify)			
<b>Entry requirements (statement of knowledge, skill and competence)</b>			
Please see section 4.2 of document.			
<b>Maximum number of learners per instance of the module</b>	80		
<b>Average (over the duration of the module) of the contact hours per week</b>	4		
<b>Pre-requisite module title(s) (if any)</b>	N/A		
<b>Co-requisite module title(s) (if any)</b>	N/A		
<b>Is this a capstone module? (Yes or No)</b>	No		
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>			
Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite professional video editing software for learners. Moodle and LinkedIn Learning access and professional video cameras, sound recording and lighting equipment.			
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>			
<b>Role e.g. Tutor, Mentor etc</b>	<b>Qualifications &amp; experience required:</b>		<b># of Staff with this profile (WTEs)</b>
Lecturer	Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.		0.3

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:80	48
Mentoring and small-group teaching	1:20	12
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		
Independent Learning (hours)		190
Other hours (specify)		-
Work-based learning hours of learning effort		-
<b>Total Effort (hours)</b>		<b>250</b>

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
<b>Percentage Contribution</b>	100%				<b>100%</b>

### 6.1.1 Module aims and objectives

The module aims to develop knowledge of a range of approaches and techniques for telling stories in video. The course focuses on the skills necessary to produce a short individual non-fiction video and collaborative group project from concept to final completion.

This is a project led, hands-on practical module that aims to build upon the skills and knowledge gained as part of Video Storytelling 1 and develop learners overall creative and technical and production abilities.

Learners work independently on short videos of approximately **2min** in duration and collaboratively as part of creative and logistical production teams to bring, **group non-fiction video project 4-7 min in duration**, through the various stages of pre-production, production/filming and post-production, gaining experience and understanding of the overall creative and technical process based on industry practice.

### 6.1.2 Minimum intended module learning outcomes

On successful completion of this module, the learner will be able to:

- (i) Creatively conceive original ideas for short non-fiction video stories, suitable for the intended target audience.
- (ii) Identify and research requirements to plan and execute location filming including relevant production paperwork
- (iii) Choose production techniques and approaches appropriate to the stories for individual and group projects.
- (iv) Predict and solve potential pitfalls at all stages of the production process.
- (v) Solve practical post production issues both technical and storytelling.
- (vi) Work collaboratively to produce a 4-7 min group video with enhanced production values.
- (vii) Employ advanced location camera and sound recording techniques.

### **6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs**

The module affords the learner with the opportunity to research and critically evaluate the technical, and concept development skills necessary for digital video storytelling. The module aims to guide the learner through the process of developing original material through all stages of the production process.

This is a project-based hands-on, practical module that aims to create a professional working environment where learners are supported and facilitated by practicing industry professionals. Learners are guided through the overall creative and technical production process, directing and producing a series of original individual and group video stories.

Learners are encouraged to make informed creative, logistical and technical decisions at every stage and, in this way, are equipped with the essential creative and technical approaches produce high-quality video stories with reference from the outset to the distribution platform and the intended target audience. In the context outlined above, this module supports the achievement of MIPLOs 2, 3, 4, 5, 11 and 12

### **6.1.4 Information provided to learners about the module**

As part of their induction to the programme, learners receive faculty handbooks. The faculty handbook provides general information about the faculty, its staffing, resources and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme along with a programme timetable detailing the related teaching, learning and assessment.

During the first session on the module, learners are given a detailed outline of the module showing the schedule of delivery and the dates when assignments are set and due for submission. Learners are given assignment briefs detailing the specific learning activity, the module learning outcomes to be achieved, the assessment criteria and due date for each piece of assessed work to be completed.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of module commencement, to the lecturer material and links to related resources provided on a scheduled basis in line with module delivery.

### **6.1.5 Module content, organisation and structure**

This module covers the following topics.

#### **Story development (35%)**

- Coming up with ideas: brainstorming and development.
- Research approach and style considerations.
- Proposal and script/ treatment writing
- Pitching story ideas (to whom and why?)
- Choosing approach and technique appropriate for story and audience.
- Narration and PTCs
- Critical viewing of current video storytelling practice
- Imagining the intended target audience and context where the story will be seen (platform)
- Researching and confirmation contributors.
- Ethical considerations for participants and content.
- Professional practice: Shoot organisation: permissions, schedules and copyright considerations, delivery.
- Getting your work seen

### **Video Storytelling (image and sound) technique and approach (30%)**

- Advanced camera: making shots that matter
- Basics of lighting: available light, 3 point lighting
- Introduction to Sound: Microphone choice, placement- trouble shooting more difficult environments
- Building better interviews: content and creative considerations
- Previsualisation of video idea: story boarding
- Shooting for the edit
- Storytelling approaches: structure, story arc, narrative threads, story world building
- Visual Sequencing: thinking visually and Identifying visual story telling strategies

### **Editing (technical skill and basic craft + shaping the story) (35%)**

- Data management and workflows
- Advanced post production software features
- Building project – technical and story considerations –
- Working story structure and development in the edit
- Assembly edit reviews – work in progress feedback sessions with tutors and peers
- Building the soundscape of a video story
- Colour grading
- Introducing Graphics
- Project finishing and delivery
- Versioning.

#### **6.1.6 Module teaching and learning (including formative assessment) strategy**

Teaching and learning methods for this module includes delivery of theory through lectures, workshops, tutorials, presentations, field trips and screenings. Strategies for this module are based on both project-based learning and structured teaching methods. Practical in class tasks provide ample practice opportunities and build confidence in each of the areas of focus (Story development, video storytelling, and editing) with staged development of any new skills introduced.

Assessment for this module consists of both individual and group projects to foster individual reflection and the creative exchange of ideas. Learners are assessed on their ability to work as part of a production team, as well as on their creative and technical fulfilment of an individual crew role. In addition to this, learners are assessed on the submission of production documentation to develop their understanding of professional practice in video making as well as elements of peer review and self-reflection of their role, the completed work and working methods.

#### **6.1.7 Work-based learning and practice-placement**

There is no work based learning or practical placement in the module.

#### **6.1.8 E-learning**

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners can contribute, and video links.

#### **6.1.9 Module physical resource requirements**

Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite professional video editing software for learners. Requisite software licences for part-time learners. Moodle and LinkedIn Learning access and professional video cameras, sound recording and lighting equipment.

### 6.1.10 Reading lists and other information resources

- Andersson, B. & Geyen J.L. (2015) The DSLR Filmmaker's Handbook: Real-World Production Techniques, (2nd Edition) Indianapolis, Indiana: Wiley & Sons
- Curran, B. S. (2022) Documentary Storytelling: Creative non-fiction on Screen. Burlington, MA: Focal Press.
- Dannenbaum, J et al (2003) Creative Filmmaking from the Inside Out: Five Keys to the Art of Making Inspired Movies and Television Touchstone US
- Long, B. & Schenk, S., (2017 )The Digital Filmmaking Handbook (7th Edition) Cengage Learning USA
- Mercado, G. (2010) The Filmmaker's Eye - Learning (and Breaking) the Rules of Cinematic Composition. Abingdon, Oxfordshire: Focal Press
- Rabiger, M. (2016) Developing Story Ideas: The Power and Purpose of Storytelling (3rd edition) Abingdon, Oxfordshire: Focal Press.
- Owens, J (2023) Video Production Handbook (7th Edition) Abingdon, Oxfordshire: Focal Press

### Additional resources

- <https://www.linkedin.com/learning/?u=2189292>
- <https://www.storybasedinquiry.com>
- <https://www.mojo-manual.org>

### 6.1.11 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.

### 6.1.12 Module summative assessment strategy

The assessment is based on 100% assessment by assignment made up of a combination of formative assignments (graded) and the final submission of an individual and group edited video and accompany workbook. The assignments constitute the overall grade achieved and are based on each learner's work. The continuous assessments provide for ongoing feedback for learners and relates to the module curriculum.

No.	Description	MIMLOs	Weighting
1	Individual short film, workbook and final reflection	(i) to (v)	20%
2	Group In class Presentation for developed story idea for Project	(i) to (iii)	10%
3	Group project Assembly edit review (review of edit work in progress)	(iv) to (vi)	10%
4	Group Final workbook (production documentation, copyright, final reflection )	(ii) to (vi)	10%
5	Final Edited Group Video Project	(i) to (vii)	50%

**Reassessment/Repeat assessment strategy:**

Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing a component or components of this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

**6.1.13 Sample assessment materials**

Please see the Sample Assessment Handbook accompanying this proposal.