Assignment

Long Take  (individual project, 1 minute minimum - 2 minutes maximum)

“Touch of Evil” 1958 (famous Long Take by Orson Wells)
Assignment

Long Take  (individual project, 1 minute minimum - 2 minutes maximum)

Make a video that is one long uninterrupted shot. The shot begins when you start recording and ends when you stop.
Reveal the plot within the time given. It is important that you convey the story without the use of extensive dialog or a musical score as a means of moving the story forward.
Speeding your footage to get us through some boring or slow aspect of the shot that you did not orchestrate well is not an option to make the length of the project fit the time constraints.
Project A
Project B
MMI 110 “Digital Video for the Web and DVD”
Course SLO’s before revisions

1. Apply aesthetic principles for shooting video
2. Employ software and hardware to capture and edit digital video
3. Demonstrate the ability to optimize and produce video for the web and DVD
4. Define codecs and file formats for digital video
Before revising the course SLOs, both assignments would have received similar grades.

Project A = “A”  

Project B = “A”
I. Apply visual storytelling and cinematographic techniques for shooting video

II. Employ software and hardware to capture and edit digital video

III. Demonstrate the ability to optimize and produce video for the web and DVD
MM110 “Digital Video for the Web and DVD”
Course SLO’s after revisions

IV. Exhibit precision in working with cameras, mise en scene, lighting, and sound to create continuity and visually compelling narratives.

V. Demonstrate ability in analyzing form and content of film and video works, and express recognition of the diverse cultural contributions to film and video as a cultural product and as an art form.
VI. Construct narratives, characters, dialogues, and subtext, and employ visual and aural elements to communicate themes

VII. Acknowledge the role of the audience within the context of the work

VIII. Effectively collaborate with peers on projects and hands-on in-class activities
Revised SLOs subject these assignments to a higher academic standard.
Course Assessment
MM110 “Digital Video for the Web and DVD”
Evaluation criteria proposed by students

• Camerawork
• Lighting
• Sound
• Mise on scene, visual storytelling, design
• Story/Narrative
• Acting
• Editing
MM110 “Digital Video for the Web and DVD”
Rubrics that I add

- Idea
- Originality
- Complexity
- and Risk Taking
MM110 “Digital Video for the Web and DVD” Assessment

- Poor (no understanding of introductory principles or technical skills)
- Undeveloped (beginning to see connection between skills and concepts)
- Acceptable (applying principles)
- Developed (connecting technical skills and concepts)
- Advanced (developed understanding of skills and context, innovation, risk taking)
MM110 “Digital Video for the Web and DVD”

Assignment Assessment:

- 91% to 100% = A
- 81% to 90% = B
- 71% to 80% = C
- 61% to 70% = D
- < 61% = F

Bar chart showing the following scores:
- 85% for Camerawork, lighting, sound, editing (SLO IV)
- 85% for Originality, complexity and risk taking (SLO VI)
- 84% for Construction of Narrative (SLO VI)
- 85% for Visual storytelling, cinematography (SLO I)
- 70% for NEW: "time management" skills (SLO VII)
Changes made after assessment

• Added a production schedule to the assignment
Program SLO
Program SLO’s BEFORE revisions:

I. Demonstrate proficiency using multimedia software.

II. Illustrate concepts of design: balance, color, typography, contrast, shapes, texture, line, focal point, unity

III. Demonstrate ability to design projects that communicate specific ideas through use of: color, type, and/or other design elements
 Program SLO’s
BEFORE revisions:

IV. Exhibit professional behavior and work ethics:
punctuality, participation during class time, turning in projects by the due date, complying with copyright issues
Program SLO’s AFTER revisions:

I. Use technical skills and professional workmanship by demonstrating proficiency using multimedia software:

*Students acquire technical skills during class and apply specific skills to each project assigned.*
Program SLO’s AFTER revisions:

II. Use conceptual skills by innovating, brainstorming, sketching, problem-solving, building prototypes and scenarios, constructing narratives through research, writing proposals, storyboards, creating mock-ups and testing.
Program SLO’s AFTER revisions:

II. (continued) Criteria and standards used to appraise student work:

✓ Creative thinking skills
✓ Planning, organizing and problem solving skills
✓ The ability to analyze and understand complicated and abstract ideas and implement those ideas into projects
✓ The ability to draw relationships between topics
Program SLO’s AFTER revisions:

III. Visual communication by demonstrating the ability to design projects that communicate specific ideas and illustrate concepts of design.

IV. Exhibit professional behavior and work ethics.

V. Express recognition of the diverse cultural contributions to art and design.
MMI 110 “Digital Video for the Web and DVD”

Alignment of Course and Program SLOs

I. Apply visual storytelling and cinematographic techniques for shooting video (Program SLO #3, Visual communication)

II. Employ software and hardware to capture and edit digital video (Program SLO #1, Technical skills/workmanship)

III. Demonstrate the ability to optimize and produce video for the web and DVD (Program SLO #1, Technical skills/workmanship)
Alignment of Course and Program SLOs

IV. Exhibit precision in working with cameras, mise en scene, lighting, and sound to create continuity and visually compelling narratives (Program SLO #3, Visual Communication)

V. Demonstrate ability in analyzing form and content of film and video works, and express recognition of the diverse cultural contributions to film and video as a cultural product and as an art form (Program SLO #5, Express recognition of the diverse cultural contributions)
MM110 “Digital Video for the Web and DVD”

Alignment of Course and Program SLOs

VI. Construct narratives, characters, dialogues, and subtext, and employ visual and aural elements to communicate themes (Program SLO #2, Conceptual skills)

VII. Acknowledge the role of the audience within the context of the work

VIII. Effectively collaborate with peers on projects and hands-on in-class activities (Program SLO #5, Exhibit professional behavior and work ethics)
Program Assessment
Program Assessment
Multimedia Festival

• Nine different categories
• 60 entries are selected and exhibited
• Juror are selected from experts in the field of Multimedia
• Jurors evaluate student projects
• Visitor feedback
Program Assessment

Single Assignment Project Assessment Meeting

• Multimedia faculty evaluate the success of students across the program
• Faculty members present colleagues with one completed assignment selected from their class
• Faculty members share assessment criteria, review assignments from different courses, and gain insight into other courses their students will or have already taken
• Internal sharing of ideas helps coordinate the curriculum of the program and assists faculty with developing assignments and crafting syllabi