



Freshman as Filmmakers: Evaluating a Film Assignment in a Freshman Honors Class

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About the Course

» SED 101: The Exceptional Learner

- All SED and Elem Ed. Majors (1,000 per year)

- 1 honors section offered in Fall

» “provides enhanced educational opportunities for highly motivated and academically talented”

» “Honors courses are not more difficult, they are, however, different”



Presumed Advantages of Film Assignment

- » Develops skills with:
 - multimedia equipment & software
 - Filmmaking process (initial idea, storyboarding, scriptwriting, shooting, editing)
- » Compels active interaction with people with disabilities and their family members, and professionals
- » Requires collaboration (interdependency)
- » Encourages a different dimension of creativity



Step by Step

The background of the slide features a collage of film-related items. At the top left, there is a clapperboard with the word 'ACTION' visible. Below it, a director's chair with 'DIRECTOR' written on the backrest is positioned. In the bottom right corner, a portion of a laptop keyboard is visible.

1. 1st day of class review project (29% of final grade)
2. Teach how to operate equipment in “small doses” - show samples of each phase of project
3. Assign groups; small group meetings to choose topic and begin conceptualizing story
4. Assign “essay question” to each group member based on topic/story
5. Meet with groups again to create a storyboard (specify potential scenes - “who” & “what” & “how”)

Step by Step

6. Set up & manage system for sharing equipment
7. Shoot footage (conduct interviews, etc.)
8. Upload all footage into computers (set up & manage system for reserving computers)
9. Revise storyboard & finalize script while editing footage
10. Post-production (insert transitions, soundtrack, etc.)
11. Present films to one another (Celebrate!)



Instructor Challenges

- » Understanding equipment, work required, and quality indicators
- » Scheduling equipment distribution
- » Covering Costs (approximately)
 - Camera & Tripod(\$250), Computer (\$1,200), Voice recorder (\$50), Consumables -tapes, discs (\$100)
 - Support (technical & organizational assistance)
- » Assisting students with story conceptualization, initial contacts & problem solving



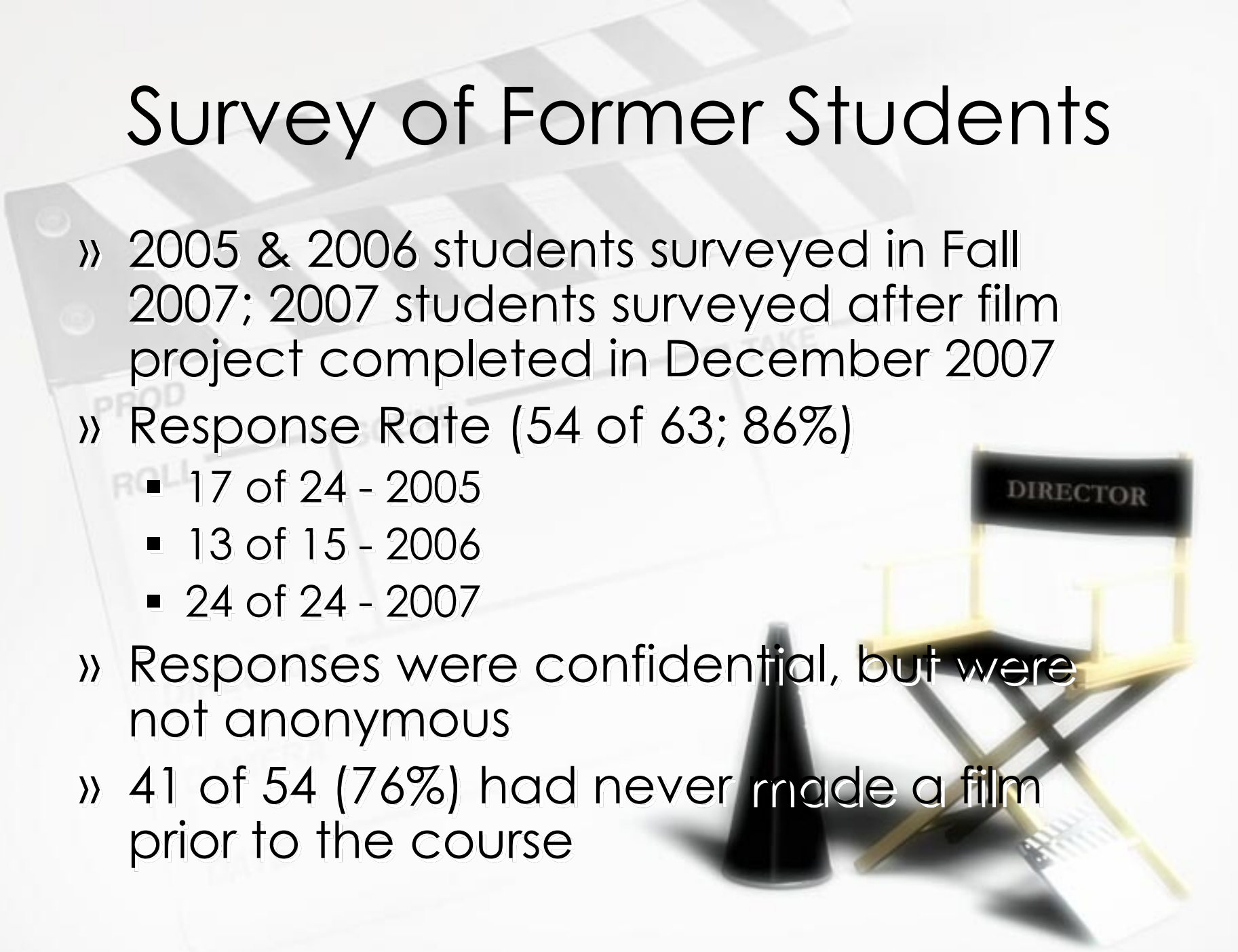
Technical Challenges

- » Teaching Filmmaking
- » Helping students understand & use equipment without doing it for them
- » Large File Backup
- » Equipment
 - Quantity
 - Quality
- » Tolerance for Ambiguity & Willingness to Problem Solve



Survey of Former Students

- » 2005 & 2006 students surveyed in Fall 2007; 2007 students surveyed after film project completed in December 2007
- » Response Rate (54 of 63; 86%)
 - 17 of 24 - 2005
 - 13 of 15 - 2006
 - 24 of 24 - 2007
- » Responses were confidential, but were not anonymous
- » 41 of 54 (76%) had never made a film prior to the course



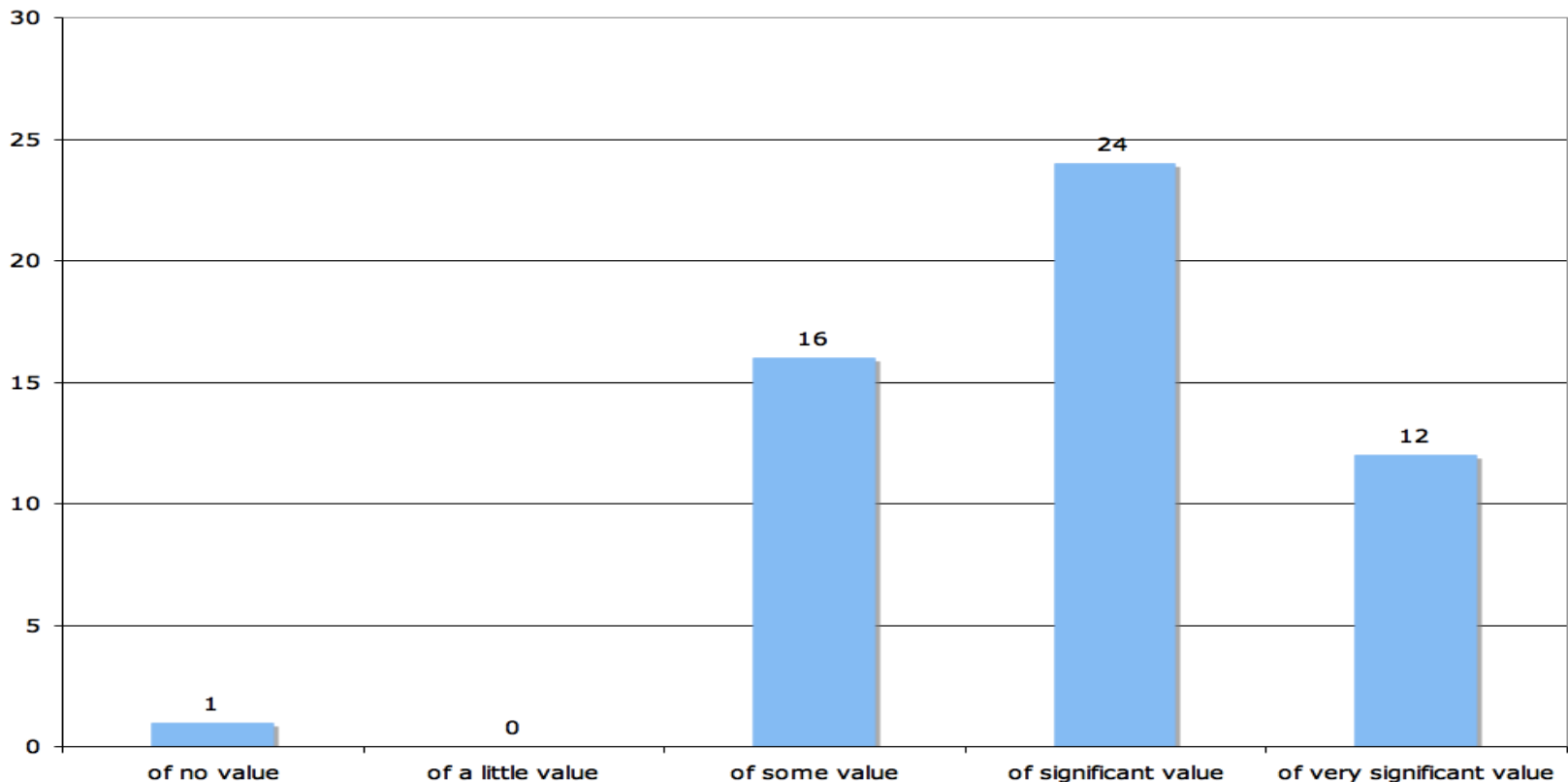
Grades for Course & Project

	Course	Project
A	42	39
B	19	20
C	1	3
D	1	1

Film project 29% of Final Grade (70 of 240 points)

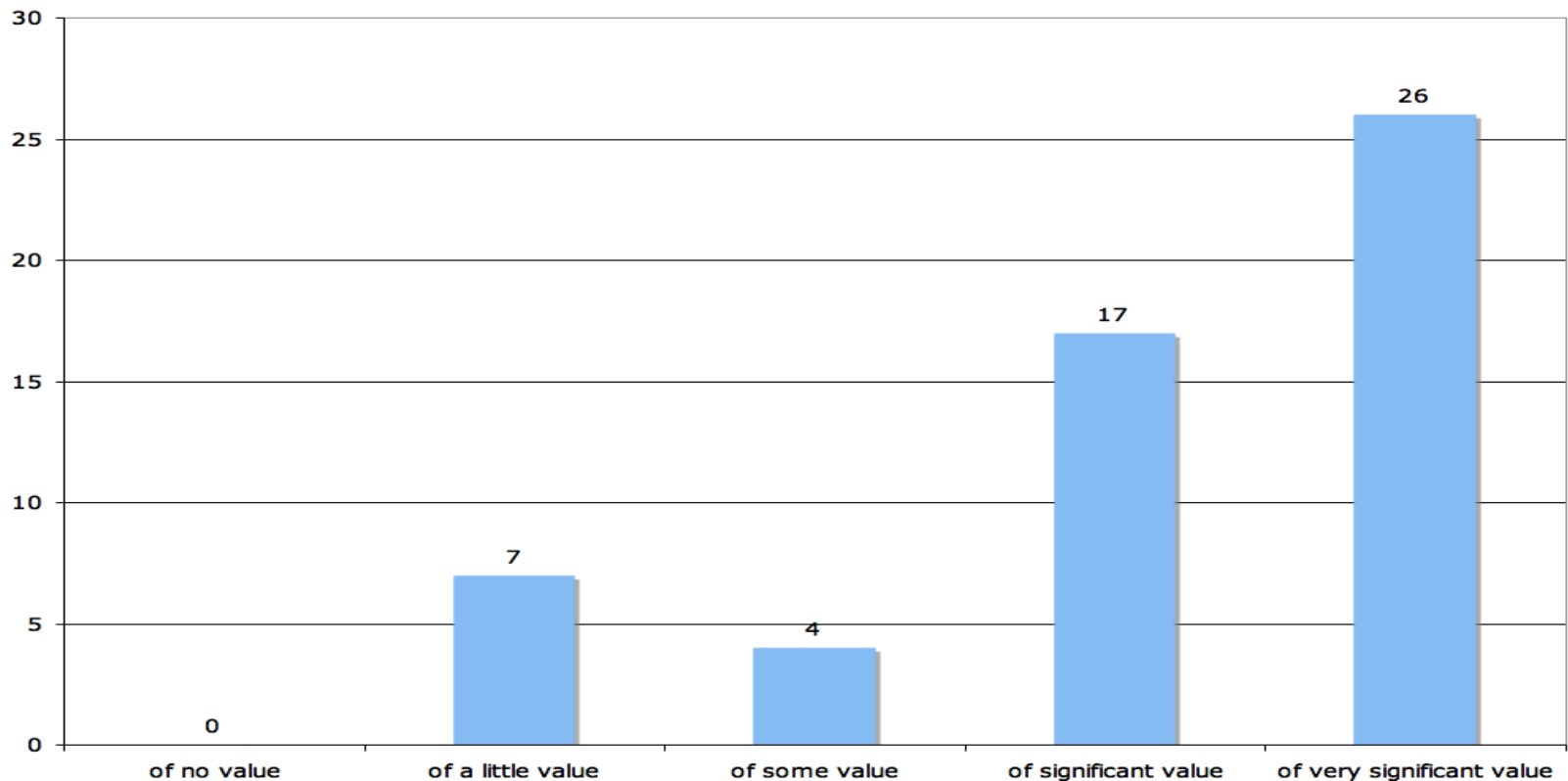
Results

Please rate what value the “SED 101 Film Project” was to you in terms of increasing your awareness of understanding of a topic associated with the field of special education (53 responded - 68% rated project of significant or very significant value)



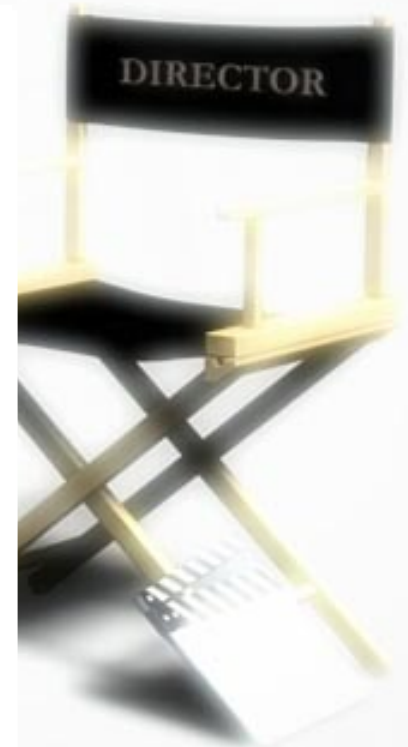
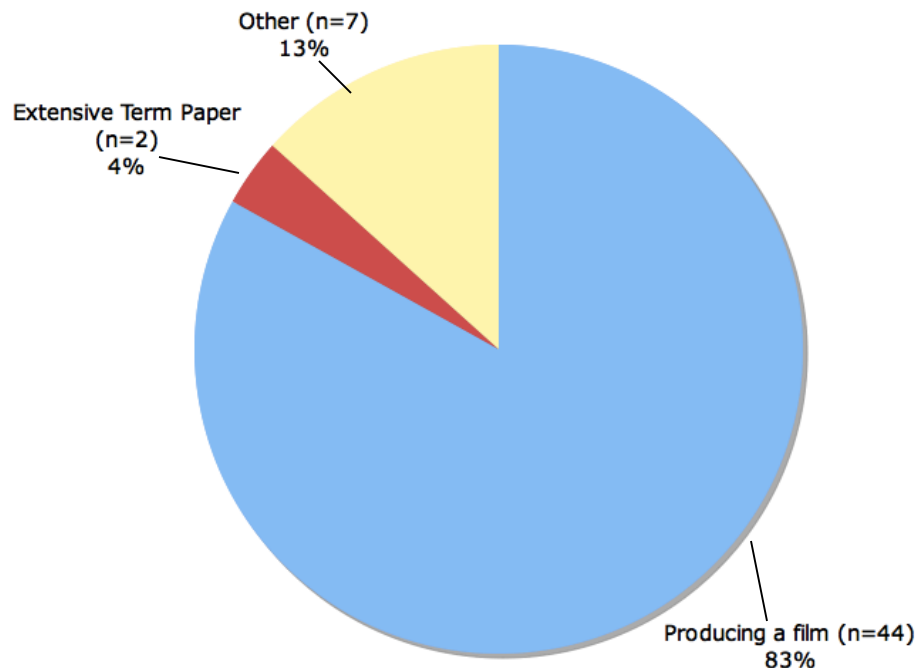
Results

Please rate what value the “SED 101 Film Project” was to you in terms of increasing your awareness of understanding of how to produce a film (54 responded - 80% rated project of *significant* or *very significant* value)



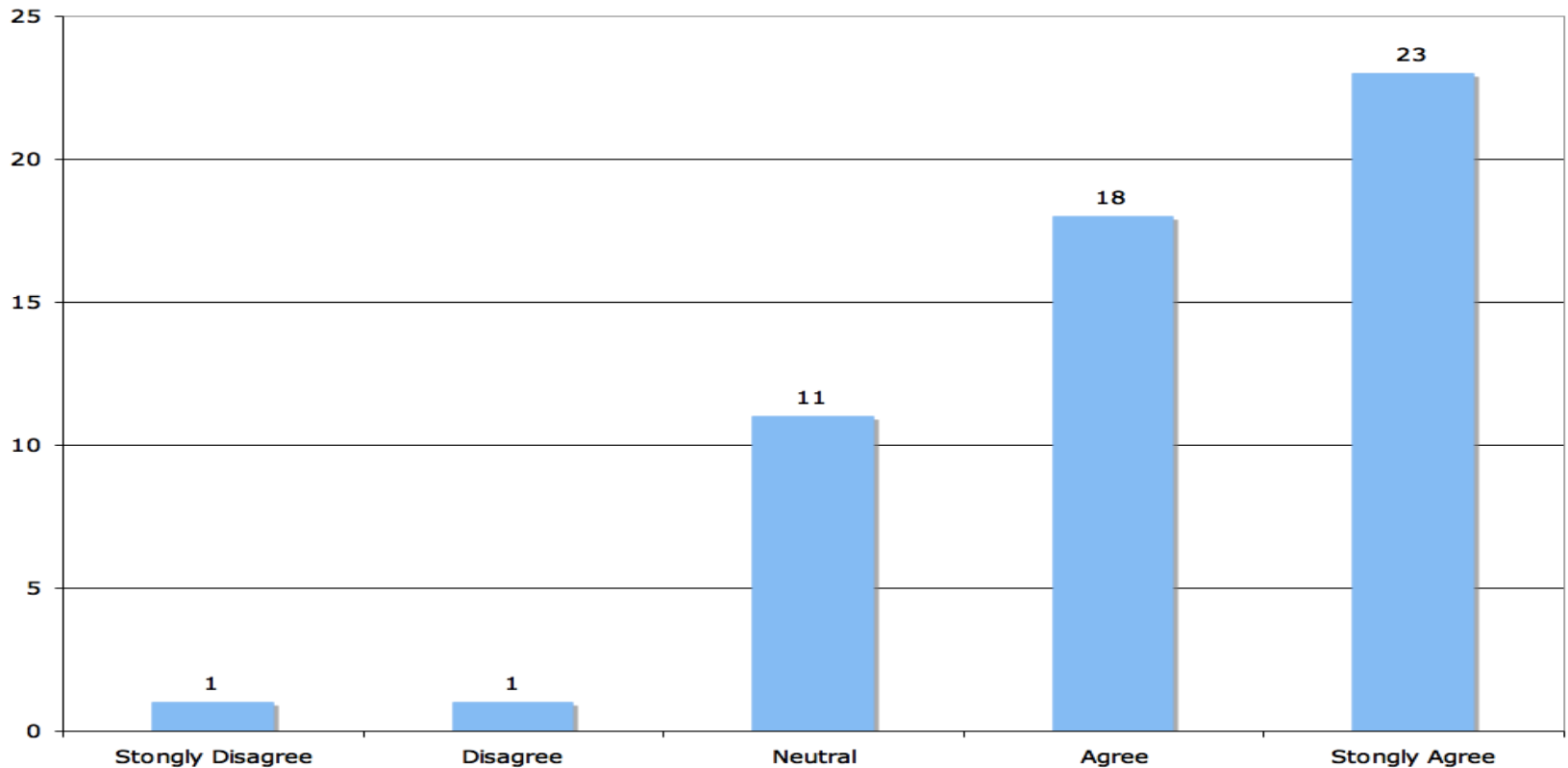
Results

Knowing what you know now, if you could turn back the clock to the beginning of the semester and were given a choice by Dr. Thompson on what to do as a final project, please indicate which type of final project you believe would be the most valuable to you in terms of your education. (53 responded - 83% would choose the film project)



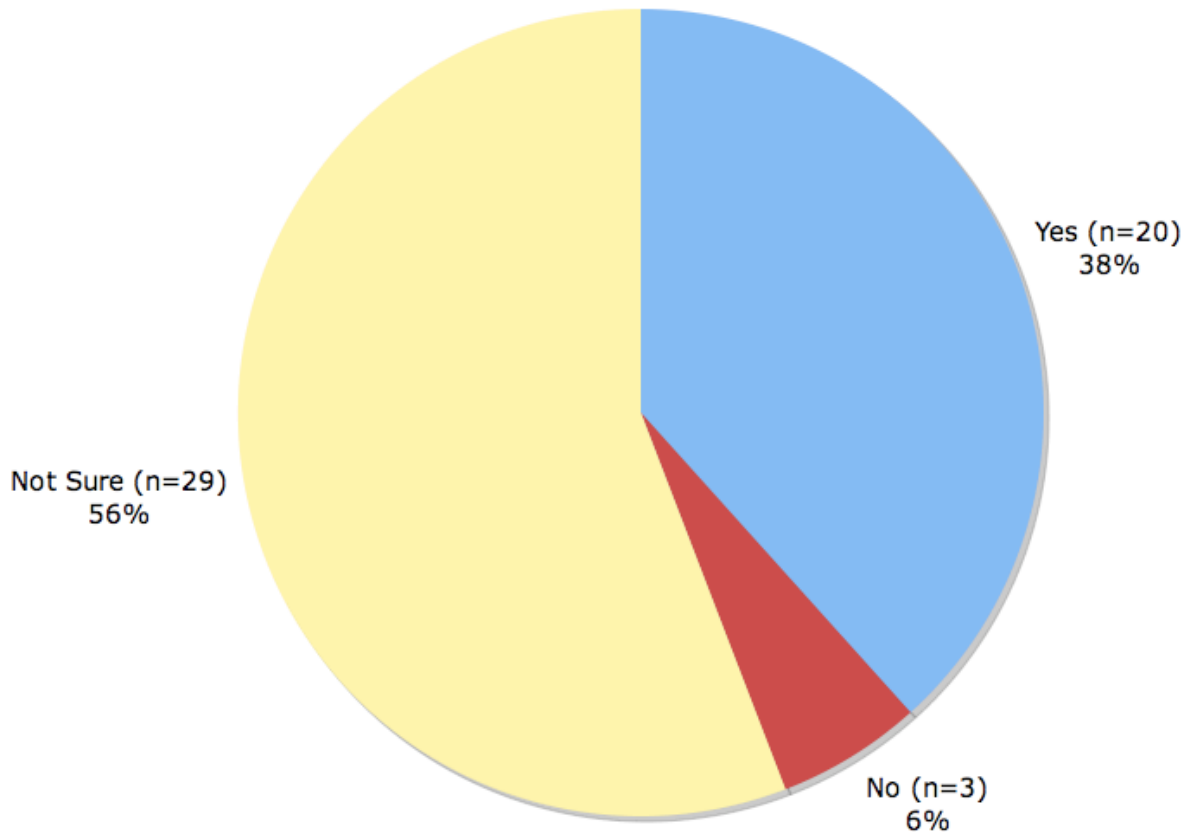
Results

To what extent do you agree with the following statement: "In future sections of the SED 101 course that Dr. Thompson teaches, he should require a film project that is similar to the one required when I took the course" (54 responded - 76% agreed or strongly agreed)



Results

Do you anticipate that you will use the filmmaking skills that you learned in SED 101 in your future career as a teacher (52 responded - 62% said “no” or “not sure”)



The Good

» Interviewing Bernard Rimland



Student Challenges

- » Time consuming nature of project
 - Learning the software/editing the film
 - Collaborating
 - » With each other
 - » With schools, interviewees, etc.
 - Sharing equipment



The Good: Bernard Rimland Interview

QuickTime™ and a
H.264 decompressor
are needed to see this picture.



The Good: Interview with Amy Blough

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



The Good: Kurt Kinley & his Dad

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



The Good: Special Olympian Interview

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



The Good: Best Practice Speech Pathology Session

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



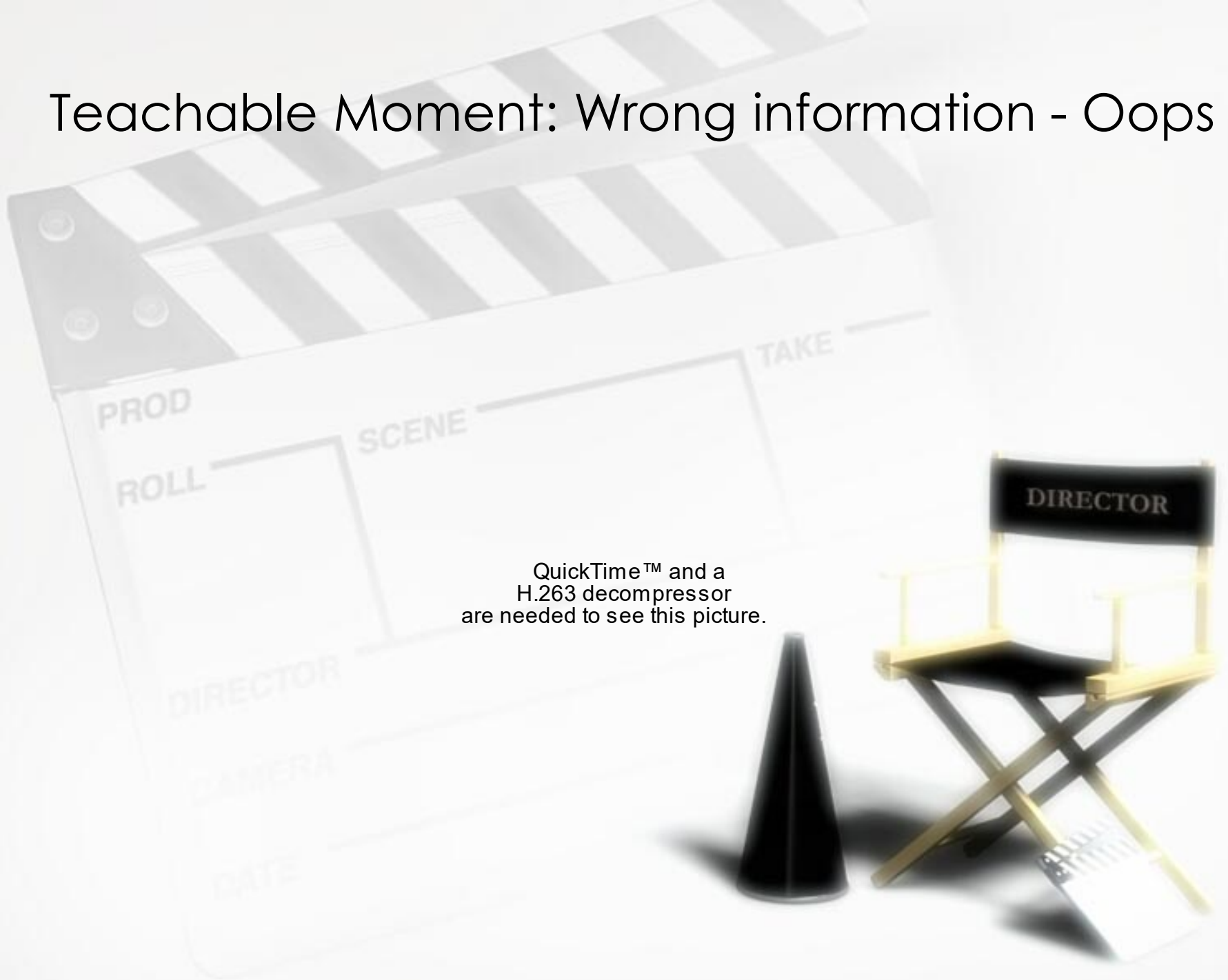
Teachable Moment: Julie Stoner Interview



QuickTime™ and a
H.263 decompressor
are needed to see this picture.

Teachable Moment: Wrong information - Oops

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



Teachable Moment: Bakken Interview (redemption with Swerdlik interview)

QuickTime™ and a
H.263 decompressor
are needed to see this picture.



Example of a Good Final Product

» ADHD Movie





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