**1. Title (this might change as you develop your idea)**

Seemel: Student Engagement in Electronics through Microcontroller Experiential Learning

**2. Who is your audience?**

Staff and students at the University of Warwick.

**3. What impacts are you aiming to have on the audience? How will they think? Act? Change? With what consequences beyond the video?**

**Consider the four aspects: experiencing, knowing, feeling, acting.**

The aim is to give an insight into an ideal staff-student partnership project. The video should explain what the students have been doing in collaboration with staff members. It needs to demonstrate how they are working. Most importantly, the video should get the audience to feel positive about staff-student partnership work, realizing the potential of such projects. Lots of points of good practice will be demonstrated, but in this case, we are not focusing upon them in detail, we want the story to be told on more of an emotional level, rather than being overloaded with detail, so as to encourage the audience to feel that they could do such projects. The students and staff must appear as confident collaborators.

**4. What happens in act 1? – how do you get people into it and the right frame of mind?**

In the fifth column describe the impact each element of your film should have on the audience. Will it work? And will it contribute to your desired pedagogic outcomes?

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| **Time** | **Visuals (including props and locations)** | **Spoken** | **Music** | **Experiencing, knowing, feeling, acting** |
| 00:00-00:06  00:06-00:10  00:10-01:05 | Simple title, black background.  Same style title “What is the project about?”  Cross dissolve to Christos (mid shot) standing between two colleagues, speaking to camera. Christos black lower title with name and role. | Christos introduces the location (electronics lab) and Ian. Intro WIHEA project, aims – student engagement, academic context. | Appropriately techno but gentle sounding stinger from iMovie. |  |

**5. What happens in act 2? – how do you achieve your aims for the video?**

In the fifth column describe the impact each element of your film should have on the audience. Will it work? And will it contribute to your desired pedagogic outcomes?

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| **Time** | **Visuals (including props and locations)** | **Spoken** | **Music** | **Experiencing, knowing, feeling, acting** |
| 01:05-01:53  01:53-02:40  02:40-02:46  02:46-02:52  02:52-03:01  03:01-03:09  03:09-03:18  03:18-03:25  03:25-03:35  03:35-03:42  03:42-03:46  03:46-04:13  04:13-04:16  04:20-04:30  04:30-04:47  04:47-05:03  05:03-05:25  05:25-05:29  05:29-06:07 | Continuing from before…  Camera follows Christos as he turns to introduce person left and right. Then camera follows Christos as he introduces other members, around the lab.  Camera follows Christos into the part of the lab where students are working. Student mentors are wearing their blue T-shirts to distinguish them from ordinary students who are sitting at desks working.  Title (simple black background as before): “What is an Arduino? And why are they useful in teaching?”  Student mentor standing on own in one of the lab’s aisles, mid shot.  Cutaway to close-up of student’s hands working on an Arduino board.  Return to shot of student explaining Arduino.  Close-up of Arduino tilt sensor being demonstrated.  Return to shot of student explaining Arduino.  Mid shot of female student working with Arduino, PoV over the shoulder of mentor who is explaining.  Return to shot of student explaining Arduino.  Title (black background, same as before): “What are the students doing with Arduino?”  Return to the same student mentor, this time he is standing along a row of students who are working on Arduino kits, sitting at desks. A mentor is working with a student in the background.  As above.  Cutaway shot of three mentors watching students work.  Return to the student mentor.  Cutaway of a student working, getting help from mentor, enjoying it.  Return to student mentor speaking to camera.  Title with black background: “How are you making the tutorial videos?”  Fade through black to over the shoulder of mentor working at laptop with camera and Arduino, creating a demo video. Subtitle (ripped, right align): Camtasia Studio Screen recording and video editing.  Move in closer so that we can see the screen better.  Move out again so we can see the mentor speaking and pointing out the elements of the setup. Follow him, zooming in and out on componenets. | Christos introduces Dr Purcell, Ian Griffith, Alex (student President Warwick Tech).  Christos explains the role of Warwick Tech in starting the project.  Christos introduces more students. Some are mentors, one is a PhD student.  Student explains what an Arduino is.  Student continues explaining.  Student continues explaining.  Student continues explaining.  Student mentor continues explaining, this time talking about what the students are doing.  Interviewer asks “what’s your role in the project?”  Student explains mentoring role.  Student mentor continues explanation. Interviewer asks: “You’re mentors, part of an initiative for mentoring?” Student mentor confirms. Interviewer asks “this was your idea?”. Student mentor confirms and explains how the idea developed.  Student mentor continues explaining.  Interviewer asks “how is it going to help you personally?”. Mentor explains that it is a great learning opportunity for him, teaching is a great way to learn.  Student explains Camtasia use. |  | Students and staff working together, equal status.  Students taking leadership to create something significant.  Wide range of staff and students working together, with clearly identified roles. Project is well organised and well designed.  Christos very proud of the students – see this in his body language.  Student mentor looks authoritative, looks well at home, welcoming and trusted.  Technical capability.  Real world applications of this work. Very practical.  Understand how staff, mentors and volunteer students work together. Well organised.  Learn more about the technical detail, but also get a realistic and vivid picture of how the students work together.  Student has a good reflective understanding of what they are getting. Excellent.  Reflective learning.  Details of how they are creating demos to be used in teaching. |

**6. What happens in act 3? – how do you wrap up and ensure impact?**

In the fifth column describe the impact each element of your film should have on the audience. Will it work? And will it contribute to your desired pedagogic outcomes?

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**7. Locations – list and describe, consider access issues, sound, weather, possible disruptions**

**8. Props – list and describe**

**9. Equipment and software – list and describe, when do you have access to them?**

**10. People – who? when? Special considerations?**

**11. Ethical implications for everyone involved – what do you need to consider? how might they be mitigated?**

Are there possibly negative impacts on individuals and organisations? Protect young or vulnerable people. Consider intellectual property rights.

**12. Copyright clearance – list resources for which you do not own copyright**

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However, there are a set of exceptions that allow for limited copying. The UK government maintains a list here: <https://www.gov.uk/guidance/exceptions-to-copyright>

If you are working with historical materials, you might also find that they are copyright exempt due to age. However, this can still be misleading (for example if you use a photo of an ancient artefact, copyright belongs to the photographer). More information here: <https://www.gov.uk/copyright/how-long-copyright-lasts>

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| **Resource** | **Exception** | **Copyright permission received** |
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