



Adding
broadcast
to traditional
print journalism
programs



Where are you?

- Are you a print program only?
- Are you a print & web program?
- Do you post videos to your news site?



Yes, you can!

This session is for **traditional print advisers** thinking about teaching broadcast.

If you answer **yes** to the following question, this session is for you:

Broadcast is a huge, scary thing and I don't know where to start.



Michelle Harmon

michelle.harmon@boiseschools.org

- 10 years as adviser of print program
- 6 years as print / web program
- 2 years attempting to add broadcast



My Teaching **Schedule**

- 3 periods of regular American Literature
- 1 period of Beginning Journalism
- 1 period of Newspaper Production
- 1 period Media Tech Internship



- Year 1: Textbooks & Renovate
- Year 2: Budget (Became a CTE program)
- Next 4: Add Website to Print
- Year 8: Snuck in podcasting and video units
- Year 9: Last quarter of year = broadcast
- Year 10: Purchased broadcast equipment



Let's just call what happens next
a love story!



No love at first sight, but a painful crush

- Broadcast is too good for me!
- Will I look like a fool introducing broadcast into my program?
- What if I start, but I don't make a good first impression?





**This bad boy is not a familiar animal!
Will my community accept this outsider?
Why can't we all just get along?**



It was **just another story**

The New York Times

March 12, 2010

Surfing's Next Generation Takes to the Air

By MATT HIGGINS

Last spring, on a green wave in the Mentawais, a chain of islands off the west coast of Indonesia, Jordy Smith performed perhaps the most sublime aerial in the history of surfing, a back flip while spinning one and a half times. Video of the flip, known as a [rodeo clown](#), went viral when Yahoo posted it in June.

With soaring tricks adapted from action sports like snowboarding, freestyle bicycle riding and especially skateboarding, the 22-year-old Smith, of South Africa, has been at the forefront of the young surfers entering another realm.

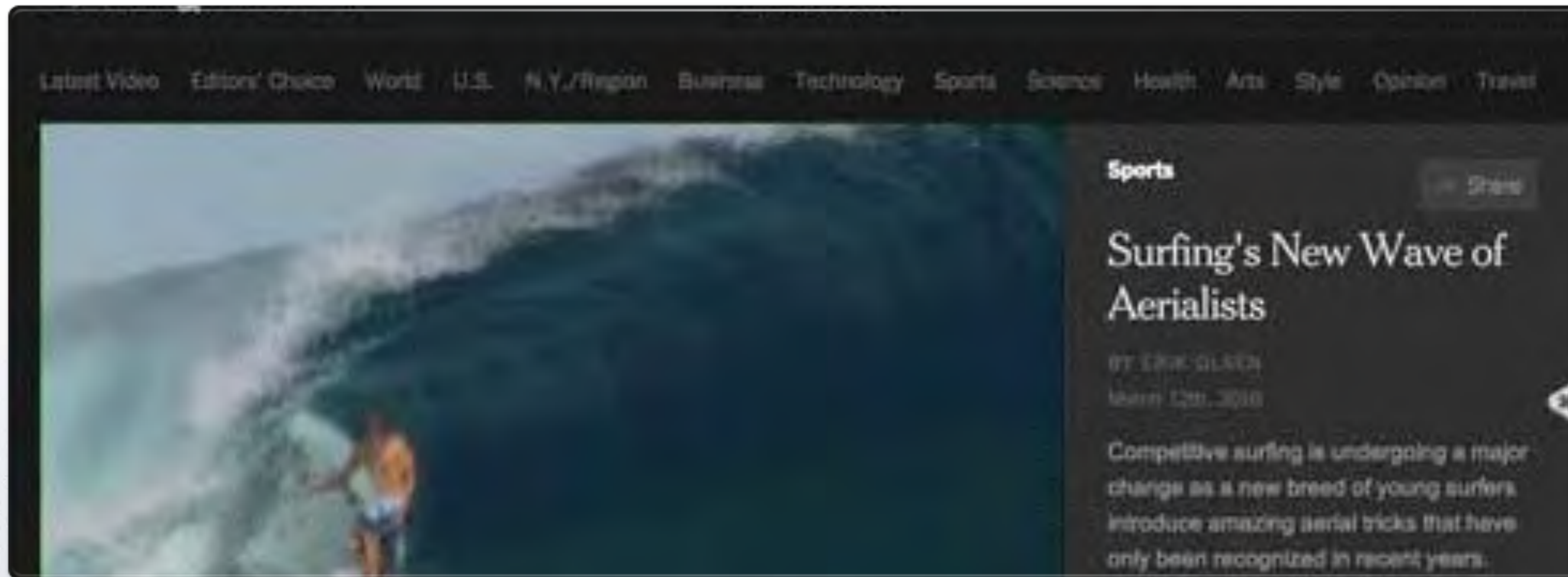
An international group in their early 20s, they were raised on films of free surfers, who perform radical maneuvers at prime locations without the pressure of scoring.

They have begun vaulting barriers between free surfing and contest surfing.



I remember

the exact moment I fell in love





But, I still depended on my
traditional print
relationship

Broadcast wasn't in the
journalism curriculum.

Nobody at the school, district,
or state expected me to do it.

Printing 7 issues is all my
principal required.



Why bother?

It's just more work for me!



- ◆ **Boise State University Media**
Director said most of his journalism graduates are being hired for their transferrable skills (taking video is big on that list)



◆ Idaho Statesman gave an internship to a college student last summer just to take video (they offered this on the condition she would help whenever she was available!)



◆ McClatchy increasing efforts to include more video with Videolicious.



- ◆ JEA's state and national JOY portfolios added a media component (students without multi-media skills are at a disadvantage in top-level journalism competitions)



◆ Journalismjobs.com
Help Wanted for reporters
candidates with multi-media
and video skills highly sought



Can
print students
afford
a life without video?



I knew I couldn't start this relationship on my own --
Who should I turn to?

- At my school, broadcasting taught by the business department
- Morning video announcements an embarrassment
- Teacher turnaround every other year
- Philosophy in video program is let students run with it
- The nagging voice in my head:
"I don't think this is fair for the children!"



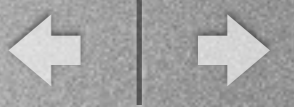
You can't add
broadcast without
some parameters



For example,
my students were willing
to go out and take video,
but they brought back
icky stuff!



- Friends doing friend things
- Horrible lighting
- Audio from built-in mics on point and clicks
- Uploads from hell
- Editing with copyrighted music, always



What's more
embarrassing is
**I didn't know
how to help them**



That's when I took a small group of
dedicated and willing
Journalism I students,
and said --
“Let's do it!”



To test my **commitment**

**Students had to make a video,
and tell me what they learned**



My goal:
What kind of **marriage**
will this look like
in the classroom?



Can I be truly happy?

- How do I teach students how to shoot video when I don't know myself?
- Am I committed enough -- this is going to take a lot more time than print
- How do I bring my video stepchildren into my traditional print family?



Broadcast

is a more complicated relationship

Video camera to capture images

Microphones to capture audio

Software program to edit story





Process = 4x Print

1. Planning
2. Shooting
3. Editing
4. Publishing



For example

- A period in print = a penciled dot
- Scene setting in print = memory + descriptive words
- Quoting in print = accurate note taking + quotation marks
- A period in video = a sound or transition
- Scene setting in video = wide, medium, tight shots taken & edited seamlessly
- Quoting in broadcast = capturing audio (usable, without distractions)



Planning

- What's my concept
- How do I want to tell the story?
- Who do I interview?
- How much time (budget) do I have?
- Storyboarding



Shooting

- Camera equipment
- Lighting conditions
- Audio / Sound
- Tripod
- Microphones & Headphones
- Battery (charged + extras)



Smartphone editing

- Videolicious
- Use still photos
- Narrate with voice over
- Share instantly



Video Camera editing

- **iMovie** (download in iPhoto as Event, and then open iMovie and accept thumbnails)
- **Final Cut** (30-day free trial to experiment)
- **YouTube** has lots of top 10 video editing suggestions



Publishing

- **Set up** SchoolTube **account**
(not usually blocked by schools)
- **Upload** video
- **Share** (take embed code or link)
- **Post** to website



Back to **Audio**

- **Uber important** and challenging
- People will turn off video if audio no good
- **NATS (natural sounds)** voiceovers, subjects' voices, for example
- Note **VU meter** for audio level
- Use **headphones** to monitor quality



Grading fairly



My grade book looks like this

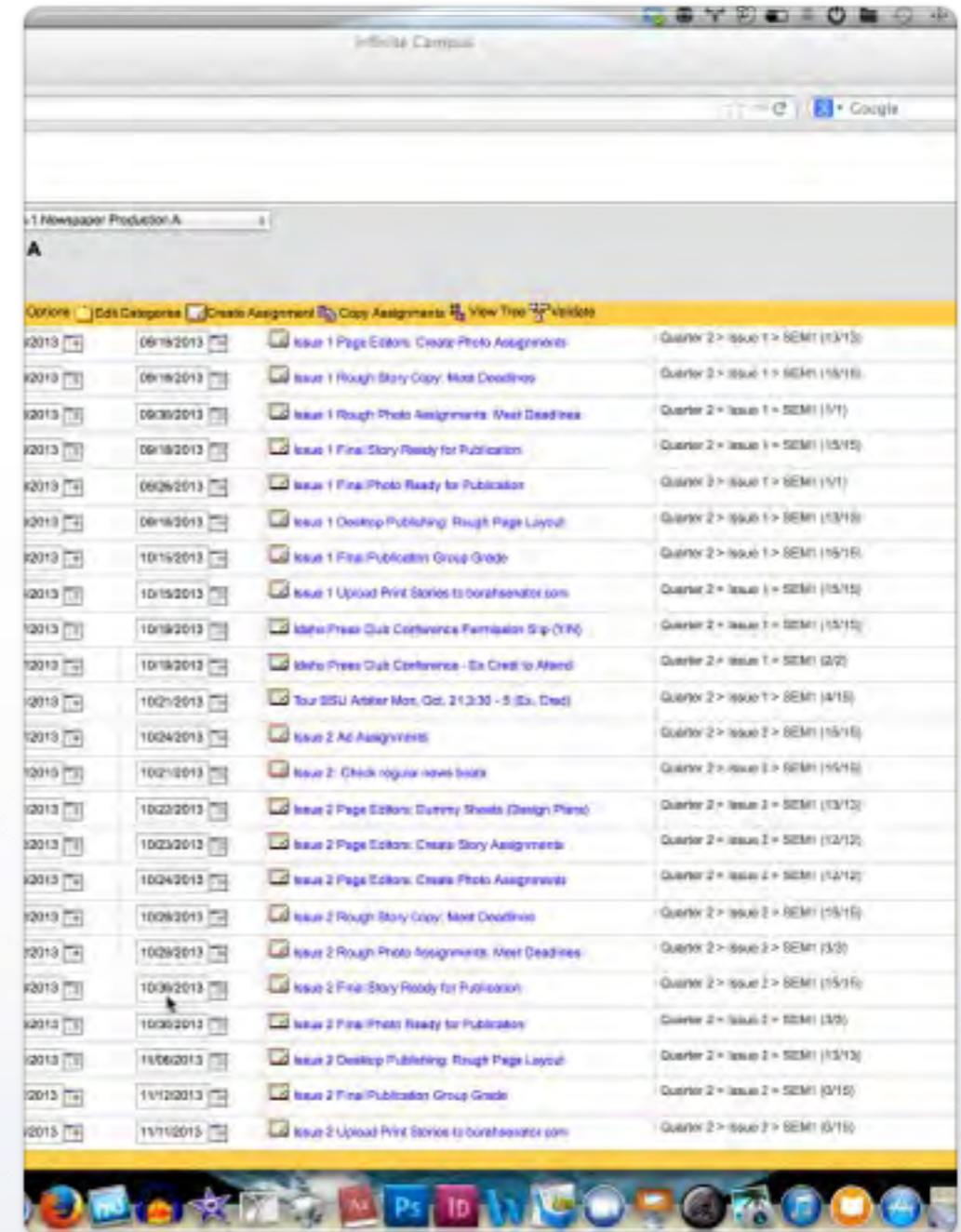
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Gray boxes are photographers who don't write stories



Video Grades

Grade on deadline,
just like my
traditional photographers





All Grading

- Individual grade: full points if you meet deadline
- Rough deadline = write draft, take photos, capture video
- Ready for one-on-one critiques
- Final deadline = stories, photos, videos ready for publication
- Final “issue” grade = group grade (how did we do as a team?)



For full credit, my students had to

Plan

The Grade?

Capture,

What I learned

Edit, and

and

Publish one
video.

What I would do
differently?



First, Podcasting

Students capture sound without video





Second, **Video**

Rely on experts to
give technical advice



I always kept the faith that I knew how to coach.



Two essential worksheets

from

The Basics of Videojournalism

Teacher Supplement

by

Cyndy Green and Larry Nance



Two-column script

Plan **script**
for both **audio and visual**
requirements of the **story**



TWO-COLUMN SCRIPT TEMPLATE WITH INSTRUCTIONS

The two-column script is a format commonly used in broadcast news. It allows the writer to create a script that shows both the audio (natural sound, interviews, narration, etc.) and visual (video, graphics, titles, stills, etc.) requirements for a story.

Below is an example of how you might use the two-column script. There is a blank template on the next page.

PRODUCTION LEAF WOES

Page 1 of 2

Team Danny Nguyen, Levon Stallings, Devina Hernandez

Date 10/15/13

1. All pertinent information is in Production, Pages, Team, & Date spaces at the top of form.
2. In the VIDEO column, clips are indicated by time code (although you may also just use a description).
3. Titles are written out to fit the traditional lower thirds title, with the name of the individual followed by a short descriptor.
4. Types of audio are clearly marked in the AUDIO column.
 - a. NATS is natural sound.
 - b. NARRATION is what the reporter reads.
 - c. Interviews are noted by the name of the person being interviewed.
 - d. STANDUP shows when the reporter appears in front of the camera.

VIDEO	AUDIO
00:01 Tree branch blown by wind	(NATS wind blowing, leaves rustling)
0:05 CU: leaves with color	NARRATION It's autumn and these wonderfully colored leaves are moving from a beautiful sight...
2:12 CU: kids picking leaves	(NATS kids)
3:05 WB: leaves making rustle	NARRATION ...in a horrific noise.
7:44 Title: Bob Jones/Joneses	BOB JONES "Yeah... I love my trees for their shade in the summer... but about the time of year I begin to love the love-hate relationship with them."
Quick cut: 1:58, 2:31, 12:11	
14:29 (color close of montage)	(NATS rustling, leaf blowing, city leaf pickup truck)
18:02 Title: Jenna Smith/Sackless City Sackless	STANDUP With each passing day the trees lose more leaves... and the citizens of Sackless respond by escalating their efforts to keep their lawns and streets clean.
	JENNA SMITH "It's more than a nuisance... if we don't pick the leaves up, they can cause flooding."

PRODUCTION _____

Page ___ of ___

Team _____

Date _____

VIDEO	AUDIO



Storyboard Template

for formatting a **visual script**

good tool for **beginning writers** who need to learn how to visualize a story

shows audio/video requirements of the story



STORYBOARD TEMPLATE AND INSTRUCTIONS

The storyboard is a format commonly used in creating visual scripts for movies. It is also a good tool for beginning writers who need to learn how to visualize a story. It allows the writer to create a script that shows both the audio (natural sound, interviews, narration, etc.) and visual (video, graphics, titles, stills, etc.) requirements for a story.

Below is an example of how you might use the storyboard. There is a blank template on the next page.

PRODUCTION LEAF WOES
Cast: Danny Nguyen, Levin Scilling, Devina Hernandez

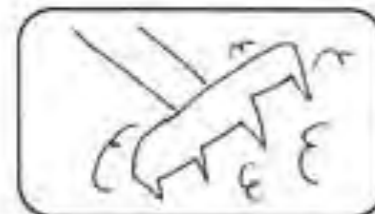
Page 1 of 3
Date 10/13/11



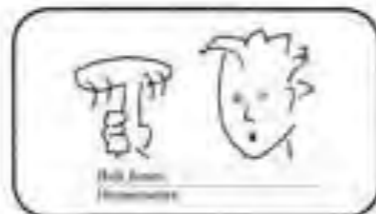
(NATS wind blowing, leaves rustling)



NARRATION
It's autumn and these wonderfully colored leaves are moving from a beautiful sight.



(NATS take)
NARRATION
...at a horrible mess.



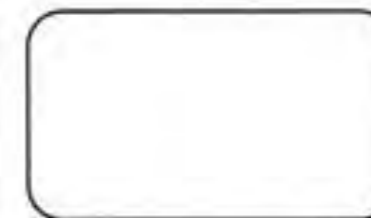
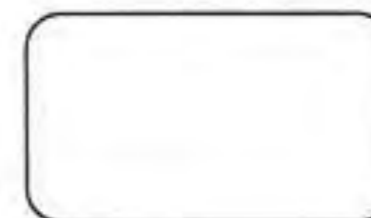
BOB JONES
"Yeah... I love my trees for their shade in the summer... relationship with them."

PRODUCTION _____

Page ___ of ___

Team _____

Date _____





Expect to be loved for who you are

Use what's available

iMovie

One tripod

Point and click cameras

Mics, if you have them and
your equipment allows



Three weeks later

- ★ I would be more consistent,
and
get **better B Roll**,
and have
better framing for interviews



★ I learned
eyes on third,
and
wide, medium
and tight shots

★ I learned how
things may not go
as planned, but
always have a
back-up plan
to do your
interviews



★ I learned that speed, flexibility, and planning are all bigger parts of video than I ever would have thought. **You can't just wing it and expect it to be any good.** *Also,* before you interview, you should **ask the people you're interviewing to fully answer and repeat the question in their answer.** It's really difficult to deal with footage that doesn't have any context.



★ A lot of things go wrong,
so you need to plan well.



I learned how to
edit videos on iMovie
and
how to do voice overs
and incorporate text into the video



When recording a story,
it's surprising
how much more
you can learn
just by
investigating further into the story



★ Sometimes, things don't always go as planned and people don't show up to interviews. Sometimes, your story just doesn't work out. I learned that once you have all of the answers you need and footage, you can create a news story that you can actually see and it's pretty cool!



Once I took the plunge,
I was really happy and
ready to commit!



Buy it, they will come.



A **kit** helps you start

Comes in
one
package



Learn how to
put it
together



Learn what
each piece
does



Note each
of the
alien parts





How to **organize staff?**

- Have students who do only video.
- Encourage regular staff writers to learn Videolicious. Create video stories with a smartphone.



In the meantime?

- Interview staff reporters about a story (**just audio**)
- Use **smartphones** when interviewing regular stories (capture audio/video)
- If you have a separate broadcast teacher, upload their **morning announcements**
- Upload the typed version of the morning announcements



JEA Resources

JEA Digital Media .org

Conference Bootcamps

GUIDE TO BROADCAST AND VIDEO



MULTIMEDIA BROADCAST

Broadcast and video boot camp

Beginning and intermediate students will learn the fundamentals of creating an effective news package from the ground up. This includes videography, sound recording, editing and story structure. Working in small teams, participants will spend the morning developing their videography skills and planning a story, and the afternoon shooting and editing that story. Participants must provide their own video cameras, tripods, microphones and laptops with editing software. Please test and become familiar with this equipment before attending the session. Preregistration was required.

EVALUATION CODE: 2858

Michael Hernandez, Mira Costa High School, Manhattan Beach, Calif., and Don Goble, Ladue Horton Watkins High School, St. Louis, Mo.

8:30 a.m. Thursday, Liberty B, Sheraton (60)

8:30 a.m. Thursday, Liberty B, Sheraton (60)

High School, St. Louis, Mo.

Beach, Calif., and Don Goble, Ladue Horton Watkins

Michael Hernandez, Mira Costa High School, Manhattan

EVALUATION CODE: 2858

8:30 a.m. Thursday, Liberty B, Sheraton (60)