AEC 5037: Agricultural Media Production  
Spring 2013  
Monday 5 (11:45-12:35), Wednesday 5-6 (11:45-1:40)

INSTRUCTORS:  
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TEACHING ASSISTANT:  

OFFICE HOURS:  
MW 10-11 a.m.  
Before and after class, and by appointment as needed

CLASS MEETS in 107 Bryant Hall computer lab. We also will have field trips during the semester. Please review the “Course Schedule” to see where we will meet each day.

Course outline and general description: This course provides an overview of advanced digital media production techniques. You will draw upon the skills and knowledge you learned in AEC 5541: Instructional and Communication Technologies.

This course will be different from any course you have taken in this department. It will very much be a “practicum-based” course, meaning you are going to do a major project for the course’s grade. This course’s main purpose is to create professional-quality videos to be displayed as part of a new partnership with the Florida Museum of Natural History. Students will create several short-format, news-style (unscripted) videos on research being conducted at the University of Florida. The videos will be displayed on a FMNH “video wall” exhibit, titled Explore Research at the University of Florida. We also may be asked to develop high-quality, high-impact videos for other purposes.

Because of the nature of this exciting and high-profile project, this course will adhere to the strictest of professional standards. Students’ work will be expected on time and of such quality that it will be able to be displayed at the museum (or online). Instructors will provide more details about the quality and scope of the work throughout the semester.

Objectives: After this course, the student should be able to:
- Develop informational videos.
- Critically think about research being conducted at the University of Florida.

Text/required readings: Successful students will read assigned materials before class and be prepared for discussion with the instructor and fellow students.
  - You will need this textbook for other communications courses in the department.
- Other course readings are posted on the course’s website.
Supplies: Students will receive a portable hard drive to save their raw footage and their final videos on. Because this is an advanced video production course, for much of the semester, we will shoot in HD format.

Equipment and 107 Bryant Hall Lab: Two- to three-person student groups will be assigned to one set of HD video equipment for the semester. Student groups will take care of the equipment. Camera equipment and lights will be kept in the 107 Bryant Hall storage closet. Student groups may ONLY use their own assigned equipment, unless special arrangements have been made. It is each group's responsibility to make sure they have charged batteries and 9-volt microphone batteries that work. If equipment does not function properly, let Dr. Telg know immediately.

E-mail: Students are REQUIRED to be able to send and receive e-mail. This is extremely important in this class, due to the nature of the professional assignments.

Grading Scale
A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

UF grading policies: For information about UF grades and grading policies, including the new minus grades, please visit http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

Assignments:
Video critiques (3 x 25): 75
Practice videos (2 x 50): 100
What is Agriculture? video: 75
Peer evaluations (4 x 25): 100
FOUR 2- to 3-minute videos for the Explore Research at the University of Florida video wall (4 x 150): 600
Attendance/participation/misc.: 50
TOTAL: 1,000

Brief Description of Assignments
- **Video critiques:** Students will submit shot “museum field trip” video and critiques of their videos. Students also will critique video they edit in class or as out-of-class assignments. (3 x 25 pts. each = 75 points)

  1. **Select two videos from the online Explore Research YouTube site** (http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp) and provide a 3/4- to 1-page written critique about each video (two pages total).
2. Submit video you shoot on the field trip, along with critique.
3. Submit video you shoot at FMNH, along with critique.

- **Practice videos**: Students will create two practice videos on topics of their choice to prepare them for the “real” Explore Research videos later in the semester. (\(2 \times 50 = 100\) points)
  1. Practice video of student-shot or “Telg-shot” video
  2. Practice video of student-shot video. For this assignment, students must shoot and edit a video that they did not previously have footage for.

- **Peer evaluation of videos**: Students will provide serious, well-thought-out critiques/evaluations of each others’ videos in class throughout the semester. (\(4 \times 25\) pts. each = 100 points)
  1. Feb. 20: Peer critique of Practice Video 1
  2. Feb. 27: Peer critique of Practice Video 2
  3. March 20: Peer critique of first set of Explore videos (“draft” version)
  4. April 8: Peer critique of second set of Explore videos (“draft” version)

- **“What is Agriculture?” videos [GROUP PROJECT]**: Students will produce a video in groups of two or three on the topic of “What is Agriculture?” Students can be as creative as they would like, as long as the content pertains to some aspect of agricultural and life sciences (broadly defined). (75 points)

- **Explore Research at the University of Florida videos**: Students will create FOUR 2- to 3-minute long videos highlighting research at the University of Florida. Video topics will be assigned to students. Topics will focus on current research, its impact, and reasons the researchers became involved in science. Students will conduct pre-interviews, research the topics, conduct the interviews, shoot the video, edit the video, and get approval of the finished videos from the researchers. Following these production steps, the videos will be posted to the Explore Research exhibit at the museum. Along with the videos, you MUST write a one- to two-sentence brief description of what the video entails. This will be posted to YouTube too. (\(4 \times 150 = 600\) points)

- **Due to the scope of this project, only high-quality edited videos will be accepted.** Work less than A-quality will not be accepted and will receive a failing grade for that video. Therefore, it is expected that students will make excellent grades in this class. Otherwise, student work will not be exhibited.
  1. March 18: First set of Explore videos (“draft” version)
  2. March 27: First set of Explore videos (FINAL videos)
  3. April 3: Second set of Explore videos (“draft” version)
  4. April 10: Second set of Explore videos (FINAL videos)

**Secure course YouTube account**: All videos MUST be posted to this secure YouTube account. Go to youtube.com and click on “sign in.”

Sign in: AEC4036@gmail.com
Password: Rickytelg123

**Late assignment policy**: A 10-percent per day deduction will be assessed for assignments turned in late. Work more than a week late will not be accepted. This policy will be strictly enforced.

**Attendance**: Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are required to attend class and to be in class on time. Only documented doctor’s excuses or UF-approved activities will be excused. Students’ grades will be lowered if they repeatedly miss class or are late.

**Cell phones**: Students are asked to turn off their cellular phones before entering the classroom.

**Food and drink**: Food and drink are ABSOLUTELY NOT permitted in the computer lab. The only exception is water bottles with a secure bottle cap.

**Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities**: In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the
university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. *(Source: 2008-2009 Undergraduate Catalog)*

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

**Software Use:** All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- **University Counseling Center**, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- **Career Resource Center**, CR-100 JWRU, 392-1602, [www.crc.ufl.edu](http://www.crc.ufl.edu)
- **Student Mental Health Services**, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs](http://www.shcc.ufl.edu/smhs)
  - Alcohol and Substance Abuse Program (ASAP)
  - Center for Sexual Assault / Abuse Recovery & Education (CARE)
  - Eating Disorders Program
  - Employee Assistance Program
  - Suicide Prevention Program

**Students with Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)
Course schedule

WEEK 1:
Jan. 7  TOPIC: Intro to course

Jan. 9  TOPIC: Pre-interviews
Conducting and shooting interviews for unscripted video format, Conducting pre-interviews
Show interviews and “raw” footage of videos Telg has done.

Select two videos and provide a 3/4- to 1-page written critique about each video (two pages total). What works? What doesn’t work? How were the video pieces shot? What elements do you think you would want to emulate in your videos? [CRITIQUE 1]

WEEK 2:

Jan. 16: TOPIC: Practice shooting video around Bryant Hall.
Discuss/assign researchers.
Discuss Explore Research videos.
DUE: Two-page written critique of Explore Research videos. [CRITIQUE 1]

WEEK 3:
Jan. 21  HOLIDAY

Jan. 23: TOPIC: FIELD TRIP: 1308 FIFIELD HALL (near UF softball field)
Watch interview with research being conducted.
PRACTICE: Shoot video; conduct mock interviews.
FOR NEXT CLASS: Pre-interview questions/content. (Students must do preliminary research on the researcher’s major interest area.) Prepare list of questions for the video story.

WEEK 4:
Jan. 28  TOPIC: Debrief from field trip.
DUE: Critique of field trip. [CRITIQUE 2]

Jan. 30  TOPIC: FLORIDA MUSEUM OF NATURAL HISTORY
Conference Room: Discuss the morning’s shoot.
INTERVIEW 1
Move to second interview location
INTERVIEW 2
Debrief, watch videos

WEEK 5:
Feb. 4  TOPIC: Debrief, watch videos from museum video shoot

Feb. 6  TOPIC: Intro to Final Cut Pro X; assign hard drives; loading video on FCPX.
DUE: Critique of your museum video. [CRITIQUE 3]

WEEK 6:
Feb. 11  TOPIC: Final Cut Pro X

Feb. 13  TOPIC: Final Cut Pro X
Students will use video from field trip or museum trip to create PRACTICE VIDEO 1.

WEEK 7:
Feb. 18  TOPIC: Final Cut Pro X. Edit PRACTICE VIDEO 1.
DUE AT END OF CLASS: [PRACTICE VIDEO 1]
Students will post videos to class YouTube site. Students will peer-critique each others’ videos.

Feb. 20  TOPIC: Students will present their PRACTICE VIDEO 1.
TOPIC: Edit PRACTICE VIDEO 2.
DUE AT END OF CLASS: Student peer critiques of Practice Video 1. [PEER CRITIQUE 1]
WEEK 8:
Feb. 25  TOPIC: Edit Practice Video 2.
   **DUE AT END OF CLASS:** [PRACTICE VIDEO 2]
   Students will post videos to class YouTube site. Students will peer-critique each others’ videos.

Feb. 27  TOPIC: Students will present their Practice Video 2.
   **DUE AT END OF CLASS:** Student peer critiques of Practice Video 2. [PEER CRITIQUE 2]

March 4, 6: **SPRING BREAK**

WEEK 9:
March 11  TOPIC: Edit first set of Explore Research videos (1-2).

March 13  TOPIC: Edit first set of Explore Research videos (1-2).

WEEK 10:
March 18  TOPIC: Edit first set of Explore Research videos (1-2).
   **DUE:** First set of EXPLORE videos for first grade. [EXPLORE VIDEOS 1-2]

March 20  TOPIC: Students will show their first set of Explore videos in class. Other students will critique the videos to help students improve. Work on revisions in class.
   **DUE AT END OF CLASS:** Student peer critiques of EXPLORE Videos 1-2. [PEER CRITIQUE 3]

WEEK 11:
March 25  TOPIC: Edit first set of Explore Research videos (1-2) for final grade.

March 27  TOPIC: Begin work for second set of Explore Research videos (3-4).
   **DUE AT END OF CLASS:** First set of EXPLORE videos for final grade. (w/ required re-editing and approval from researcher) [EXPLORE VIDEOS 1-2]

WEEK 12:
April 1  TOPIC: Edit second set of Explore Research videos (3-4).

April 3  TOPIC: Edit second set of Explore Research videos (3-4).
   **DUE AT END OF CLASS:** Second set of EXPLORE videos for first grade. [EXPLORE VIDEOS 3-4]

WEEK 13:
April 8  TOPIC: Students will show their second set of Explore videos in class. Other students will critique the videos to help students improve. Work on revisions in class.
   **DUE AT END OF CLASS:** Student peer critiques of EXPLORE Videos 3-4. [PEER CRITIQUE 4]

April 10  TOPIC: Edit second set of Explore Research videos (3-4) for final grade.
   **DUE ON FRIDAY, APRIL 12 BY NOON:** WHAT IS AGRICULTURE?

WEEK 14:
April 15  TOPIC: Edit second set of Explore Research videos (3-4) for final grade.
   **DUE AT END OF CLASS:** Second set of EXPLORE videos for final grade. (w/ required re-editing and approval from researcher) [EXPLORE VIDEOS 3-4]

April 17  TOPIC: Watch WHAT IS AGRICULTURE? videos.

WEEK 15:
April 22  TOPIC: Make any final edits on EXPLORE RESEARCH videos.

April 24  **FLORIDA MUSEUM OF NATURAL HISTORY**
   TOPIC: Watch EXPLORE RESEARCH (1-4) videos at museum.
Explore Research Video Stories

Overview:
Each student is to create **FOUR** 1:30- to 3-minute-long videos on research being conducted at the University of Florida. These are **unscripted** pieces. They will be based on interviews and some demonstrations, so there will not be a scripted video, as you created in **AEC 3070c: Digital Media Production** and **AEC 5541: Instructional and Communication Technologies**.

Description of Project:
These videos will feature research from throughout the UF campus – not just from the Institute of Food and Agricultural Sciences. The topics should focus on one of the following formats:
- Research project as a quest to learn something or solve a problem
- Research project as a career mission; career path (how they got interested and what inspired them)
- Research process explained
- Research collaborations
- Research processes and connectivity (one process developed that is used in another field)
- Implications for multiple disciplines
- A conversation with… (includes questions to ask researcher). This will take the format of “why did you become a scientist in ….”

The entire length of each video (including intro and credits) will be 3 minutes (or thereabouts). The videos must convey enough information to tell the story, but in an extremely brief timeframe. Dr. Telg recommends watching the unscripted videos on the Florida Museum of Natural History’s **Explore Research** YouTube site ([http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp](http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp)) to get an idea of the way the FMNH videos will be.

The course instructor will provide more video examples and guidance throughout the semester. As you will see in these unscripted videos, there is **NO NARRATOR**; the only person you hear is the researcher. The videos are edited in such a way that the researcher’s comments make total sense. You will also see that there is a large amount of video that covers the “talking head” of the researcher. You will be expected to incorporate high-quality footage in your videos, so that we do not see much of the researcher. In addition, you may need to interview more than one person for the story, especially with stories about collaborative research.

We recommend that you try to create **at least two videos from one researcher**. These could be videos on different aspects of his/her research. The videos, for example, could be one on his/her research, one on the impacts of his/her research, and one on why he/she became a researcher/scientist. (We call these **“Why Science?”** videos.) Also, note that you may have to go back to **shoot more video or more interviews** with the researcher. It happens. Be ready.

The videos should be BRIEF. So when the interview is going on, you should be thinking about how you can use video to cover the “talking head” as much as possible. To conform to the time requirements for WRUF-TV, **the videos MUST end at the “quarter minute” – :00, :15, :30, or :45**. The videos must be edited so that they END at the quarter minute. This is not negotiable.

Along with the videos, you **MUST** write a one- to two-sentence brief description of what the video entails. This will be posted to YouTube too.
**Equipment:**
Two-person or three-person student groups will be assigned to one set of HD video equipment (camera, tripod, microphone, light kit) for the semester. Student groups will take care of the equipment. Camera equipment and lights will be kept in the Bryant Hall Mac lab’s storage closet. Student groups may ONLY use their own assigned equipment, unless special arrangements have been made. It is each group’s responsibility to make sure they have charged batteries and 9-volt microphone batteries that work. If equipment does not function properly, let Dr. Telg know immediately.

**Pre-Interview:**
During the pre-interview, you should get a better grasp of the scope of the scientist’s research. You may want to send the email that Dr. Telg has created to give the scientist an overview of the museum exhibit project. You should follow-up your emails with a telephone call in case your message went to junk mail. You may **NOT** do the pre-interview by e-mail or by phone. **You MUST go there,** if for no other reason than to get an idea of the visual possibilities. You need to get shots of people doing things, so “lead” the researcher to provide you with ideas of how best to “visualize” the stories.

**For the interview:**
Try to use a background that puts the scientist IN the research environment. Don’t shoot the researcher at his/her desk if at all possible. Put him/her in his lab or in the field or somewhere that makes sense. Not in the office, not against a brick wall or a white wall.

Let the scientist talk, but preface each question or section with “brief comments.” Remember, this is ONLY to last three minutes for each video. We want the highlights. This will be shown in the museum. What is the “elevator message” (what can be explained in a few short paragraphs)?

You may find that the researcher collaborates with another researcher. (This should come out in the pre-interview.) You should strongly consider doing a brief interview with the collaborator.

Also, try to encourage the researcher to mention “University of Florida” or his/her department or project, so that that can be included in the final, edited video.

**NOTE:** For anyone in the video, you must get a signed RELEASE FORM. This way, we may use each person’s likeness for the videos. For minors, a parent or guardian MUST sign the release form.

**The video shoot:**
In the pre-interview, you should come away with a good grasp of the types of video shots that you should prepare for. Get shots of people doing something. Some of the videos may be more of a “demonstration” flavor to it, where the researcher shows what he/she does. Just remember not to include the researcher or his/her assistant in EVERY single shot. You will need cut-ins, cut-aways, and lots and lots of shots. Also, it is best for these to be STATIC shots, as much as possible (minimal pans, tilts, zooms). Although a 3-minute-long video doesn’t seem very lengthy, you are expected to have GOOD footage.
**Editing:**
It is recommended for videos that have a lot of **photos**, to use some “**movement**” in the photos (Example: Ken Burns Effect in FCPX.)

The videos will have a **standard introduction slate, ending credits slate, lower thirds, and music** that have already been produced. You are **required** to use these, since they have been approved by the University of Florida and the Florida Museum of Natural History. You may need to create other graphics that support the video. Editing effects (transitions, filters) should be appropriate for the theme of the videos’ content.

**Researcher approval:**
Students are **REQUIRED** to receive the researcher’s approval for the videos that feature his/her research. For stories that include multiple researchers, you must receive and submit written “approval” from each researcher.

**LAST STUFF:**
**REMEMBER:** DO NOT give these video assignments a SHORT SHRIFT. Go beyond your BEST for these. Your name will be on the videos that are shown. You may not get the opportunity to have videos displayed in a museum ever again. Put your best foot forward….which may mean doing interviews with multiple people or shooting video at different locations.

**GRADING:**
You will receive a grade on your draft *Explore Research* videos. This grade will be what I believe the video is “worth.” I will write EXTENSIVE comments on your videos. Take them to heart and **DO SOMETHING ABOUT THEM.** This first grade will POOF (go away) when you submit your video for the “final” grade.

**NOTE:** If your video is LATE for the “draft” day, you will be assessed the late penalty on your final video grade, too. So it’s to your advantage to get your draft done **ON TIME.**

ALSO, I want your draft to be as close to PERFECT as possible. The draft is NOT for you to throw something together and hope for the best because Dr. Telg will regrade it anyway. NO, that is not the mindset to have. The mindset to have is to make your draft as PERFECT as possible so that we can just tweak it a little and make your good product even better. Understand????

Grading will be based on shot composition, story content, and good, solid editing. Please see **RUBRIC** for how the grade will be broken out.
Practice Videos

Students will create TWO practice videos during the first half of the semester in preparation for the Explore Research videos at the end of the semester.

- **Practice Video 1:** The first practice video will be edited with video that students shoot at the Florida Museum of Natural History or with video provided to the student from Dr. Telg.
- **Practice Video 2:** For the second practice video, students will shoot and edit something from scratch. The video must include at least one interview and show PLENTY of b-roll. This is NOT a scripted piece, so the subject matter needs to be of enough “depth” that the person being interviewed can “fill” at least one full minute (preferably much longer) and that the subject is of enough visual nature that you have plenty of footage to cover the interview (as much as possible). The topic can be of anything of the student’s choosing.

Students will use the intro/out and lower-thirds of the Explore Research videos to practice.

Grading will be based on shot composition, story content, and good, solid editing. Please see RUBRIC for how the grade will be broken out.

**“What is Agriculture?” Video**

**Overview:**
In groups of two or three, students will create a video on some aspect of agricultural and life sciences. The video can be as scripted or as unscripted as you like. There are NO “rules” for this. It can be a music video, a “talking” video, a video that just uses words, a recruitment video for CALS or a particular department, a “think” piece on agriculture, something that can be entered in a video contest that deals with agriculture, or something that’s just fun. BUT the topic MUST focus on some aspect of agriculture.

Here are some examples:

- “I’m Farming and I Grow It”: [http://www.youtube.com/watch?v=48H7zOQrX3U](http://www.youtube.com/watch?v=48H7zOQrX3U)
- “Farmers Fight – Stand Up”: [http://www.youtube.com/watch?v=yFoGib8AfZo](http://www.youtube.com/watch?v=yFoGib8AfZo)
- “Purdue University”: [http://www.youtube.com/watch?v=aiQch66I_i4](http://www.youtube.com/watch?v=aiQch66I_i4)
- “Thank You Farmers”: [http://www.youtube.com/watch?v=Kg3k05WtLos](http://www.youtube.com/watch?v=Kg3k05WtLos)
- Naked and Hungry: [http://www.youtube.com/watch?v=YVcn52ZY3o8](http://www.youtube.com/watch?v=YVcn52ZY3o8)
- Agriculture is Our Soul: [http://www.youtube.com/watch?v=5ciH0X5KVPk](http://www.youtube.com/watch?v=5ciH0X5KVPk)
- For more videos of this type, Google “alpharma video contest.” Alpharma has had a student video contest in recent years.

Grading will be based on shot composition, story content, and good, solid editing. You have all semester to work on the video, but don’t wait until the VERY end.
Critiques
Student Critiques and Peer Evaluations

Part of this class is not only that you become good videographers and understand important topics related to UF research, BUT also that you can identify good video qualities and content. To that end, you will have the opportunity to critique your own work and the work of other students throughout the semester.

Critiques
- You will critique videos that have already been developed for Explore Research, in order to begin developing a critical eye on what your own videos should look like.
- You will critique two of your video shoots near the beginning of the semester so that you get better shooting before it really counts with the “real” Explore Research videos.

Student Evaluations
- You will post your videos to the course YouTube site on the assigned day so that fellow students can view your video prior to the next class time. Your fellow students will peer evaluate your videos (Practice Videos and 2 AND the “drafts” of your Explore Research videos).
- Note: Your critiques will also be graded, so it is IMPERATIVE that you put time and effort into the critiques because I will. Better to hear good news and bad news from your fellow students, rather than just bad news from me.

Grading will be based on how thoughtful/insightful AND helpful students’ comments are. Please see RUBRIC for how the grade will be broken out.
Explore Research at the University of Florida
Video Guidelines and Interview Templates

A good story has setup: conflict, mystery or challenge, and resolution.

Make the topic relevant to everyday life. Find a relationship even if it ends up being between pure and applied research. Look for specific, local examples. Use a strong lead to draw people in; add humor or surprise.

Profile of the scientist can be a quest or mission. Do background research so that you are an informed interviewer. Don’t waste researcher’s time. Be sure that researchers approve your statements or conclusions.

Stick to facts. Keep politics, religion, and opinion out of your interview.

Explain how the world works. Communicate process as well as product. (What is a theory?) What about skeptics? Don’t ignore skeptics, address. Look deeper for motivations. Share exciting news about science and research projects.

Simplify complex information. Keep the videos’ content at an eighth-grade level. Use language and graphics that anyone can understand. Use short sentences with a single topic. Be aware of how your message will be viewed in other cultures. Be neutral.

Talk about impacts, benefits, and outcomes. Offer explanations. If there are risks, do not incite panic or be emotional. Use a positive voice!

Don’t cover upsetting material. We don’t want to see dissections or topics that will upset people.

Overall Tips/Guidelines:
- Inaccuracies and misstated facts will lead to video rejection.
- Use only approved leader and music
- Scientist and course instructor must approve video for successful completion of project

Select One Format to Follow:
- Research project as a quest to learn something or solve a problem
- Research project as a career mission; career path (how they got interested and what inspired them)
- Research process explained
- Research collaborations
- Research processes and connectivity (one process developed that is used in another field)
- Implications for multiple disciplines
- A conversation with… (includes questions to ask researcher)