

**AEC 4036: Advanced Digital Media Production in
Agricultural and Life Sciences**

Fall 2024

MONDAY 2-4th periods (8:30-11:30)

Course Content is on Canvas

Instructor

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Class Times

Mondays, 8:30-11:30

Location

107 Bryant Space Science Center

Office Hours

Mondays, 11:30-12:30 and by appointment

Course Description

AEC 4036 provides an overview of advanced digital media production techniques. You will draw upon the skills and knowledge you learned in *AEC 3070c: Digital Media Production in Agricultural and Life Sciences*.

This course will likely 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 major projects for the course’s grade. This course’s main purpose is to **create professional-quality science videos for educational purposes** for **UF Research, the Florida Museum of Natural History (FMNH) and UF/IFAS Research**. Videos will be shown at the museum’s permanent *Exploring our World* video display wall, on YouTube channels, and on WUFT-TV.

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) and to be shown by our clients. The instructor will provide more details about the quality and scope of the work throughout the semester. **If you are not able to commit to doing whatever is necessary to produce A-quality videos for this course, please do not take the course.**

Course Objectives

After this course, the student should be able to:

- Develop informational and news science- and agriscience-related videos.
- Critically think about research being conducted at the University of Florida.

Course Design

This is an in-person course. Zoom may be available – on a case-by-case basis – for students to use to access live content. The course has materials available through Canvas.

This is a co-taught (undergraduate/graduate) course.

Requirements

Textbook:

No textbook is required for this course. Course readings may be assigned to help students succeed in class. When readings are assigned, students are expected to have read the materials prior to class. Students can refer to *Agricultural and Natural Resources Communications* (<http://anrcommunications.org>) as a resource for video shooting and editing. This is a **free** online publication. The authors do ask that students consider providing a \$10 voluntary contribution for maintaining and updating the online publication. A contribution link is provided at the bottom of the home page and the preface page.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Equipment and Bryant Space Science Center Mac Lab:

High-capacity SD cards will be provided to each student to record video onto. Students will receive a **portable hard drive** to save their raw footage and their final videos on. Students must return the portable hard drive at the end of the semester. The SD cards are theirs to keep.

Video camera equipment and still photography cameras are available for reservation. You **MUST** reserve the video or photography equipment in advance. Students are required to use the Online Reservation System (**CHEQROOM**) to reserve video equipment. User accounts will be created at the beginning of the semester. Students will be assigned to a particular iMac computer for the duration of the semester. If equipment does not function properly, **let the instructor know immediately upon your return**.

Food and drink are **NOT** permitted in the computer lab.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.
- Proficiency using Adobe Premiere.

Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**. Quizzes are graded automatically upon submission.

Assignments

Assignment Descriptions and Points:

Assignments are due in Canvas by Thursdays at 11 p.m. ET, unless otherwise noted in the syllabus.

- **Video reflections:** Students will submit reflections of video they watch and shoot at the beginning of the semester and near the end of the semester.
- **Greyhound editing practice:** Students will practice with Adobe Premiere to edit a video using provided video and interview clips.
- **Practice videos:** Students will create one practice video on a topic of their choice and one from footage and an interview that they shoot at the Florida Museum of Natural History.
- **Professional videos:** Students will produce either a set of research and “Why Science?” videos for Explore Research OR a set of videos for IFAS Research.

- **Explore Research at the University of Florida video:** Students will create a video highlighting research at the University of Florida. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Explore Research at the University of Florida “Why Science?” video:** Students will create a video highlighting the researcher in the *Explore Research* video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research video:** Students will create a video on research being conducted in IFAS. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research “Why Science?” video:** Students will create a video highlighting the researcher in the IFAS video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Researcher emails, release forms, and approval:** Students must receive confirmation emails from their researchers for the videos, release forms for those in the videos, and approvals of the finished videos.
- **Submitting files:** Students are required to submit all video and project files at the end of the semester.

	<u>Total Score</u>	<u>Your Score</u>
Reflections (4 x 50)	200	_____
Greyhound edited video	50	_____
<u>Practice Videos</u>		
Practice Video 1	100	_____
Practice Video 2	100	_____
<u>Video 1</u>		
Explore Research or IFAS Research DRAFT (SUBTITLES)	50	_____
Explore Research or IFAS Research FINAL (SUBTITLES + YouTube info)	150	_____
<u>Video 2</u>		
Explore Research or IFAS Research “Why Science?” DRAFT (SUBTITLES)	50	_____
Explore Research or IFAS Research “Why Science?” FINAL (SUBTITLES + YouTube info)	150	_____
Submitting all video and project files	50	_____
Researcher email	25	_____
Researcher release forms	25	_____
Researcher approvals of video	25	_____
<u>Participation/attendance</u>	25	_____
		TOTAL: 1,000

Course Grading:

All written assignments **MUST** be typed. Following is the grading scale and 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

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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.

Academic Integrity

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is

mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

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. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected

to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Materials and Supplies Fee:

A materials and supplies fee is collected for this course to pay for costs associated with assignments in this course.

Expectations for Design:

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **design** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixelated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
 - Microsoft PowerPoint
 - Microsoft Word
 - Adobe Photoshop (photographs)
 - Adobe Illustrator (graphics). This software program is taught only in AEC 4035. The expectations for actual graphic design in other courses will be minimal.
 - Adobe InDesign (print layout)
 - WordPress (Web)
 - Final Cut Pro X or Adobe Premiere (video)

Student Services

Health & Wellness:

- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center

- Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources:

- **Linked-In Learning**
 - The University of Florida has an agreement with Linked-In Learning (formerly Lynda.com) to provide FREE online tutorials to students and faculty on many software programs. If you feel "rusty" with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Linked-In Learning tutorials available through UF e-Learning: <https://elearning.ufl.edu/>.
- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

Services for 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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)

Course Schedule

WEEK 1

Aug. 26 Introduction to course and to science communication

Conducting pre-interviews, conducting and shooting interviews for unscripted video format

Camera operation

LAB: Conduct mock interview

REVIEW: Explore Research and UF/IFAS Research video ideas.

DUE THIS THURSDAY AT 11 P.M.: REFLECTION 1 (review TWO previously produced Explore Research or IFAS Research videos)

WEEK 2

Sep. 2 **HOLIDAY!!!**

DUE THIS THURSDAY AT 11 P.M.: GREYHOUND EDITED VIDEO

WEEK 3

Sep. 9 Camera operation (DSLR), lighting, "location scout"

LAB: Shoot video; conduct mock interviews.

ASSIGN: Explore Research and UF/IFAS Research videos.

ASSIGN: Pairs to do "location scout" of Florida Museum of Natural History

WEEK 4

Sep. 16 **FIELD TRIP: FLORIDA MUSEUM OF NATURAL HISTORY**

MEET AT THE MUSEUM

DUE THIS THURSDAY AT 11 P.M.: PRACTICE VIDEO 1

DUE THIS THURSDAY AT 11 P.M.: REFLECTION 2 (based on Practice Video 1)

DUE THIS THURSDAY AT 11 P.M.: INITIAL EMAIL TO EXPLORE OR IFAS RESEARCHER (Copy Telg)

WEEK 5

Sep. 23 **IN CLASS:** Work on Practice Video 2

CRITIQUE PRACTICE VIDEO 1

WEEK 6

Sep. 30 Adobe Premiere: captioning/subtitling + intro/outro/lower thirds

DUE THIS THURSDAY AT 11 P.M.: PRACTICE VIDEO 2

DUE THIS THURSDAY AT 11 P.M.: REFLECTION 3 (based on Practice Video 2)

WEEK 7

Oct. 7 Adobe Premiere: filters + Critique Practice Video 2

CRITIQUE PRACTICE VIDEO 2

WEEK 8

Oct. 14 Discussion with *Untamed Science* video producer (9 a.m.) + Work day

DUE THIS THURSDAY AT 11 P.M.: **DRAFT** IFAS or EXPLORE VIDEO w/ captions

WEEK 9

Oct. 21 360-degree and Matterport videos + Work day.

CRITIQUE DRAFT IFAS or EXPLORE VIDEO

DUE THIS THURSDAY AT 11 P.M.: **DRAFT** IFAS or EXPLORE "WHY SCIENCE?" VIDEO w/ captions

WEEK 10

Oct. 28 Tour CITT facility (9 a.m.) + Work day

CRITIQUE DRAFT IFAS or EXPLORE “WHY SCIENCE?” VIDEO

DUE THIS THURSDAY AT 11 P.M.: FINAL IFAS or EXPLORE VIDEO w/ captions

WEEK 11

Nov. 4 Tour COLT facility (9 a.m.) + Work day

DUE THIS THURSDAY AT 11 P.M.: FINAL IFAS or EXPLORE “WHY SCIENCE?” VIDEO w/ captions

WEEK 12

Nov. 11 **HOLIDAY!!!**

WEEK 13

Nov. 18 **FINAL WORK DAY!**

Finalize YouTube descriptions for all videos.

DUE THIS THURSDAY AT 11 P.M.: REFLECTION 4 (based on what you’ve done this semester)

WEEK 14

Nov. 21 **HOLIDAY!!!**

WEEK 15

Dec. 2 Presentation to FLORIDA MUSEUM OF NATURAL HISTORY and IFAS RESEARCH

MEET AT THE MUSEUM at 8:30 a.m.!!!

Recap, final edits, and everything packaged.

DUE THIS THURSDAY BY 11 P.M.:

- All finished videos with NO subtitles.
- All finished videos WITH subtitles.
- All project files.
- All b-roll, interviews.
- All YouTube descriptions.
- Approvals from all researchers.

Video Reflections

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.

Reflections

Reflection 1: You will critique videos that were previously developed for **Explore Research** and **IFAS Research**, in order to begin developing a critical eye on what your own videos should look like.

UF Research (Explore Research) videos:

<https://www.youtube.com/playlist?list=PLMKzMoswffHv5PtXQ3QDyteHOox2ULOvK>

IFAS Research videos:

https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

Reflections 2 and 3: You will critique your two PRACTICE VIDEOS at the beginning of the semester so that you get better at shooting before it really counts.

Reflection 4: You will provide an overview of what you have learned this semester (Week 14).

Grading will be based on

- **How thoughtful/insightful your comments are.**
- **Grammar and punctuation.**

Greyhound Edited Video

Students will take the "greyhound" video clips that are provided to them and create a 1- to 2-minute video utilizing the following elements:

- Interview: Use at least three interview clips
- B-roll
- Music at the beginning (title slide)
- Photos
- Intro graphic/title slide: Do a quick fade after the title slide ends and fade up as the woman is about to speak.
- Lower third: Make up a name for the woman. Also include a title for her. You can make that up, too.

Grading for the video will be based on story content and good, solid editing.

Practice Videos

Students will create two practice videos from video the student shoots.

The first practice video will feature an individual, organization, or business of the student's choice. Students will create a video of no more than three minutes and must include one lower third.

The second practice video will feature content from the trip to the Florida Museum of Natural History. Students will create a video of no more than three minutes.

Grading for both videos will be based on shot composition, story content, and good, solid editing.

Draft Videos

For the major assignments, you will create DRAFTS of each one. The DRAFT will be critiqued by instructors and peer-critiqued by fellow students in class. The DRAFT should be as **close to perfect** as possible so that we can just tweak it a little and make your good product even better.

Grading for all videos will be based on shot composition, story content, and good, solid editing.

Explore Research and IFAS Research Videos

Overview:

Students will create 2- to 3-minute-long videos on research being conducted at the University of Florida or within UF/IFAS. These are **unscripted** pieces. They will be based on interviews and some demonstrations, so there will not be a scripted video.

Description of Project:

The entire length of each video (including intro and credits) will be no more than 3 minutes (or thereabouts). The videos must convey enough information to tell the story, but in an extremely brief timeframe.

To get an idea of the way the FMNH videos will be, Dr. Telg recommends watching previously produced videos on UF Research's YouTube channel:

<https://www.youtube.com/playlist?list=PLMKzMoswffHv5PtXQ3QDyteHOox2ULOvK>

For **IFAS Research** videos, refer to this YouTube location:

https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

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. 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. In addition, you may need to interview more than one person for the story, especially with stories about collaborative research.

When finished, these videos will be on the museum's permanent video exhibit, on the museum's website, and aired periodically on UF's WRUF-TV channel.

IMPORTANT: 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 (or within one second).

IMPORTANT: Along with the videos, you **MUST** write a **two- to three-sentence brief description** of what the video entails. This will be posted to YouTube too.

IMPORTANT: **You must create a version with subtitles.** You will have to type in the words that people say word for word. For a 3-minute video, this may take about an hour.

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 unless the researcher is far from Gainesville. **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:

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 OR IFAS Research. 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:

IMPORTANT: 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: 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:

Grading will be based on shot composition, story content, and good, solid editing.