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Using MovieMaker to Tell Your Story



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What is Digital Storytelling?

What is Digital Storytelling? *From Wikipedia, a free on-line encyclopedia at <http://en.wikipedia.org>*

Digital Storytelling reflects both a broad reference to the emergent new forms of digital narratives (web-based stories, interactive stories, hypertexts, and narrative computer games) as well as the specific approach of creating short digital films developed by the Center for Digital Storytelling. As an emerging area of creative work, the definition of digital storytelling is still the subject of much debate.

The broad definition has been used by innumerable artists and producers to link their practices with traditions of oral storytelling and often to delineate work from the highly produced commercial or conceptual projects by focusing on authorship and humanistic or emotionally provocative content. Some of the artists that have self-described as digital storytellers included Abbe Don, Brenda Laurel, Dana Atchley, and Pedro Meyer.

The short narrated films definition of digital storytelling relates back to the development of a production workshop by Dana Atchley at the American Film Institute in 1993 that was adapted and refined by Joe Lambert in the mid-1990's into a method of training promoted by the San Francisco Bay Area-based Center for Digital Storytelling. Typically, digital stories are produced in intensive workshops. The product is a 2-5 minute film that combines a narrated piece of personal writing, photographic images and a musical soundtrack. The philosophy behind this type of digital storytelling is one of using technology to enable those without a technical background to produce works that tell a story using moving images and sound.

Steps to creating a Digital Story Using MovieMaker

Consider following these basic steps when creating your movies:

1. Plan your movie by using storyboards, notes, and scripts.
2. Open the MovieMaker program
3. Import and arrange your photos
4. Add titles to your pictures and clips.
5. Record your narration and customize your effects
6. Add your background music (use sites such as, <http://www.royaltyfreemusic.com/>)
7. Save your production.



Helping Kids Become Wise Consumers of Information

Taken from <http://www.youthlearn.org/learning/activities/multimedia/medialit.asp> Teaching Media Literacy:

In our media-saturated world, kids are constantly bombarded by messages, images, opinions and ideas. Add the Internet, Web, email and wireless devices into the mix, and it's difficult for any of us to escape the information—and misinformation—glut.

Adults increasingly are finding that they need to teach the important skills of analyzing messages and information for validity and bias. Analyzing and assessing sources is an essential part of all [inquiry-based learning projects](#), but our multimedia world means that we have to teach kids not just how to assess data and arguments, but also how to discern emotional appeals made through pictures, music and video. This important topic is too big to thoroughly cover here, but we can give you a few pointers and resources for further explanation:

- When we teach how to do [photography](#), we're also teaching kids to really look at the images they see. They come to understand the emotional effects inherent in a photographer's choices about angle, focus and other aesthetic elements.
- When we teach [image-editing](#) programs like PhotoShop, we show kids how images can be changed to distort the truth or fabricate untruths.
- When we teach about [video](#) (with programs like *Movie Maker*, *iMovie*, *Final Cut Pro*), kids learn more about the differences between reality and acting and how subconscious elements like music or setting can alter the emotional reactions to a scene.

Just as we try to teach kids to read with deeper awareness and conscious analysis, in a visual world we must teach them to look closely at the images that sometimes pass by them in a flash. You can use some of the following activities to reinforce those skills:

- *Bring photographs from newspapers and magazines to class occasionally for brief discussions about what they show and mean. Combine this activity with vocabulary exercises in which you show the kids a picture and ask them to write as many words as they can to describe the picture or its effects. Do the same thing with TV commercials or bits from TV newscasts.*
- *Show kids photos and ask them to write captions for them.*
- *Take a photograph that has emotional power and make a copy. Now make copies that show just parts of the image. Make several more copies that show a gradually larger area of the image from each of the focal points, until you have the entire image showing again. Show the kids the smaller images, and ask for their impressions of what each image shows or means. Then show the larger images and ask for impressions until you've finally shown the complete photo. Talk about how their impressions changed as they saw different parts of the photo.*
- *Show kids part of a TV situation comedy that includes music and a laugh track. Ask them how hearing the music and the laughing affects their impressions.*
- *Find some photo-based advertisements in magazines and copy them, taping over the words and text. Ask the kids what they think the ads are selling. After discussion, show them the full ad.*
- *Take extreme [close-up photographs](#) of parts of everyday objects and see if the kids can figure out what they are. For a twist, use objects in your classroom and hand several photos to teams of kids and see if they can find the objects.*

Video Basics

Video authoring has been simplified over the years and can be easily done at home with the right software, hardware, a video camera and a PC. Transferring video to your PC gives you the opportunity to be as creative as Steven Spielberg while creating impressive stories starring your friends and family.

You can use Windows Movie Maker to capture audio and video to your computer from a video camera, Web camera, or other video device. Then you can use the captured content in your film. You can also import existing audio, video, or still pictures into Windows Movie Maker to use in the movies you create. After editing the audio and video content in Windows Movie Maker, which can include adding titles, video transitions, or effects, you can then share your movie.

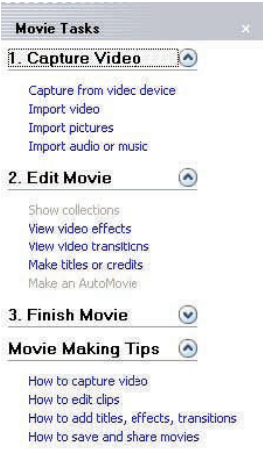
You can save the movies you create to your computer or to a recordable (CD-R) or rewriteable (CD-RW) CD (depending on your CD recorder). You may also choose to share it with others by sending the movie as an attachment in an e-mail message or by sending it to the Web.

The Movie Tasks Pane

The Movie Tasks pane lists the common tasks that you may need to perform when making a digital story. The Movie Tasks pane lets you perform the following common tasks, according to the point you are at in the process of making a movie.

Capture Video Provides options to begin making a movie, such as capturing video and importing existing video, pictures, or audio.

Edit Movie Provides options for making a movie, such as viewing existing video, pictures, audio, video effects, or adding movie titles and credits. You can also start AutoMovie to begin making a movie automatically.



Finish Movie Provides options for saving your final movie, such as to your computer, to a recordable CD, to send as an attachment in an e-mail message, to the Web, or to a tape in a DV camera.

Movie Making Tips Provides help for completing common tasks in Windows Movie Maker.

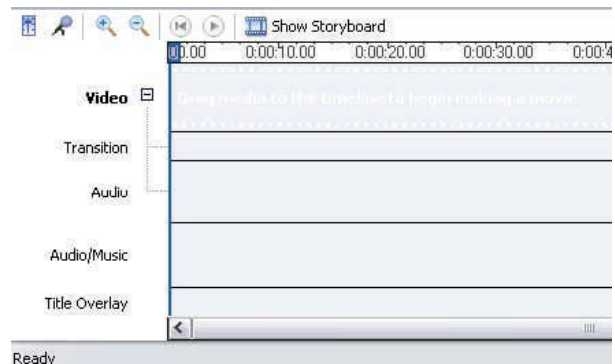
Collection

A collection contains audio clips, video clips, or pictures that you have imported or captured in Windows Movie Maker. A collection acts as a container for your clips, which are smaller segments of audio and video, and helps you organize the imported or captured content. Collections appear in the Collections pane of Windows Movie Maker.



Timeline

You can use the timeline to review or modify the timing of clips in your project. Use the timeline buttons to perform tasks such as changing the view of your project, zooming in or out on details of your project, recording narration, or adjusting the audio levels.



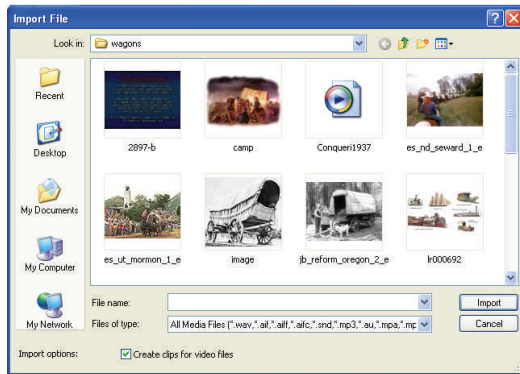
■ Beginning Your Project

Creating A New Project

Simply click the **New Project** button on your Toolbar.

Importing Pictures

1. Click the **Import Pictures** link...



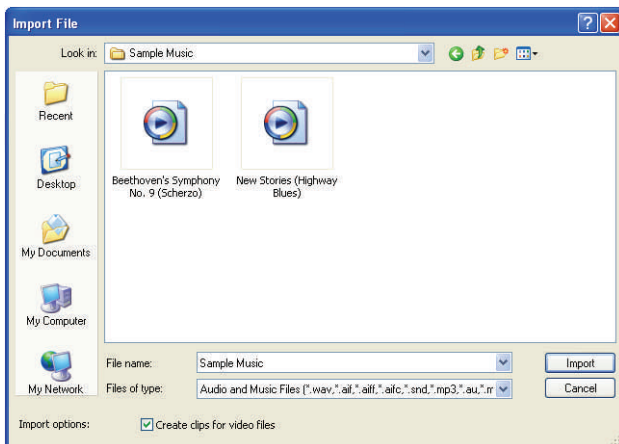
2. The **Import File** window opens. In the **Look in** area you should see the folder **My Pictures** displayed. If not, click on the down pointing arrow to the far right of the Look in area and navigate to it in the My Documents folder.

3. Select the **XXXX.jpg** file and click **Import** in the lower right.

4. The image will now be listed in your collections pane. You are ready to place the image into either the timeline or storyboard.

Importing Audio Clips

1. Click the **Import audio or music** link...



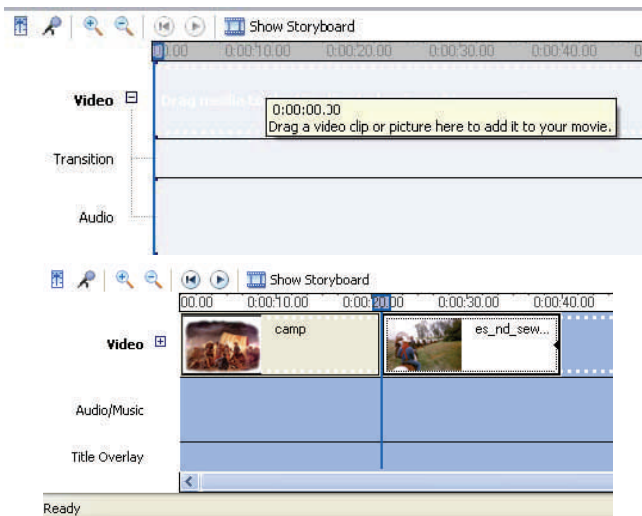
2. Choose the audio file that you would like to add to your collection. If you would like to choose multiple files, click the first one you would like to add, then hold down your **[Ctrl]** and click on the additional files you would like.

3. When you have selected all of the files you would like, click on **Import** in the lower right. Your collection will look like the following:



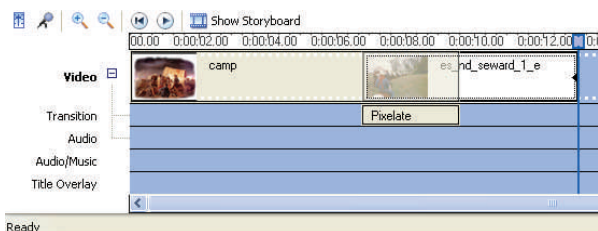
Adding Files to the Timeline

To add files to the Timeline, just click and drag the video clips in the order you would like them in to begin making your movie. When you drag and drop the clip, video and the audio portion that is embedded in the clip will be added to the top level of the Timeline.



Adding Transitions

1. Click on View video transitions.
2. Scroll down until you see the transition Pixelate.
3. Click and drag the transition to the Timeline in between the first and second clip
4. Add a transition between the second and third clip.
5. Click on the first clip on the Timeline and click the Play button in the Preview.



Adding Titles

1. In the **#2 Edit Movie** section of the Movie Tasks pane, click **Make titles or credits**.
2. It will ask you where you would like to add the title – select **“title at the beginning.”**
3. On the next window you will see a place to enter text on two lines. Type your first line of text on the first line and your second line of text on the second line.
4. Scroll down, if necessary, and click **Change the title animation**.
5. You will have the option to place a title on one line, two lines or as credits, Choose **Moving Titles, Layered** under the option for two lines.
6. Click **Done, Add Title to Movie**.

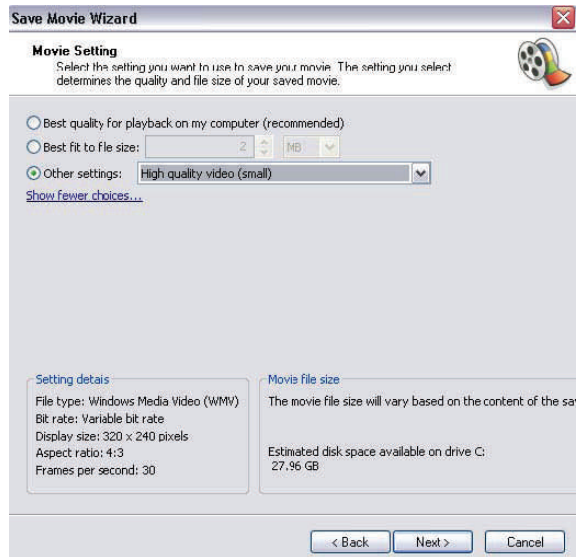
Producing A Video



1. To produce the video click the **Save to my computer**.
2. The first step is to name your file. Type **“XXXXX.”**
3. Keep the default folder of **My Video** to save your video.
4. Click **Next**.

■ Publishing Your Project

5. For the Movie Settings, choose the **third option, Other settings**, then click on the down pointing arrow next to it and select **High quality video (small)**. The resolution should be 320x240 pixels.
6. The next click will start to render your video with the settings you have chosen. Click **Next**.



5. For the Movie Settings, choose the **third option**, then click on the down pointing arrow next to it and select **Video for Broadband (150kps)**. The resolution should be 320x240 pixels. The file will be about 1.25MB for every minute.
6. If you want to create a DVD or use the highest quality, select DV-AVI. The resolution is 720x480 pixels. The file will be about 230MB for every minute. **ONLY USE THIS FORMAT IF YOU ARE MAKING A DVD!** It is too large otherwise.



Multimedia Project Rubric

by Dan Senstock, Winner Multimedia Mania, Middle Grades Division

Project Name:

Evaluator:

Students:

Preliminary Work	Inc.	Poor	Avg.	Good	Excellent
Students completed storyboards prior to computer creation.	1	3	5	7	10
Students used primary and secondary research which included factual and interesting information.	1	3	5	7	10
Students included a minimum of _____ different resources.	1	3	5	7	10
Students created a running bibliography.	1	3	5	7	10
Students asked for permission of any copyrighted material.	1	3	5	7	10
Students focused topic into workable subtopics.	1	3	5	7	10
Design					
Students showed evidence presentation synthesis.	1	3	5	7	10
Stack contains all elements. . .text, graphics, sound, video, animation	1	3	5	7	10
Stack contains all presentation elements. . .introduction body, conclusion.	1	3	5	7	10
Students show design elements. . .contrast between text and background, graphics, video are not obtrusive and enhance the presentation.	1	3	5	7	10
Multimedia elements are visible, adequate font choices, color schemes, sizes and styles are appropriate.	1	3	5	7	10
Navigation is easy and understandable.	1	3	5	7	10
Content					
Information is relevant and interesting	1	3	5	7	10
Students have used creativity in the design.	1	3	5	7	10
Students have used correct punctuation complete sentences, grammar and spelling.	1	3	5	7	10
Students showed complete understanding of presented material.	1	3	5	7	10
Students used knowledge of file size manipulation to control the size of the presentation.	1	3	5	7	10
Students have labeled necessary video, graphics, maps for further understanding.	1	3	5	7	10
Students have used a majority of original artwork, animations, video, graphics, sounds etc.	1	3	5	7	10
Presentation					
The presentation is fluent from beginning to end.	1	3	5	7	10
Students understand presentation media such as LCD panels, projectors, sound equipment, video equipment, etc.	1	3	5	7	10
	1	3	5	7	10
Students prepared and checked equipment prior to presentation	1	3	5	7	10
Overall synthesis of the presentation.	1	3	5	7	10
					Total: _____

Storytelling Conceptual Rubric

By Jo Anne Ollerenshaw

Criteria:		
Score	Score Level Description	Storytelling Specific Descriptions
1	Little or no apparent understanding	
2	Misconceptions or an incomplete understanding	
3	Accurate understanding	
4	Complete and accurate understanding, & may provide new insights or applications	
	Multimedia score =	Collaboration score =
		Content score =