

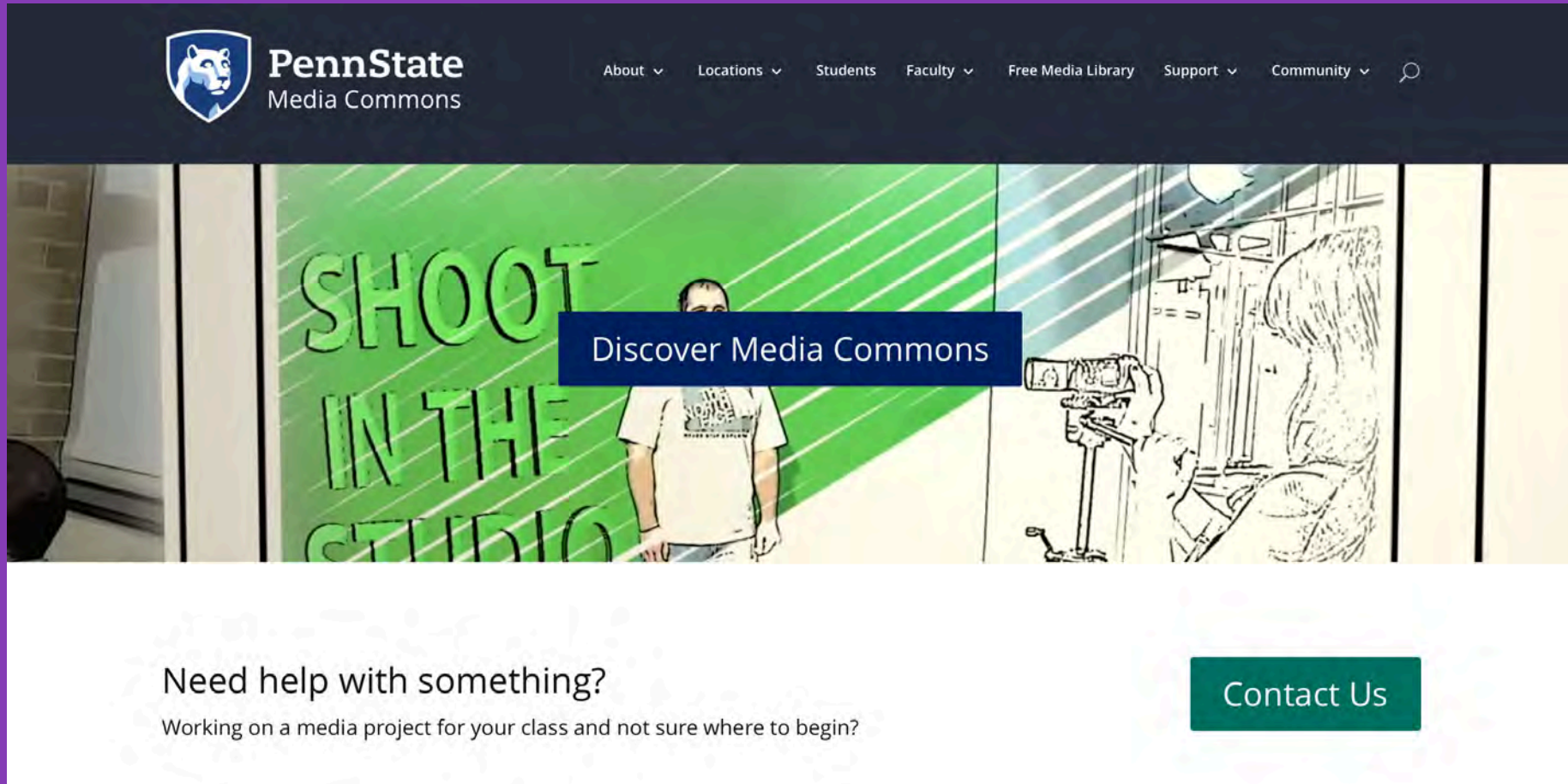
360°

Starting Out with Storytelling: Media Production Resources



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What Media Commons Does



The screenshot shows the PennState Media Commons website. The header is dark blue with the PennState logo and 'Media Commons' text on the left. A navigation menu on the right includes links for 'About', 'Locations', 'Students', 'Faculty', 'Free Media Library', 'Support', and 'Community', each with a dropdown arrow, followed by a search icon. The main banner features a collage of images: a person in a white t-shirt standing in front of a green wall with 'SHOOT IN THE STUDIO' text, and a person operating a video camera. A dark blue button with white text 'Discover Media Commons' is overlaid on the banner. Below the banner, the text 'Need help with something?' is followed by 'Working on a media project for your class and not sure where to begin?'. A green button with white text 'Contact Us' is positioned to the right.

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Media Commons

About ▾ Locations ▾ Students Faculty ▾ Free Media Library Support ▾ Community ▾ 🔍

SHOOT
IN THE
STUDIO

Discover Media Commons

Need help with something?
Working on a media project for your class and not sure where to begin?

Contact Us

What Media Commons Does

Media Commons provides tailored support for students producing video and audio projects in non film and communications courses.

Consultants work with faculty to develop assignments and deliverables – as well as an in-person and remote training and support schedule.

What Resources We Offer



Consultants
Across PA



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What Resources We Offer



Consultants
Across PA



Tutorials
+ Modules



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What Resources We Offer



Consultants
Across PA



Tutorials
+ Modules



Collaborative
Storage



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What Resources We Offer



Consultants
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Tutorials
+ Modules



Collaborative
Storage



Expert Help
via Hotline



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What Resources We Offer



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Tutorials
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Collaborative
Storage



Expert Help
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Cameras
+ Headsets



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What Resources We Offer



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Collaborative
Storage



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Cameras
+ Headsets



Free Media
Library



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What is 360° Video?



Exploring New Territory

360° Video is video that is recorded from all directions at once, usually using an omnidirectional camera or synced multiple cameras

During playback, the viewer has total control of the viewing direction



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360° Video \neq Virtual Reality



Exploring New Territory

Virtual Reality

- Interactive, computer-generated environment
- Requires advanced expensive equipment (high-end computers, headsets)
- Creating VR requires advanced skills in modeling, coding, texturing and more

360° Video

- Immersive, real-world recording
- Less expensive in terms of resource and technologies
- Skills required are accessible to most students and faculty

Exploring New Territory

Immersive Experiences Lab



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Exploring New Territory

Im_ Experiences Lab



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IMEx_Lab



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IMEX Lab

University Park, Fall 2017



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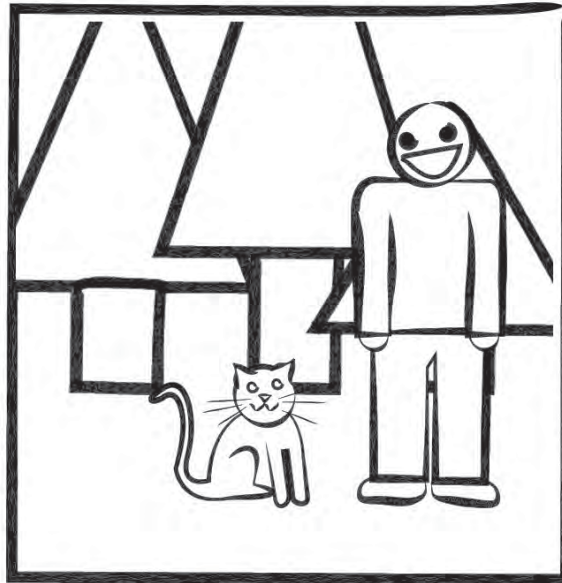


Focus on Storyboarding

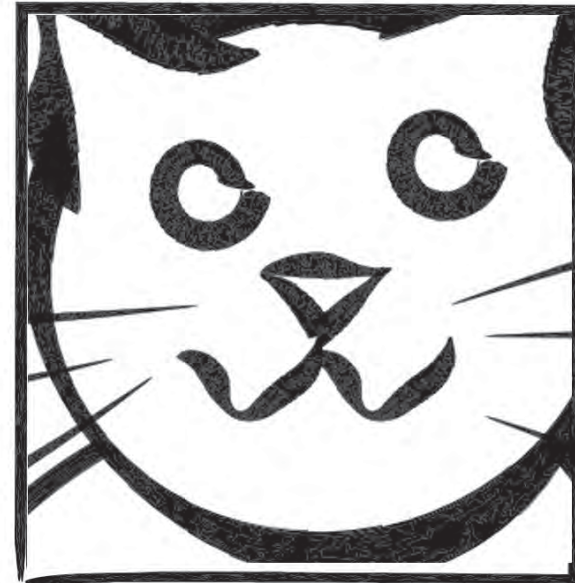
Man Vs. Cat



Outdoor :establishing shot



Medium Shot: Man and cat
standing next to each other



Extreme Close-Up: Cat's Face



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Focus on Storyboarding

Storyboards help students plan out what they are going to *show* to their audience in addition to the information that they are going to *tell* them

Serve as a visual road map or recipe for the project, which is especially useful in a group setting

Are an excellent early deliverable to help ensure that students are working – and working well together




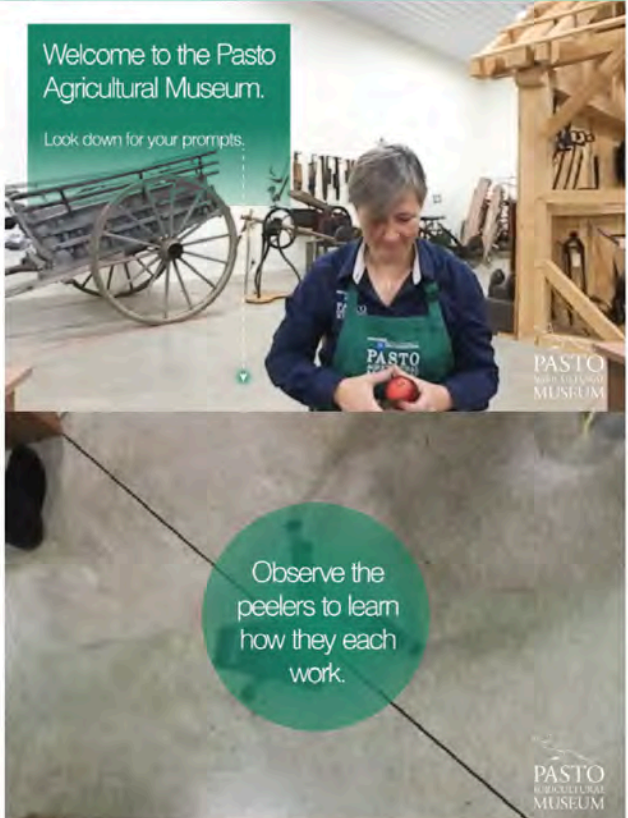

For 360° video, storyboards help plan the viewer's experience and illuminate what means of guiding this will be necessary



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Example #1

| Viewer Does | Description | Viewer Sees |
|--|--|--|
|  | viewer dons headset and is greeted by the initial shot of the module on-screen text and arrow guide viewer to look at the downspace |  |
|  | viewer looks towards downspace to read first prompt | |



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Example #1

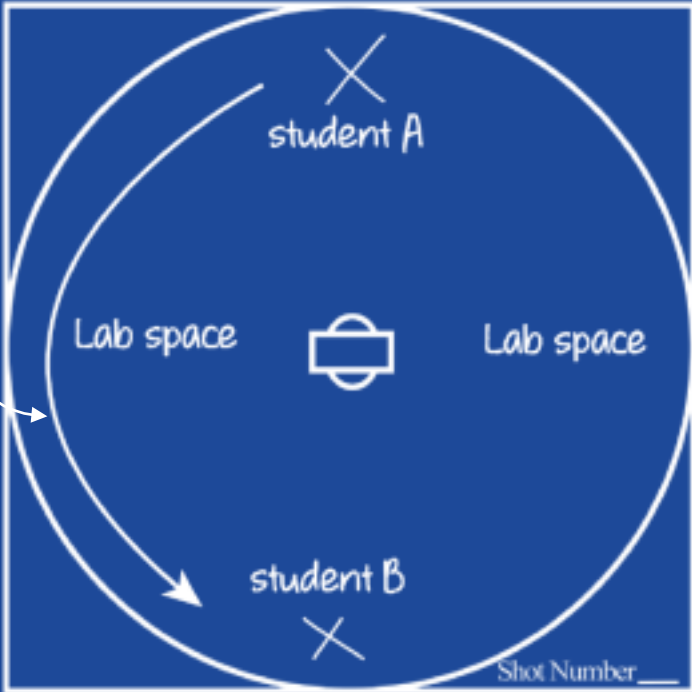


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Example #2

arrows indicate
intended viewer motion

| | | | |
|---|--|--|--|
| Title: <u>Oxy-acetylene Training Video</u> | | Class: <u>AEE 349</u> | |
| Date: <u>4/23/17</u> | | Page <u>1</u> of <u>4</u> | |
|  | | <p>Description:</p> <p><u>Action 1: Student A with</u> <u>improper PPE</u></p> <p><u>Look Left prompt reveals</u> <u>student B with proper PPE</u></p> | |
| | | | |
| | | | |
| | | | |

actions detail content
to be found by looking
right vs left



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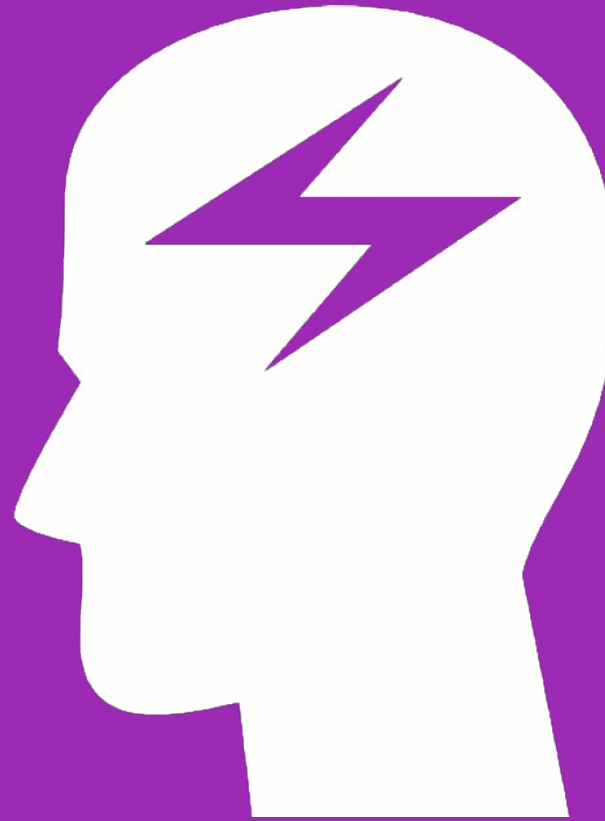


Example #2



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Activity



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Your Assignment

In small groups of 4 or 5, work together to brainstorm and storyboard a 360° video idea using this prompt:

Create an immersive 360° video that demonstrates a foundational concept from your discipline as if you were a student. Pay special consideration to the full range of video available to you to tell your story.



Remember: A 360° video is immersive but not interactive and encourages the audience to explore but also seeks ways to direct attention.



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Looking to the Future



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Looking to the Future



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Looking to the Future



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Looking to the Future



Introducing ARKit

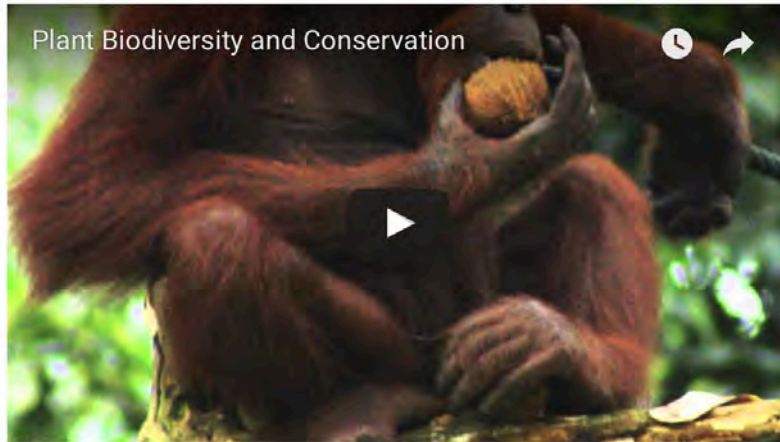
iOS 11 introduces ARKit, a new framework that allows you to create unparalleled augmented reality experiences for iPhone and iPad. By blending digital objects and information with the environment around you, ARKit takes apps beyond the screen, freeing them to interact with the real world in entirely new ways.



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Other Resources



Case Studies

Thinking of adding a media project to your classroom but not sure where to begin? Get inspiration from Penn State faculty all across the Commonwealth. Each case study features examples of outcomes, grading rubrics and more so that you can choose elements to add to your course.

[See All Case Studies](#)

Instructor's Guide to Media Activities

The purpose of this guide is to help you design effective instruction which incorporates digital media. It will help you develop activities that avoid many of the pitfalls that can make these projects frustrating for you and your students - and ensure that the digital media projects you assign are educationally sound, interesting and motivating.

Designing + Implementing



Consider Time

For every minute of a completed project, several minutes will be required for production. These times include all relevant tasks from planning to publishing and assume familiarity with the necessary software.

| Project Type | Min Time Needed | Max Time Needed |
|--|-----------------|-----------------|
| 3-5 min video: interview/informal (minimal production value) | 60 minutes | 3 hours |
| 3-5 min video: remix/mash-up | 60 minutes | 3 hours |
| 3-5 min video: creative/high production (special effects, field recording) | 4 hours | 20 hours |
| 10-12 min podcast: interview/informal (minimal post-production) | 30 minutes | 2 hours |
| 10-12 min podcast: creative/high production (special effects, field recording) | 60 minutes | 3 hours |



Stay Organized

Some steps in audio and video production, such as file compression, take a certain fixed amount of time. Requiring students to produce deliverables throughout their project will mitigate situations where it is impossible to complete the necessary work by a deadline. Examples of deliverables are listed below. Consult with a Media Commons consultant to determine which apply to your assignment.

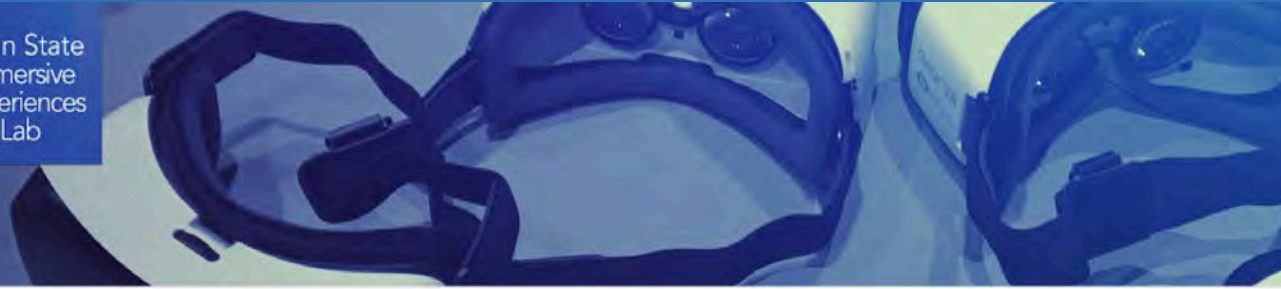

| Deliverable | Description | Time Due |
|----------------------|---|------------------------------|
| Outline ¹ | key concepts, overall vision or approach, cast and roles, 3rd party media needed | early, before any production |
| Script ¹ | dialogue, listed by speaker; can be rough (talking points) or verbose (to be read directly) | 25% into project timeframe |
| | | 75-90% into project |






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Other Resources

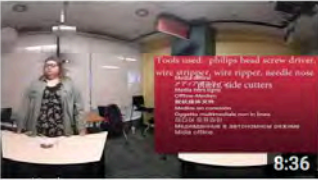


Immersive Experiences at Penn State


  

This channel features 360° video from around Penn State! To learn more about creating 360° at Penn State, please visit <http://imex.psu.edu>.
[Show more](#)


Uploads




2017 AEE 349: Wiring a Switch and Light
32 views • 2 months ago



2017 AEE 349: Hardscaping 101
54 views • 2 months ago



2017 AEE 349: Oxy-Acetylene 101
50 views • 2 months ago



2017 AEE 349: Paver Patterns
24 views • 2 months ago



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Other Resources

Sample Rubric for Video Project

| | Excellent (5) | Very Good (4) | Good (3) | Poor (1) | Incomplete (1) |
|---|---|---|--|---|--|
| Production Quality lighting, editing, composition, sound | <i>subjects well lit, edits add cohesion to narrative, dialogue and sound clear</i> | | <i>some effort made for lighting and sound quality; edits present but room for improvement</i> | | <i>subjects unevenly or poorly lit, some dialogue inaudible, video choppy and unpolished</i> |
| Organization logical flow of information | <i>video tells a very clear story; logical flow of info</i> | <i>video tells a reasonable story; logical flow of info</i> | <i>video tells a story but info is somewhat jumbled</i> | <i>video tells a story but info is very jumbled</i> | <i>no obvious story, no logical flow to info</i> |
| Creativity entertainment value | <i>video is very entertaining and is highly creative</i> | <i>video is very entertaining and somewhat creative</i> | <i>video is entertaining and fairly creative</i> | <i>video is entertaining but not very creative</i> | <i>video is neither entertaining nor creative</i> |



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Next Steps

Let's talk about your assignment ideas and schedule for the Fall

Project Timeline

Week 1

Assignment
Introduced

Week 16

Final Video
Assessed



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Project Timeline

Week 2



Media Commons Overview

- available resources
- storyboarding
- video production tips
- 360° gear intro
- copyright



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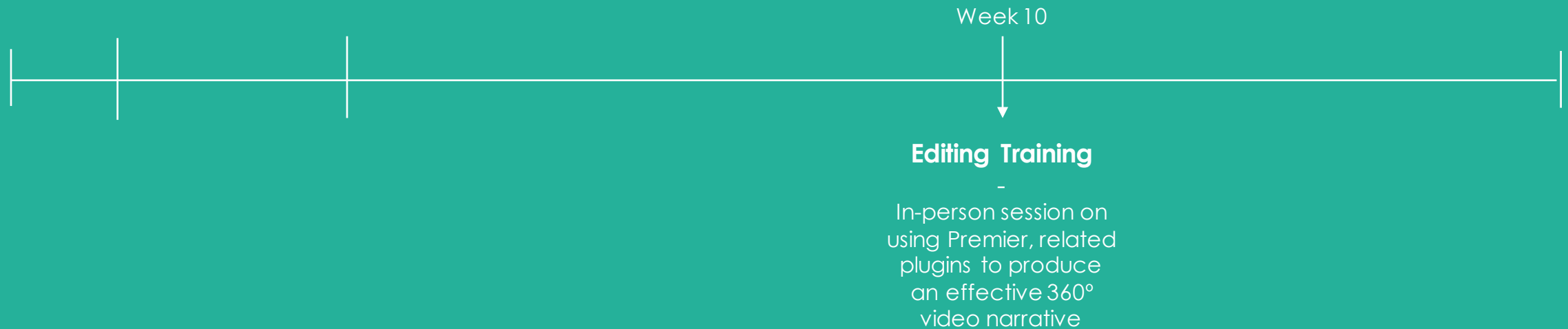
Project Timeline



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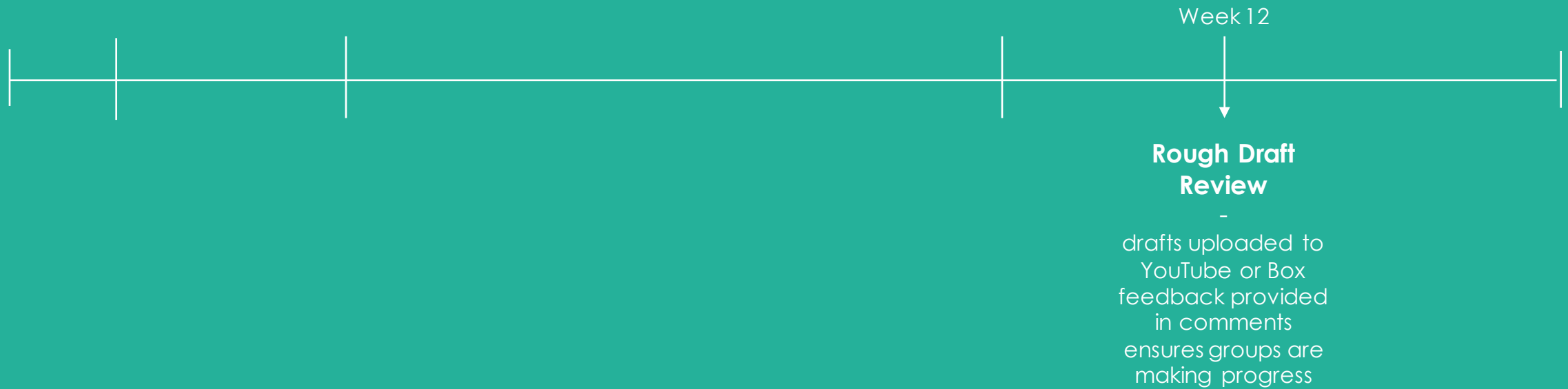
Project Timeline



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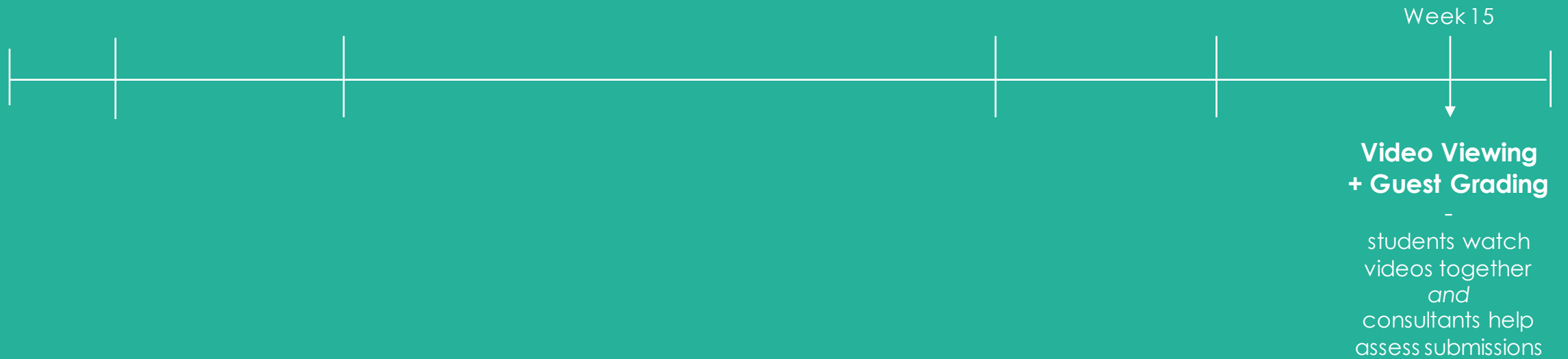
Project Timeline



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Project Timeline



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Questions



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