

Web TV

Teachers' workshop proceedings



Thursday 6 - Saturday 8 of March 2003.

**University of Paris Sud,
Paris, France.**



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Preface

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Within the framework of the project a network composed by technologists together with pedagogues and **experts in the field of audiovisual productions** is developing the WebTV for schools platform, over which **students collaborate in order to present to their virtual classmates films, created by themselves**, promoting aspects of everyday life, school life, customs, monuments, cultural activities and events taking place in their countries. This platform will thus be developed into a pleasant and open window of communication and will provide the educational community with great opportunities for learning through entertainment.

Students working in teams select an aspect of their country's culture to promote, write the scenario, collect the content, shoot the film, add music and subtitles in English and upload it onto the WebTV platform. The WebTV for schools learning environment acts as stimuli for intercultural dialogue between the schools participating in the project and as the starting point for discussion and exchange of ideas about culture, Europe, national and European identity.



The combination of Web TV, a low cost Internet access solution with basic communication capabilities the Internet offers and a small number of high end computers **with friendly to use software**, provides teachers, students, parents and members of the local communities with access to expanded sources of information and common tools needed to process and communicate that information electronically.

The successful realization of the project presupposes close cooperation between all technologists and pedagogues. The success of the project depends not only on the quality of the innovation proposed and the extend to which teachers can see direct benefits for their own work, but also on how well a working partnership between pedagogical and technological experts is established and fostered.

The above arguments indicate the **significance of Teachers' workshop in WebTV project's evolution**. It was a major contacting event between the technological and pedagogical partners expressing their close cooperation and the ideas of productive collaboration that govern the implementation of the project. It took place at that time period where the initial guidelines and standards of the WebTV platform where about to be set.

The aim of the Teachers Workshop was to familiarize the teachers of the participating schools with the WebTV's approach. **It initiates the teachers' training phase of the project**. During this workshop teachers had the chance to report appropriate modifications for the user-friendliness, adaptability and functionality of the platform that was presented by the technological partners. There were also valuable discussions on the pedagogical aspects concerning the implementation of the project in the schools.

Among the attenders of the workshop there were teachers representing the participating schools, namely the **Ellinogermaniki Aagogi** from Greece, the **Vejle Handelsskole** from Denmark, the **Freiherr Vom Stein Schule FVS** from Germany, the **Lycee Henri Poincare LHP** from France, the **Bundesgymnasium and Bundesrealgymnasium Schwechat** from Austria and the **Juhani Vuorinen Koulu** from Finland.

The WebTV platform was presented to the participants by the technological partners from



the **University of Crete** (Computer Science Department), the **University of Paris Sud** (Laboratoire de Recherche en Informatique) and the **Progress Image S.A.** The pedagogical framework of the project were presented by the **University of Helsinki** (Department of Psychology, Center for Research on Networked Learning and Knowledge Building).



Teachers' Workshop Agenda

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Saturday March 6, 2002

09.30	Scripting and production preparation 1 - Methodology
11.00	Coffee break
11.30	Pedagogy 1
12.30	Lunch
14.00	Production 1 - Video production
15.30	Coffee break
16.00	Scripting and production preparation 2 - Interactivity design
17.00	Writing Lab



Friday March 7, 2002

09.00	Pedagogy 2
10.30	Coffee break
11.00	Production 2 - Animation Intro
11.30	Collaborative Work Lab
13.30	Lunch
15.00	Production 3 - WebTVforSchools documents formats
16.30	Pedagogy 3
18.00	Coffee break
18.30	Q/A Session

Saturday March 8, 2002

09.30	Production 4 - RealPresenter. Encoding, synchronization, integration.
10.45	Coffee break
11.00	RealNetworks Lab
12.30	Q/A Session (On site lunch)
14.15	Platform - Upload - FTP
15.15	Video Lab (Adobe)

3. From production to streaming

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Gone are the days when users had to wait from minutes to hours for a single media clip to finish downloading from the web before playing it. The development of streaming technology has allowed users to begin playing multimedia clips almost immediately, even as it is still downloading. What streaming technology does is break a video or audio file into smaller parts (or packets) and delivers the parts in a continuous stream to a buffer on the client's hard drive. Once enough packets arrive in the buffer, those packets are assembled back together on the client machine to play as a continuous file even as other packets are still downloading. This makes it possible for real-time streaming to occur with very little delay, allowing an audience to witness an event happening on the internet, even as it is still occurring.



What means streaming

DEFINITION

Streaming defines the technology allowing to send on internet compressed multimedia sequences which can be consulted using an adapted "player" or a specialized plugin. The streaming permits to read continuously a program delivered by a server. This avoids waiting time due to the downloading action called " buffering ".

PRINCIPLE OF REAL NETWORK STREAMING



Real Networks technology is based on his own encoding and decoding program (codec) itself based on a specific and patented algorithm. This approach permits to read a program in live, or prerecorded "on demand". In case of live program, only one encoding stream is generated and distributed to multiple sites, called "multicasting".

What means sure stream G2

PRINCIPLE

The files encoded with the Real production tools register the stream at different speeds within one single file.

When one request is sent to the server, this request contents the information about the bandwidth available at the demanding site.

The returned signal will be automatically and precisely adjusted to that bandwidth.

The Real Networks software allows :

- to follow the generated streams calculation
- to establish the statistics in real time of the live program's audience for the different types of "pipe's capacity".

ADVANTAGES OF SURE STREAM G2 software

- it treats a single stream, even in case of audience with different targeted bandwidth types
- it treats the stream adjusting in the same time to the available bandwidth at the target
- it has integrated compatibility with former player softwares



4. Video setting/shooting

The general guidelines for **video setting and shooting** are the following:

BACKGROUND

- Clear
- Unchanging
- No movements (too much data for fluid streaming)
- No important details

CAMERA'S POSITION

- No movements (tripod)
- Let the objects do the moving
- No speed action

LENSE

- No wide angle
- Avoid zooming
- Close-ups speaking actor tighter than usual





ACTOR'S SHOOTING POSITIONS

Vary the visuals with mix of close, medium and long shoots (many actions work equally when shot in any of the three)

Example: handshake

close-up: just the two hands as they meet

medium shoot: include actors from the waist up

long shot: entire forms as they approach each other (silhouette action)

DRESSING UP

Special attention to costumes:

Some may clank or rustle as the actors move, some colors and patterns of the clothing may create noises

For example:

- Prefer medium grey costume (no distinct weave) for man
- Coloured blouse, large pattern in sharp contrast for woman
- Shiny jewelry, metallic fabrics, slick hair can reflect light into the lens
- Certain hairstyles, hats may cast awkward shadows

LIGHTING

Should be done like for black and white shooting

Luminance lack

No low light shooting (bad compression result for dark scenes)

Create compositions with high contrast light/dark but with consistent tones in medium hues

On the web, contrast is more important than colour



5. Project's production methodology

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Student's Projects Production Methodology

This chapter describes the proposed Methodology of students productions, some Design Samples and the necessary documentation about the Making procedures.

Methodology

Group Organization : First choices

- Each participant identify his wishes and skills
- Each participant define a level of leadership
- The whole group validate the organization choice



Group Organization: Classic Structure

- 1 or 2 leaders for the whole project (Director status)
- Three working groups with each a head-manager
 - Artistic (Concept, Bible, Scenarii, Director work, Graphics, Sounds)
 - Technical (Shooting, Programming, Encoding)
 - Logistic (Planning, Equipment, Resources, Uploading)

Project Roadmap:

Several steps and many supporting documents...

- First approach (Intention Note)
- Design (Bible, Macro-Structure, Scenario and Storyboard, Scenic, Interface)
- Making (Planning, Call-Sheets, Reports, Data Files)
- Post-Production (Rushes List, Edit List, Formatted Data Files)
- Uploading (On Line Formatted Data Files+Logs)

First approach: Intention Note

- Short document giving main project characteristics
 - Project Title
 - Project Type (Course, Portrait, Documentary, Fiction,...)
 - Project Size (Duration,...)
 - Target (Everybody, students, family,...)
 - Subject(s)
 - Main idea
 - Short Synopsis
 - Specific aim(s)
 - Tone (Rigorous, humorous,...)
 - Production Type (Real life video, Animation video, Flash animation/with or without interaction/with or without associated hypertext track,...)

Example: Intention Note

- Lab given specifications
 - Project Title:
 - Project Type (Course, Portrait, Documentary, Fiction,...): *Fiction.*
 - Project Size (Duration,...): *2 minutes max*
 - Target (Everybody, students, family,...):
 - Subject(s): *Pollution*

- Main idea: *A pollution consequence could be population desocialization*
- Short Synopsis :
- Specific aim(s) :
- Tone (Rigorous, humorous,...) :
- Production Type: *Animation video*

Design

The design of the production consists of the following parts: Bible, Macro-Structure, Scenario, Storyboard, Scenic and Interface

Bible

- Documentation
- Location(s) description(s)
- Characters descriptions
- Other acting objects descriptions

Macro-Structure

- List intermediate targets to achieve
 - A, B, C, D, E
- Sort them partially
 - A should be completed before D
 - B should be completed before E
 - A should be completed before C

Scenario

- The scenario is made of a set of small fragments (called scenes for a film) each of them describing a situation combining :
 - Messages sent to the user (texts, images, sounds,...)
 - Potential user action (if any)
 - Self-evolution (if any)



Storyboard

- The storyboard illustrate each shot by a canvas.
Very useful for animation but optional for real life video except for fiction.
- California Raisins Demo

Scenic Description

- The script describes what happens the scenic describes how to show it. Its a director work.
- Illustration : Two characters A and B have a conversation. A speaks, B listens.
One scenario can describe both versions.
Scenic 1 : You show A speaking
Scenic 2: You show B listening

Making

The Making procedure consists of: Breakdown, Planning, Call-Sheets, Reports, Data Files

Breakdown

- A careful analysis of the scenario allows to prepare the shooting. Its done by annotating and redlining.
- Warning : Many necessary resources are not explicitly mentioned by the script.
Ex 1: If you shoot the fall from a building of an actor you will use a mannequin
Ex 2: If you have a rainy weather you need a water-truck.

Planning

- The problem is to plan the shooting days with as much resources optimization as possible (Difficult when treating live events)
- The main rule is to shoot together scenes having the same main set.

Demo of a production tool

- Documents generated with CineMac software will be provided later for on line manual.
- The lists automatically generated by the software can be handled by hand for small projects.

Call-Sheets

- A call sheet is a document summering all the information about a shooting day.
- General Information
 - Communication
 - Transportation
 - Eating
- Shooting Information
 - What is to be shoot (Script resume)
 - Specific Tasks for technicians

Call-Sheets

- General Information
 - Production details (Film Title, Director, Staff Coordinates)
 - Production day number
 - Date
 - Day time schedule for everyone (especially Arrival, Make-Up, Ready to Shoot)
 - Shooting Addresses
 - Location Map

Call-Sheets

- Shooting Information
 - For each scene:
 - Number
 - Main and secondary set
 - Effect
 - Characters
 - Duration
 - Abstract
 - Any other shooting directive
- Specific Tasks for technicians:
 - Team or technician name
 - Arrival Time
 - Ready to Shoot Time
 - Directives
 - Materials



Reports and Data Files

- At the end of the shooting the work is totally represented by two kind of documents:
 - Shooting Reports
- Information about all the takes (Tape identification data, good/bad status, comments, ...)
 - Data Files (Rushes for a video)
- The films or the tapes or the computer files depending on the production technology

Post-production

- All post-production work has been detailed during another session.
- First work is to prepare the rushes list
- The result of the editing is an edit-list often delivered by the software or it can be established manually.

Uploading

- All uploading work has been detailed during another session.

Students Projects

Case Study

Example: Intention Note

- | | |
|-----------------|--|
| -Project Title | : A How-to Guide to " Yo-Gi-Ho ! Game " |
| -Project Type | : Course |
| -Project Size | : About 30 to 40 minutes |
| -Target | : Students mainly |
| -Subject(s) | : Yo-Gi-Ho ! game |
| -Main idea | : Explaining how to play |
| -Short Synopsis | : Yo-Gi-Oh is a new game where both players use small sets of cards (the decks) taken from a much larger set. Each card has various characteristics that have to be mastered. Numerous rules have to be learned for the play phase and the preparation of the deck itself is an important aspect of the game. A beginner |

can start quickly but he will need much more effort to learn all game strategies and start to participate to tournaments. All these aspects are illustrated in the various videos of the project.

- Specific aim(s) : Understand the cards and the rules of the game
- Tone : Rigorous
- Production Type : Real life video (with optional hypertext track)



6. User's Interface

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Web TV for schools platform

The WebTV for schools project aims at the development of the appropriate framework for the introduction of ways of informal learning in the school curriculum. In the framework of the project a web platform is developed, that acts as a stimuli for intercultural dialogue among schools that participate in the project (<http://www.ellinogermaniki.gr/ep/webtv>).

The main aim of the platform is to become an advanced, interactive, easy to use learning environment, where all major steps of the project as well as the project's outcomes will be presented. It is the nodal point over which students will present emissions created by themselves to their virtual classmates, communicate to each other, exchange ideas and opinions between them, but also communicate and exchange ideas and opinions with the public and experts.

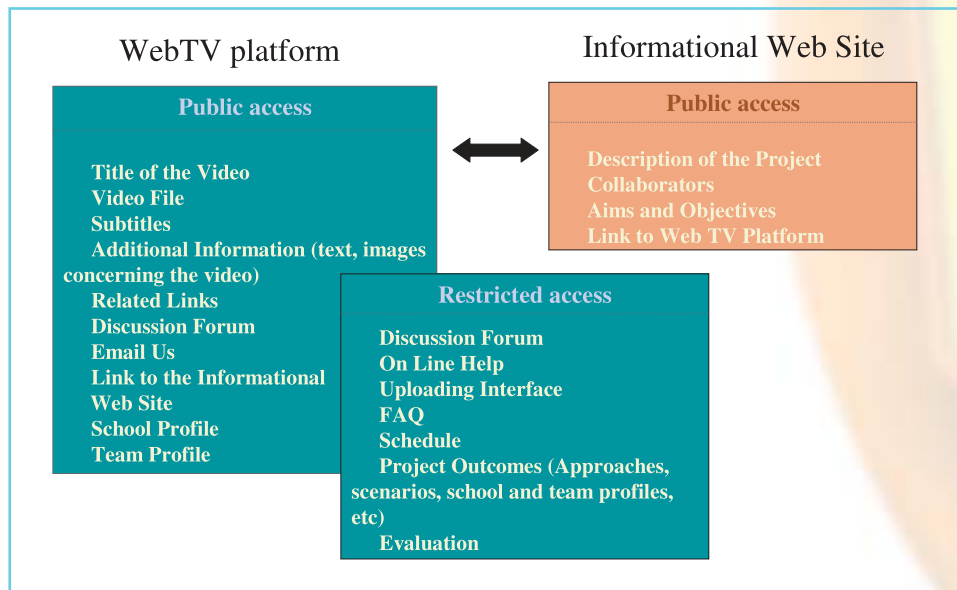
In this chapter a first draft design of the WebTV platform is presented. The main ideas of



the platform and its functionalities were presented to the teachers during the workshop. The technological team which has the responsibility for the development of the tool got significant input from the teachers, through extended discussion.

There are five main user categories of the platform:

- **Students:** along with teachers will be the main target group of the project. They will learn to develop video productions from scratch and make them available to public through Web.
- **Teachers:** will help and guide students during the development of their production.
- **Pedagogues:** will be responsible of the determination of users' needs and parameters, social and psychological, that are important for the design of the WebTV for Schools platform.
- **Technicians:** will develop all the mechanism for the WebTV for schools platform based on pedagogues' remarks.
- **Public:** will be the end users. They will be able to watch students' productions over web and learn about WebTV project and its aims.



Graphic Representation of Web TV for schools user's Interface

"WebTV for Schools"

Web Platform Navigation

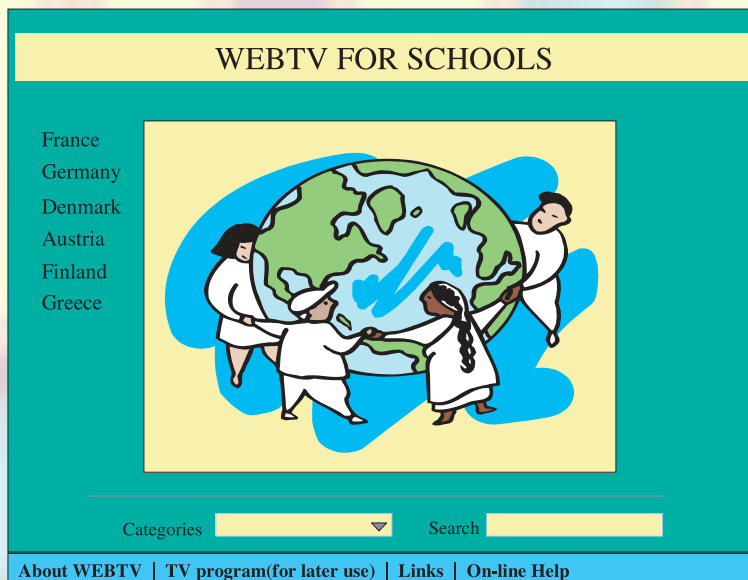
In the first page of the web platform the user can select:

- a **video production** to watch, either searching by country or by category or even by a keyword
- **"About WebTV"** to get information for the project
- **"TV Program"** will be available when sufficient number of video productions is submitted
- **"Links"** to download plug-in etc
- **"On-line help"**

At the center of the page there will be the map of Europe with the countries that participate in the project, highlighted.

The title **"WebTV for Schools"** will be clickable throughout the Web Site. OnClick it will return to the first page of the Web Site.

The main steps of the navigation procedure are described through the following indicative "screenshots":



Choosing a country...



WEBTV FOR SCHOOLS

France

Germany

Denmark

Austria

Finland

Greece

Productions

Title 1

Title 2

Title 3

Title 4

Categories

Search

About WEBTV | TV program(for later use) | Links | On-line Help

A list will be displayed with the Video Productions of the Country...

WEBTV FOR SCHOOLS

Display area of the selected production

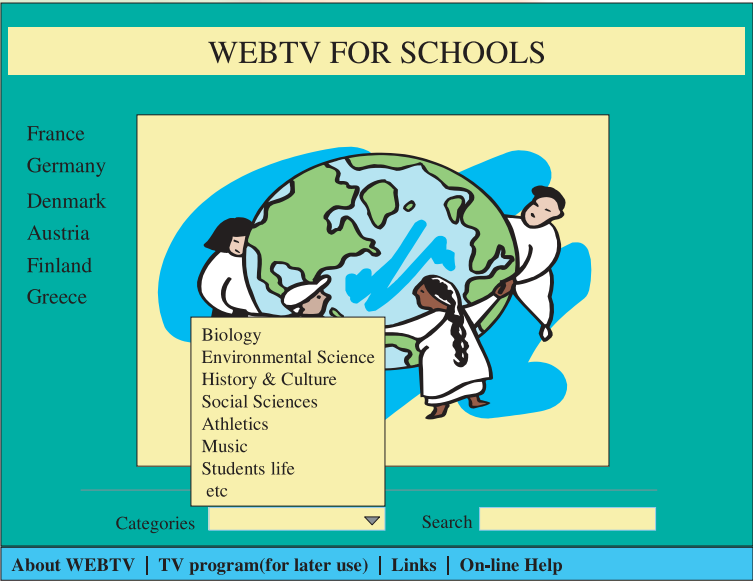
(see at the presentation below)

Categories

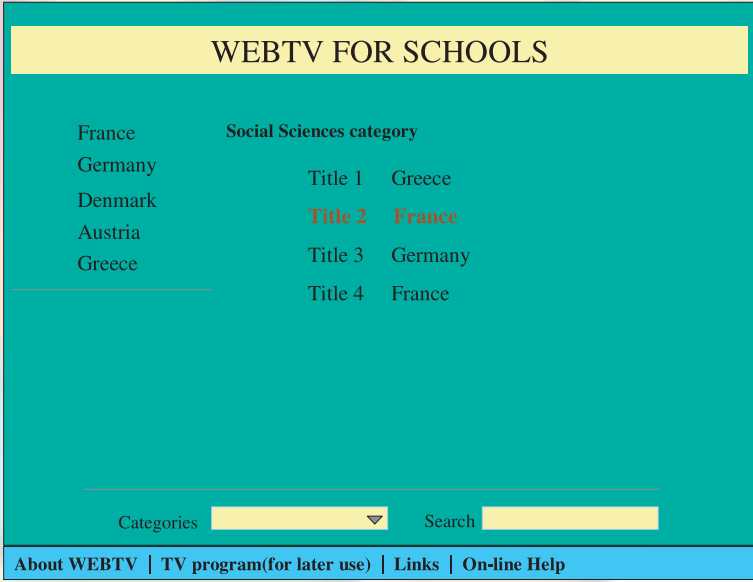
Search

About WEBTV | TV program(for later use) | Links | On-line Help

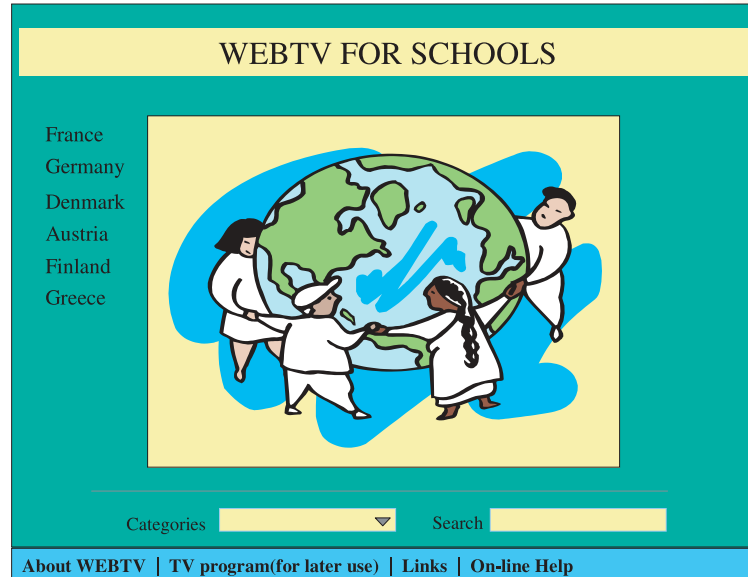
The Video Production will be Displayed with all the necessary information...



Pop-up menu with all categories...



Selecting video production from the list...



Choosing a production based on a search via keyword...

The WebTV User Interface is the public access part of the WebTV for schools platform. It is where the information about students' emissions is presented. Specifically, provides information to partners and the public about:

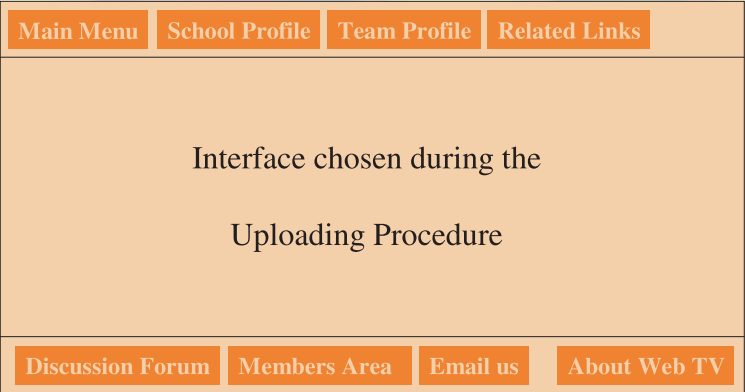
1. **School Profile**
2. **Team Profile**
3. **Links** related to the displayed production
4. **Discussion Forum** among public, partners and authors (students and teachers).
Subjects that can be discussed are related to the emissions
5. **Title of the production**
6. **Video and subtitles files or flash file**
7. **Additional Information**

On the **WebTV User Interface** window there will be available the School and Team Profile, a Discussion Forum, Links and the Title of the production. The rest of the information will

vary. Each team will be able to select the way that the information concerning the production will be presented to the web platform. There are four predetermined designs for the interface with different kinds of information and layout in each one, as they were presented during the workshop. The information that is contained in each interface is:

- Interface 1:

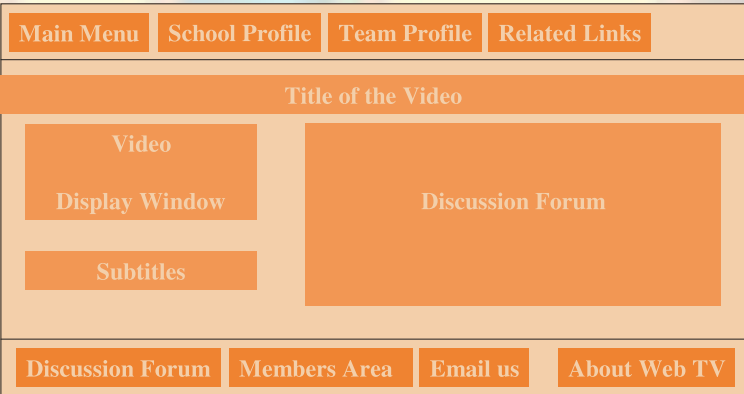
- Title of the production
- Video file
- Subtitles
- Additional Information concerning the production"



Web TV Platform
Display area of the selected production

- Interface 2:

- Title of the production
- Video file
- Subtitles
- Discussion Forum





- **Interface 3:** it is used when students select to make a flash animation production instead of a video
 - Title of the production
 - Flash Animation
 - Additional Information concerning the production

Main Menu	School Profile	Team Profile	Related Links
Title of the Video			
Flash Animation			
Additional Information about the video, accompanied with images			
Discussion Forum	Members Area	Email us	About Web TV

- **Interface 4:** it is used when students have developed a large video file. Since it is not possible to play over Web a large video file, it has to be separated into smaller video files that have duration about 7 minutes each. The students can develop up to 5 video files.

- Title of the production
- 5 video files
- 5 subtitle files
- Additional information that concerns the production

Main Menu	School Profile	Team Profile	Related Links
Title of the Video			
Video			
Display Window			
Subtitles			
1 2 3 4 5			
Discussion Forum	Members Area	Email us	About Web TV

7. Pedagogical framework

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WebTV for Schools project - General Pedagogical Framework

The following are some general pedagogical guidelines designed to help the consortium organize WebTV activities in such a way that there is some uniformity across the participating teams. It is not our purpose to propose a rigid and pre-determined pedagogical approach but rather to suggest a skeletal framework that will be general enough to fit the pedagogical traditions of the various countries participating in the project and will respect cultural diversity.

A central challenge of the development of pedagogical approach of WebTV for Shools is to determine and support activities and processes that are critical for facilitating intentional and thoughtful learning. It will be essential to work for achieving a shared understanding of the pedagogical value of WebTV for Shools. It also appears to be important to develop scenarios of collaborative movie building and define activities critical from this perspective.



Collaborative Design

Collaboration can be encouraged by setting up design teams consisting of 4-5 students. Each team is expected to design WebTV productions; the actual productions will be selected from among the preliminary designs. The participants will be expected to create detailed designs of the movies to be produced before actual production stage, assess the design during the process, and evaluate success of the project in the end of the production. Optimally, each group will be given an opportunity to create at least short movies so that learning from the first to the second project will become possible.

Distributed Expertise

The project can capitalize on the cognitive diversity of the students. This can be accomplished by creating heterogeneous teams (female & male, high & low achieving students). An important aspect of the project will be to encourage the students to adopt an expert's role [students specializing, for instance, in design of a) story line, b) lights, c) sound, and d) actual shooting of the video]. The method of reciprocal teaching could be used to help students to specialize in the selected expert domain (expert-students from several teams representing certain area could have their own meetings) and facilitate sharing of corresponding knowledge and understanding. Perhaps the WebTV for Shools platform could help expert-students from different countries representing certain domain share their experiences.

Peer interaction

The participating students will be systematically guided to comment on each other's designs and ideas. They will be encouraged to provide and receive feedback of each other's movies within and across WebTV schools. Peer interaction will be encouraged by creating tools for the WebTV for Shools platform that allow the users to comment on each other's designs at various stages as well as comment of the final productions. The project will prove an authentic context for interacting with people from different countries by using video links, email, chat, database discussion). It is essential to create a platform that helps

participants to communicate about students' videos, building knowledge about them, and have the students' own ideas in the center of the approach.

Scaffolding expert-like movie production

An important challenge of WebTV for Shools project is to support students in expert-like production of movies. Toward this end, perhaps the participants that are experts in movie production need to construct simple guidelines that help students to structure their movie production according to core steps of production procedure. These kind of structures or scaffold may be build into the WebTV for Shools platform in which students are posting their designs (i.e., certain steps that needs to be completed before a design is completed or students are allowed to start the actual production of the movie. Through this kind of cognitive scaffolding novices may be guided to function in a more expert-like way than would otherwise be possible. The students need to be helped to set up production groups with appropriate pre-determined roles and pre-structured series of activities. By making the guidelines uniform across schools and countries, it will be possible to compare the actual production processes (and not only end results).

For this work we need collaboration from the technical partners, we need to know 1) what kind of different roles there are for students, also 2) what are the stages/phases of movie making, what kinds of elements there are involved?

While the above presented points are related to the actual production of WebTV movies, the following points focus on the contents and topics of the movies. By selecting appropriate topics and working with the topics in a meaningful way, WebTV activities may be used to facilitate meaningful learning.

Facilitating subject-matter learning (knowledge acquisition)

The procedures for the production of a WebTV movie involve subject - matter domains like: literature (writing the scenario), English (subtitles), Arts, Sciences and social studies and so on. Resources of the whole curriculum may be used to produce WebTV movies.



Learning through inquiry

From the pedagogical perspective it is essential that the students do not only focus on transmission of information through producing and broadcasting the WebTV movies. It appears important to encourage them to engage in inquiry learning by selecting sufficiently multi-faceted and complex topics that provide ample opportunities for engaging in deepening inquiry **through pursuing students' own questions and articulating their own conceptions**. Optimally, working with WebTV productions guide the students to work for solving of complex and authentic problems. **Participation in this kind of process emphasizes cognitive reconstructing, by changing the cognitive division of labor between teacher and student. When a student takes responsibility for higher cognitive activities, it enables him or her to go to a deeper level of the learning process. This shift from teacher centeredness towards students' activity presupposes strong self-regulative efforts from students, and at the same time offers more space for individual activities. This kind of meaningful and close relationship towards the learning tasks also may help students increase their interest.**

Communication among the schools and the pedagogical team

Each participating school is encouraged to explicate its pedagogical approach in the beginning of the project as well as to engage in a continuous dialogue with the overall pedagogical framework of the project with the pedagogical team and the other schools. The WebTV for Schools pedagogical approach will co-evolve or co-develop together with that of the participating schools. The co-evolution will be supported by providing each school feedback of its pedagogical design of WebTV activities by the pedagogical team.

Evaluation of the WebTV project

The pedagogical approach and the evaluation approach are mutually dependent from each other. According to our preliminary plan the evaluation will focus on assessing the following aspects of participation in WebTV activities through questionnaires that will be administered to the students in their schools, at the beginning of the WebTV activities and at the end.

1. Information about the school site
2. Interest
3. Motivational beliefs
4. Collaboration
5. Self-regulated learning
6. Acquisition of technical skills (computer skills, video skills, video-conferencing, internet search, bulletin boards (an assessment instrument concerning students skills and practices of using ICT).

In conjunction with formal assessment (including control groups), we propose to follow a case-based approach on evaluation. Since only six schools are participating in the WebTV for Schools project, it appears plausible to take each school as a case with its specific cultural characteristics. Each of them is a case that cannot fully be compared with the others. Therefore, it is essential to collect systematically information about the way the WebTV for Schools project is set up and develops in each school. For that purpose we would like to ask the participating teachers to use pre-structured learning logs during the school-level implementations. The participating teachers could write down how the project develops, what goes well and what problems they face during the implementation of the project. These logs could become the subject of discussion during the meetings of the project.



8. Moments of the workshop

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A presentation about "Production Methodology" during the workshop...



Screenshot from teacher's trial movie "Fisherman's Paradise" during the workshop...



Moments...



...of the workshop



Teachers collaborate to produce "Fishermans Paradise"



A presentation about the Pedagogical Approach during the workshop...

