

STEM Collaborative Cataloging Project
Flip Camera Lesson Plan

Context (InTASC 1,2,3)

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Lesson Topic: Flip Camera Kit

Grade Level: 6-12 grade/English/Library

Duration: 50 minute classes/5 classes

Desired Results (InTASC 4)

Purpose: The students will work in a group to plan a video using the flip camera to teach a library concept. The video will be uploaded and shown on the classroom or library Promethean Board upon completion and the entire class will be quizzed on the information they have watched. (The videos can also be used to introduce new students into the library next fall or used when a student comes into the school during the school year.)

North Dakota English Language Arts & Literacy Content Standards:

- Writing Standards: Production and Distribution of Writing
 - W.6 (Grade 6) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

North Dakota Library and Technology Content Standards

- Media and Technology Literacy: Communication and Collaboration
 - 6-8.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.

Objectives:

1. The students will work together efficiently and equitably
2. The student will plan, complete, and present a view showing a library concept

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: Group meetings with teacher/ planning sheet/video/ rubric of video/test made from student's questions.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson
 Collect Data N/A

Hook and Hold:

- Ask random questions about library topics to get the students to begin thinking about the library and how it can help them become better students. (For example: What

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databases do we have in the library that can help you better write a research paper?
How is the Dewey Decimal System arranged?)

- Tell the students that we will be making “You Tube” like videos to help each other understand the library better. Show examples of YouTube videos with energy and enthusiasm portrayed in the video to get them to start thinking about how they might set up their video!

Materials:

- 5 flip cameras from the TLC kit (also, perhaps additional AA batteries, as the cameras “eat up” batteries!)
- List of students placed in groups of 3 (or more, if necessary)
- A “choosing” topic slip to be drawn by group (sample one attached)
- Sign-up sheet: A sheet for the students to sign up for their position and their responsibilities (sample at end of lesson plan)
- A power point on how to use the flip camera and how to take good video (there are several videos on YouTube on how to use a flip camera. (There is a power point attached at the end of this lesson and there is a video embedded in that to use, if you wish)
- A jump drive for each group (if the school’s server does not allow at least 5 gigabyte per student)
- A promethean board
- A laptop computer to be used to play the video
- Computers for each group to upload and edit their video
- Rubric for the project
- Document camera
- Test at the end of the video presentations
- Video editing software so students can add transitions, headings, credits and cut out parts of their video if needed
- One manila folder for each group with their names on the folder (to be kept in the room until the completion of the project)

Procedures:

Introduction

1. Present the pre-organized groups list (try for four in a group unless you have more flip cameras, then groups could be smaller, of course)
2. Show the Power Point on using the Flip Camera (attached to this lesson plan)
3. Present the rubric for the project (sample attached)
4. Present the deadlines for each part of the project:

Day One

1. Pass out the rubric that will be used to assess the project and go over it with the students.
2. Decide on positions within the group: who is the leader of the group? Who will take notes? Who will make sure that the group stays on task? Have the students fill out the planning sheet with the names in the places of their assignment.
3. Have the students fill out (on the same form) what they will take responsibility for in the project
4. Have one person from each group, draw randomly from a hat, one of the topics for making a

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video (list of possible topics at bottom of the page). (They can take it back to their group and if the group is not comfortable with their choice and there are other topics left, allow for one “trade”.)

5. Have students decide who is going to be responsible for each part of the project (they can all do all parts if they decide on that too) (A sample sign-up sheet is attached at the end of the lesson) Have the leader keep the sheet and materials they put together in a manila folder kept in the room
6. Show the students the power points on how to use a flip camera (attached) or demonstrate how to use one using the document camera and a flip camera. Ask for questions at the end.
7. Have the students begin to plan out their video by assigning parts (use the planning sheet you provide)
8. **Assessment:** Teacher looks at the planning sheet to make sure that students have all the categories filled out.
9. **Homework:** Students begin on their assigned tasks overnight. Be ready to continue in class tomorrow.

Day Two

1. Ask the students if there are any questions about what they are supposed to be doing for this project?
2. Tell the students that today will be an in school work day. They need to meet with their groups and inform them of their progress on their part of the planning. They will need to work during class time today, making sure they are gathering all the information they need to video. Teacher needs to meet with each group to determine their progress and redirect where necessary.

Day Three

1. The students need to complete all of their videotaping during class or make arrangements to use their Flip camera after school or during lunch/etc.

Day Four

1. They need to have a brief presentation by the teacher on how to upload their video to the computer and put it onto their jump drive or shared drive (if there is room on the server). They also need to be shown how do very basic editing of the videos using the software available at their school – remind the students to save their original video and any edits as a “save as” video, so that if there is a problem, their original will not be ruined.
2. The students need to turn their test questions in to the teacher so that they can be typed up and presented as a quiz tomorrow after the video tapes.
3. The videos need to be completed by the end of the class

Day Five

1. The students will take turns sharing their videos in class and ask for questions at the end of each video. As the students go up to show the video, the Leader will turn in the Responsibilities sheet to the teacher so she knows who is responsible for each of the parts of the video, as there is an individual grade and a group grade.
2. The class will take a short quiz (of the questions the teacher gets (and decides to use) at the end of class and turn it in. The teacher uses the rubric to evaluate the videos and

presentations.

Reflection (InTASC 9)

Reflect On:

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*

Evidence of Student Learning

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf

North Dakota Department of Public Instruction. (2012) *North Dakota library and technology content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/lib_tech.pdf

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Rubric for evaluating Flip Camera/Library Videos:

Group Member's names _____

Topic	5 points	4 points	3 points	2 points	1 point	0 points
LENGTH	The video was of quality and lasted 10 minutes	The video lasted less than 10 minutes but more than 8	The video lasted less than 8 minutes	The video was less than 7 minutes but more than 5	The video lasted less than five minutes	No video completed
INFORMATION	The video had complete information On the topic	1 issue was left off or confusing	More than one issue was left off or confusing but fewer than three	Three or four pieces of information were confusing or missing	More than four pieces of information were confusing or missing	The topic was not done in an understandable or logical manner
CREATIVITY	The video had imaginative and appropriate props	There were props that were appropriate to teach the main points of the lesson	There were props to support more than half but not all of the teaching points	There were props to support understanding for half or less of the "teaching points"	There were props but they were not helpful for understanding	There were no props
EDITING	The video had at least two additions to appropriate editing: (such as music, transitions, artistic additions as well as ,a title, mistakes removed, credits at the end.	The video had both music and captions and one other creative addition as well as appropriate editing and a title	The video had a title, credits and an addition of either music or captions	The video had a title and credits	The video had a title but no other editing	The video had no editing
PARTICIPATION	It was obvious that every	Everyone participated in preparing	The group planned together	The group planned well together but the	The planning fell heavily on one or two people in	Not everyone participated or one or more

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	member of the group contributed to the planning and making of the video and they worked hard to resolve their differences and worked with their strengths	the video but the planning sheet was incomplete and some members did not complete their portion of the work.	and evenly distributed the work load, but some members did not complete their portion of the work	work fell disproportionately on one or two members	the group	members caused conflict within the group
UNDER-STAND-ABILITY	Everyone participated in making the video and the people on the video and the presenter were easy to understand and spoke loudly and included an introduction and a closing to the video	All people in the group participated in the video and were easy to understand but the presenter of the film's introduction and closing was difficult to hear or understand	All people in the group participated and were easy to understand but there was no presenter to introduce the video or the presenter did not speak clearly and /or did not do a smooth job in the introduction and ending	All people in the group participated in the video but were difficult to understand (voice too soft or didn't seem to know materials) . there was no presenter to introduce or close	Some of the people in the group participated in the video but not everyone and/or they were hard to understand	Not everyone participated in the video presentation

Total Points: _____

Possible Topics for Videotaping

(Add your own ideas for your particular library. Cut the topics apart and put in a hat to be drawn at random by one member of each group)

How the Library is Arranged (Where are things located?)
The Divisions of the Dewey Decimal System
How to Use the Automated Catalog in the library
The Process of checking out a book/checking in a book/How long you can keep it/How many can you have at a time/ what books can be checked out/what can't be/ when do you have to pay for a book you checked out?
How to check in and out ebooks and what are the features available?
Why is it important to read?
What are some of your favorite books/authors?
How do you use elibrary? What are its features?
How do you use the North Dakota State Library website? What are the most interesting features?
How do you evaluate an internet website to determine if it a good one or not?