Movies for Beautiful Minds

How digital presentations can enhance any classroom

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Justification for the Project

1. students embrace new technologies and they are attracted to video and audio, podcasts and blogs (Siegle 2007)

Justification for the Project

2. Teachers are poor adaptors to new technology and training, such as this instructive PowerPoint, can increase teacher use of technology (Shaunessy 2005)
Justification for the Project

3. The integration of technology leads to better student work – better student engagement (Boardman, Butterfield, Kane 2007)

Justification for the Project

4. Teachers need to prepare students to meet the instructional technology needs that will drive the 21st century (Besnoy 2006)

Justification for the Project

5. Award-winning creative teachers use student-centered activities to help students make real world connections through the use of technology and media (Horng et al 2005)
Personal testimony

In addition to the research, I can add that I’ve used every step of this process in my classroom, and it has made a tremendous impact— to the point that 83 percent of my seventh grade students improved their ARMT scores last year, supporting the idea that excellence and NCLB can mesh (Gallagher 2004).

How to do it: Beginnings

Schedule a bloc unit for reading—I’ve used Shakespeare, “Sleep Hollow,” “Rip Van Winkle” and block out a good month for working with the story ½ the period with ½ the added time for student work on the project.

How to do it: Beginnings

Introduce the topic to the students—explain both what will be done in class, essentially, a book study, and the project—working with Legos to shoot short videos that correlate with what has been read—show the rubric.
Here’s how to do it: Instruction

I like to teach ½ the time and then have the students up and working half the time – that way, instruction and practice are mixed – to begin, split the class into the number of digital cameras you have (that will be your small groups)

Here’s how to do it: Instruction

Next, have each group claim a scene from the selected work – the scene can be one that’s actually in the work or one that is imagined (like a prequel: how did Othello meet Desdemona? How did Hamlet woo Ophelia? What did Prospero and Miranda do for 12 years on the island?)

Here’s how to do it: Instruction

Have the groups for the next week stage and shoot pictures – show them stop-action animation so that they realize that the pictures need to be only slightly altered between shots – every day, have the students put the photos onto the shared network drive
Here’s how to do it:
Instruction

Once the photos have been shot (probably a good variety is to have at least 50 for a two-minute presentation), have the students use video production software, like MovieMaker or GarageBand, to place and order the photos and add the sound.

Project in action

8th grade – from Hamlet

Project in action

8th grade – from Hamlet (the ghost scenes)
Project in action

7th grade – from Othello

Project in action

6th grade – from The Tempest

See how one is done

http://podcasts.shelbyed.k12.al.us/j mayfield - or attachment labeled Shakespeare Videos (at podcast site, must scroll down the main screen to the videos)
Other Creative Ideas/Uses

Use OneTrueMedia or Animoto to throw some of the shots onto a track with music that can be posted on your page (it makes people think you’re doing work, but doesn’t take a lot of work)

Other Creative Ideas/Uses

Save the productions from year to year so that you can intersperse them as you study the subject the following year – which also helps the incoming class

Bibliography


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