

EDITION DW AKADEMIE

#2017

MEDIA DEVELOPMENT

Media and information literacy

A practical guidebook for trainers

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Media and information literacy



Understanding media

Open questions can be helpful for understanding media. For example: What is typical for the medium? What type of medium is it? Who creates the content? Who finances the medium? How does the medium ensure its own income? How much time is needed to create a message in the medium? Who is the target audience? What options do media makers have for sending their messages? What are typical messages? How can messages be manipulated by the media maker?

Newspapers and magazines



Traditionally newspapers and magazines are printed, non-electronic media, but nowadays many are also published electronically on the Internet. Funding for newspapers and magazines often comes from companies or private individuals, and sometimes from the state. Occasionally, newspapers or magazines are not owned by individuals or companies — as is the case with community media — making them more independent of special interests. Media makers include text and photojournalists, editors, editors-in-chief, typesetters, designers, printers and (online) programmers. Media messages are expressed by headlines, written texts, different font sizes and colors, drawings, and caricatures as well as black-and-white or color photographs. Print media are generally published regularly and frequently: daily, weekly, or monthly. The time needed to create a newspaper or a magazine ranges from one day to a month. Their frequent publishing schedule allows them to pick up and report on current stories and events. Income comes from the sale of and subscriptions to the medium, as well as the placement of advertisements in the newspaper or magazine. Media owners who spend money to finance a medium often want to influence the selection of topics and special viewpoints

Books



Traditionally, books are a printed, non-electronic medium, but nowadays some are also published as e-books, which can be read on a tablet, computer, or e-book reader. Funding for books often comes from publishers and companies. Media makers include authors, editors, typesetters, publishers, and printers or programmers (for e-books). Media messages are expressed by the book's cover — the composition and design, title, illustrations, and information about the book and author — and, of course, by the content of the book itself. Books can be categorized according to their content, e.g. literature, fiction, non-fiction, guidebooks, specialized books, or textbooks. The time needed to create a book ranges from a few months to many years. Income is generated by the book's sales. To increase sales, many publishers spend a lot of money on advertising in newspapers, radio, television, and on posters.

Radio



Radio is a non-printed, electronic medium. Nowadays, many radio stations also broadcast via the Internet. Funding for most radio stations comes from companies or private individuals. Sometimes the state also owns radio stations, but it's rare that local communities do. Media makers include radio journalists, producers, on-air hosts or moderators, editors in chief, editors of the day, and musicians. A radio can go on air with just a few people involved, sometimes as few as a moderator, technician, and an editor of the day. Many radio programs are pre-produced before they are broadcast and the moderator receives texts from the journalists. Media messages are expressed by the selection of program content, voices, spoken language, music, and sounds and contain (current) information and entertainment. The time needed to create a radio broadcast ranges from minutes to weeks or even longer, depending on the radio show and the particular topic. The station's income comes mainly from the advertising slots it sells. Some radio stations receive money from their owners or from listeners' fees; community radio stations often rely on donations.

Movies



A movie is a non-printed, electronic medium generally first shown in public movie theaters and often later released on DVD or Blu-ray disc, or (often illegally) the Internet. Funding for movies is complex. Before a movie is made, the author and the director look for someone to finance it. The amount of money needed to make a movie varies, but it is often a very expensive undertaking. Funding can come from private individuals (a producer or producers) or large production companies. Often movies are co-financed by television stations or big companies in return for product placements in the movie (e.g. the heroes might drive a Mercedes, BMW, or another specific car brand). Media makers for movies often number in the hundreds or even thousands. They include directors and co-directors, authors, actors, cameramen, sound designers costume makers, location scouts, stuntmen, and hundreds of special effect editors, to name just a few. Media messages are expressed via the genre, story, dramaturgy, setting, characters, actors, costumes, visual realization (brightness or darkness, colors), sound elements (voices, music, sound effects) as well as the editing. The time needed to create a movie ranges from around half a year to several years. The income comes from the companies financing a movie as well as the proceeds from tickets sales, DVD or Blu-ray disc sales, merchandising, and fees paid by TV channels for broadcasting rights or by viewers for digital streaming rights. To increase ticket sales, movie makers usually spend a lot of money on advertising (cinema trailers, posters, television ads) to attract the widest possible audience.

Television



Television is a non-printed, electronic medium. Many television shows are put online after they are broadcast and can be viewed on the Internet. Funding for television channels comes from the state, from viewers' fees, or from companies or individuals. In some countries, citizens donate money to fund television broadcasters. Media makers include program directors, on-air hosts or presenters, television journalists, editors in chief, editors of the day, camera operators, sound engineers, cutters, actors, celebrities, politicians and musicians, to name just a few. Media messages are expressed by the selection of program content, the program content itself, the selection of hosts or moderators, written and spoken texts, visual implementation, and sound effects. The time necessary to create a television program varies. It takes anywhere from a few hours to one month to create one news broadcast or TV show. Most income comes from the sale of advertising slots. In some countries, every citizen pays taxes to support television channels that are owned by the state. If a company or private individual spends money to fund a television channel, they often want to influence the channel's selection of topics and viewpoints.

Video games



Video games are a non-printed and electronic medium. They can be played on game consoles, computers, and cell phones. Depending on a game's complexity and scope, the funding for video games comes from the huge game industry, small game companies, and sometimes from private programmers. Media makers include art directors, game designers, programmers, designers, level designers, composers, sound designers, and authors, to name just a few. Media messages are expressed by the genre, setting, story, heroes, interactive options, the objective of the game, and the language used, as well as the audio and visual implementation of the game. The time needed to create a video game depends on its complexity and the platform it is created for, and ranges from one day to a few years. Most income comes from selling the game to target audiences, advertisements before or during the game, and the sale of in-game features.

Internet (computer/cell phone)



The Internet is a non-printed, electronic medium. It can be accessed using special hardware, including computers, cell phones, tablet computers, game consoles and e-book readers. There is no specific funding for the Internet, which sets it apart from other media. Equipped with the necessary knowledge and technological opportunities, people can become the "owners" of their content on the Internet. Nevertheless, companies, the state, and private individuals own special websites, blogs, and Internet platforms that many people use, such as YouTube, Facebook, and Google. Media makers include programmers, web designers, and IT specialists, as well as authors, journalists, citizens, and media makers of other media types. The interconnection of all media content that can be found on the Internet is referred to as media convergence. Media messages are expressed by their design, written language, headlines, font colors and styles, images, videos, sounds, and interactive options, to name just a few. The time necessary to create Internet content depends on the content itself, and can range from just seconds to months. Most income is generated by on-screen advertisements, and selling user data and products. Often the web content itself generates no income but is used for providing information and spreading ideas, as well as for self-expression and socializing with others.

Social media (computer/cell phone)



Social media are platforms on the Internet, and are a non-printed, electronic medium. Social media can be used on computers, tablet computers, and cell phones. Funding for social media comes from companies. Facebook was developed in 2004 by then 20-year-old Mark Zuckerberg and others, and is now operated by Facebook, Inc. Media makers include programmers, web designers, and IT specialists who provide the platform, as well as billions of network users — generally individuals, companies or groups of people — who produce and share content. Media messages are mostly expressed by written language and images, as well as shared links, videos and sound. The time it takes to create content for social media is usually short, often ranging from a few seconds to a few hours. Income for programming and managing social media platforms is generated by selling on-screen advertising, and selling user data to companies, institutions or governments willing to pay for the data. Users often don't earn money for their content, except for famous bloggers or video bloggers (vloggers) who receive some income from advertising or from companies paying for product placement in the videos.



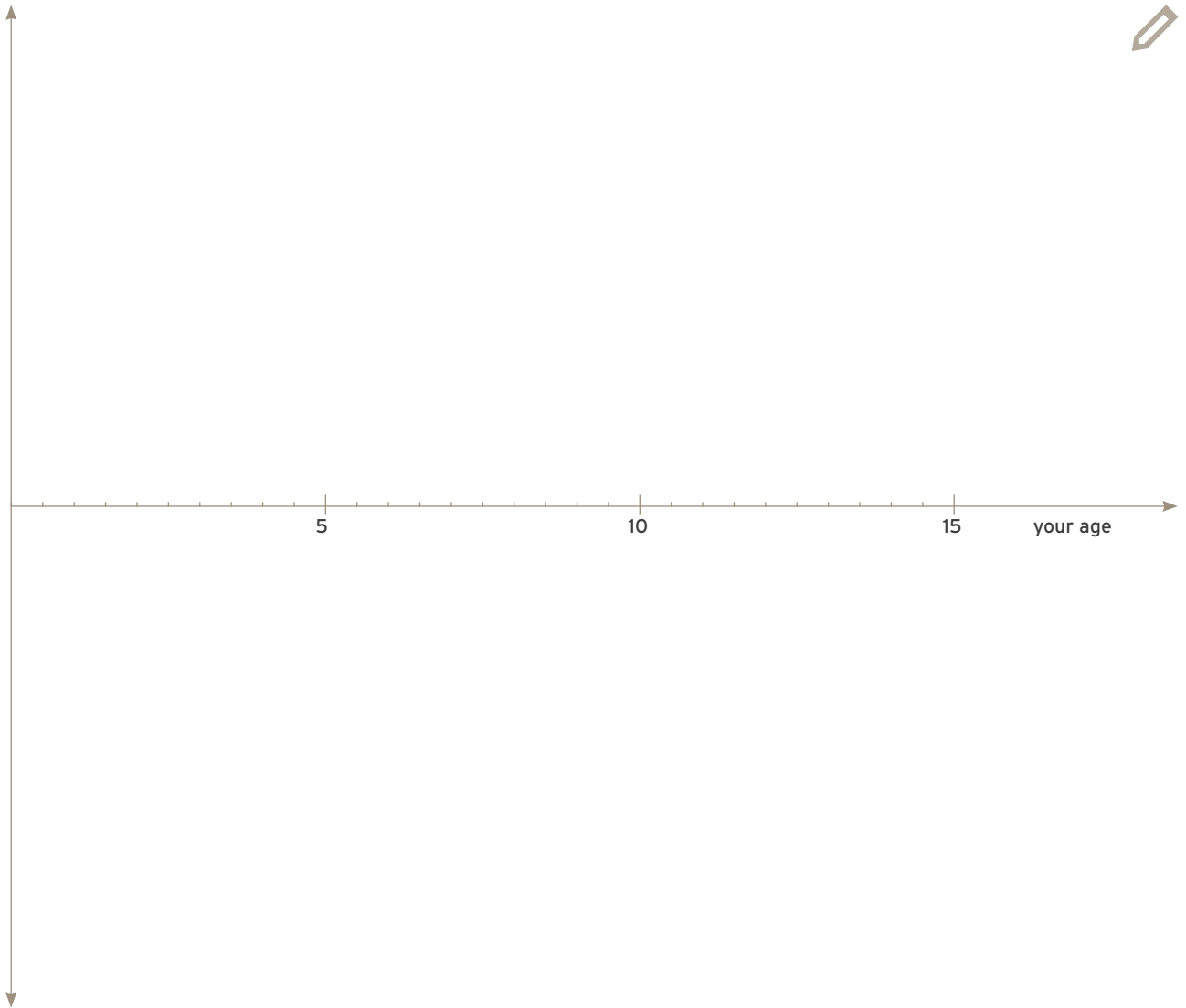
My media biography

People around the globe grow up with media. At different ages, we use different kinds of media: books, magazines, comics, music, radio, television, the Internet, cell phones and computer games.

TASK

Look back at your childhood: What media and what specific media content were important to you when you were a child? What left a lasting impression? Try to remember both positive and negative media experiences you have had and how old you were at the time.

positive



negative



Online research: Media

Medium reviewed: _____ 

What tools and specific characteristics does the medium employ (text, image, sound, interaction...)?

Who are the target groups and what functions does this medium have in society?

Who produces this medium? Who controls the content? How is it financed?

Find specific examples for this medium in your national media market and try to answer these questions for each:

Who makes it? _____

What is the target group? _____

How many people use it? _____

When was it launched? _____

How is it financed? _____

What are typical media messages? _____

Do you like it or not and why? _____



One event — different stories

Event reviewed: _____ 

Medium		
Date		
Content		
Language		
Pictures		
Sound		
Our emotional reaction to it		
Do we believe it?		
The media maker wants us to believe that ...		
What information is missing?		

Media and me and you

All kinds of media influence people and society, sometimes in an obvious way, sometimes more subtly. People are sometimes aware they are being influenced, and sometimes they are not. In today's world, it is important to have some essential skills for dealing with media. These skills are called media and information literacy. Just as literacy is the ability to read and write, media and information literacy refers to the ability to access, analyze, evaluate, and create media and media messages of all kinds. But do people reflect on media, media's impact and why media and information literacy is important?

TASK

Act as a journalist and conduct an interview on media and information literacy for a radio station or a YouTube channel. Prepare four to five questions for your interview with another trainee.

Decide whether you want to record an audio or video interview. Practice your interview with your interview partner and then record it on your cell phone .

Optional:

Interview people at home: your family, friends, schoolmates, and neighbors

My questions:

2

Information and topics



Word of mouth (blank)

TASK

Write a piece of information that you want to pass on in each square. It can be a name, a sentence, a tongue twister, or an interesting fact. Vary the length, complexity and how emotional or personal the information is. Cut out the squares.



Word of mouth

TASK

Cut out and fold the slips of paper in half and let the trainees pick the information they'll quietly tell someone else.



Chilean earthquake characteristics do not meet conditions necessary to generate a tsunami.

Protesters burned an American flag in front of the U.S. Embassy yesterday.

The nation grieves for five children who died in a traffic accident while on their way to school.

Youth should be in touch with their cultural roots.

Unbelievable! Justin Bieber lost 12 kilos in 15 days after he fell in love with his new girlfriend!

Color of the Year: Blue.
Click here to buy the latest blue jeans!

Facebook has more than 1 billion users all over the world. Each user profile is worth money.

Teachers' salaries should be high enough so they aren't tempted to accept bribes.

In December 2004, a tsunami killed thousands in Southeast Asia.



Weighing information

The “weighing information” method helps raise awareness for the quality of information. It makes trainees think about what quality criteria are important to them when dealing with information.

PREPARATION

Divide the classroom itself into three sections marked number 1, 2, and 3 and explain that each section represents an opinion regarding a criterion for information quality:

1 I consider this somewhat important.

2 I consider this very important.

3 I consider this essential.

You can use the criteria mentioned in the following worksheet (page 43), have the trainees think of other quality criteria, or use a combination of both.



Weighing information: Quality criteria

TASK

Read the quality criteria aloud. If you prefer to have trainees read the criteria aloud, cut out slips of paper or use cards for the different criteria, fold them in half and let trainees draw the one they will read.

Once a quality criterion is read aloud, trainees decide how important it is to them personally. They rate each criterion on the scale of 1 to 3 by physically going to the corresponding section of the room (see page 42).

On individual index cards, write down a key word for each criterion and the number of points it received, and pin or tape the cards to the wall.

Add up the points for each criterion (i.e. the number of trainees in that section) to show how important this criterion is to the group.

The group then briefly reflects on and discusses the various ratings and the degree of personal importance:

- Why did you rate this quality criterion as you did?
- Can you give an example from national media to support your rating?

At the end, sort the index cards according to the number of points each criterion received, going from the least important to the most important. If you like, analyze and discuss the results with the group.

The information answers the question: **What** has happened to **whom**?

The information answers the question: **Why** has something happened?

The information answers the question: **Where** has it happened and **when**?

The information answers the question: What will the **consequences** be?

The information is delivered in **simple** and **comprehensible language**.

The information describes the **reality** as accurately as possible.

The information describes something that has **relevance** for me and my life.

The information refers to a **current event**.

The information cites **reliable sources**.

The information doesn't include **advertising**.

The information doesn't try to **influence** my **point of view**.

The information provides an overview of **several perspectives**.

The information provides an **objective** image of what has happened.

The information doesn't contain **misinformation** and **prejudices**.



Channels of information 1 — government press

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Channels of information 2 — private press (commercial)

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Channels of information 3 — news agencies

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Channels of information 4 — independent press

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Channels of information 5 — social media, Web 2.0

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Channels of information 6 — talking to people (firsthand)

Examples:



1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced? What is the presumed objective of the media maker?

4. Search for an example and check the quality of the information.



Preparing a press conference

This group represents:



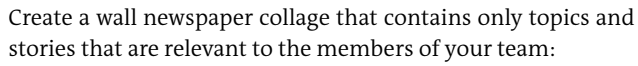
TASK

Prepare for the press conference in two steps.

1. Pretend to be journalists and prepare some questions to assess the quality and topics covered by the information sources represented by the other groups.

2. Now prepare some answers for when you represent an information source yourself and have to answer questions from the journalists.

TASK



- Cut out letters, words and headlines from old newspapers and magazines. Reassemble them to form headlines for your stories. Glue them onto the paper.

Add a few sentences explaining your topics:





News and categories

TASK

Read the definition and discuss the most important words from the definition:



News is media-communicated information on selected current events.

Information is often categorized and structured by media makers (printed and online newspapers, TV and radio stations).

TASK



Think of different categories and write them in the empty blocks. Mark your five favorite categories with a star. Next to the blocks, write down one example of news that fits each category.



News: Brief, initial inquiry

Now it's time for the initial inquiry: basic research into current national or international events in various categories.

TASK

Research different media sources if they are available. Use newspapers, TV news (apps on cell phones), radio news (apps on cell phones), the Internet, and social media. Scan the media for current events and select those with high significance.

Don't forget the target audience. Don't get too detailed; basic information is enough. Take notes and write the information sources down in the table as well.



Category	Basic Information	Sources
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	



Broadcast structure

TASK

Hold an editorial meeting to determine the topics to be covered. Real media broadcasts have at least one additional person who works only on the time schedule, structure, and organization of the broadcast.

How the broadcast in this exercise is structured depends on the number of trainees and groups. There should be at least five different topics from the various news categories, and the total broadcast should last from five to ten minutes. Set a fixed length for each report.

VISUALIZATION

Draw the structure of the broadcast on a flip chart and visualize the number of reports, the sequence, the topics and categories, the duration of each report, and the names of the presenters. Also write down other responsibilities as needed.

PRESENTATION

You can choose to have an additional presenter to introduce the reports or just let the groups read their reports out loud like in a radio broadcast. Record just audio or with video using a camera or cell phone.

#	Topic	Category	Presenter	Duration	Time
1	Protests in Hong Kong	International, Top!	Sarah	45 s	00:00 – 00:45
2	President's speech	National, Politics	Tabea	30 s	00:46 – 01:15
3	Increasing salaries	Economy	Thomas	30 s	01:16 – 01:45
4	Homeless monkey	Entertainment	Michael	15 s	01:46 – 02:00
5	New opera house	Culture	Michael	45 s	02:01 – 02:45
6	Death of a famous actor	Entertainment	Michael	15 s	02:46 – 03:00
7	International soccer	Sports	Mohamed	30 s	03:01 – 03:30
8	Results of other sports	Sports	Mohamed	30 s	03:30 – 04:00
9	Weather report	Weather	Sofia	15 s	04:00 – 04:15



Research and news writing

TASK

Research your current event and write down key words. Use different sources of information, compare and verify them. Don't just collect basic information, but also information

about different viewpoints and the causes and possible consequences of the event. Remember to stay objective and investigate various points of view and sources.



TASK

Now write your news report in your own words. First, structure your information. Keep the two parts in mind, the lead (who, what, when, where, why and how) and the body with additional information, explanations, and statements.

Measure the time that you need to read the report aloud and keep to the allotted time. Try to figure out how many sentences are possible and report as much information as possible in the given amount of time.



3

Social media and Web 2.0



Game — post scramble

“Post scramble” is good for an introductory session. It provides insights into trainees’ current questions and prior experience, and can be adapted to different topics and questions.

EXPLAINING THE GAME

Have everyone sit in a circle to form a big social media user group. All the seats are taken. Start by standing in the middle of the circle of chairs, and explain that the person in the middle is the only one who can “post” something (a message, information, or a comment) by saying it out loud. “Posts” should use the kind of language that is commonly used in social networks. Say your “post” out loud, then ask the social media users to react to your “post.” Everyone who wants to react has to get up from their chairs and find a new one at least two chairs away from the one they were sitting in. You, as the person posting, try to grab one of the free seats quickly so one person is left without a seat. This person now has to react to the original post with a “like” or “dislike” (thumbs up or down) and “post” a new comment or reaction to the original post. The others react again, and so on.

You or the person in the middle can stop a running “conversation” at any time and replace it with a new “post.” End the game if you think trainees are getting bored or if the game is getting out of hand.

Possible post for starting the game:

“That’s what I love about money: no emotions, no tears, just reality.”

Variation:

Vary the game by instructing the “poster” to ask questions or make statements that address the groups’ experience with and knowledge of social media. All questions should be worded so they can be answered with a “yes” or “no,” and statements worded so trainees can “agree” or “disagree”. All trainees who respond with a “yes” or “agree” have to get up and find a new chair, while the others stay seated.

Possible questions to ask about experience with social media:

- Do you post pictures?
- Do you hate it when someone else posts a picture of you?
- Do you have more than 200 friends on Facebook?

Possible statements to make about social media:

- It’s good that you can get all your news through Facebook.
- Cyberbullying is on the increase.
- It’s good that WhatsApp shares data with Facebook.



Station A | Profile check: **Private pictures**

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the private pictures that they have posted or shared. Try to identify

different categories of pictures and save and rename one meaningful or impressive example of each category to present to your fellow trainees.



What categories for private pictures did you identify?	What messages can you discern from these private pictures?

TASK

Now analyze in detail the pictures you saved. Because all pictures have meaning and transport information without using language, each private picture on Facebook provides information about the person and their surroundings to anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge.

Fill in the table. What information and message can you deduce from the photos? What was your emotional reaction? Score your examples, rating the emotional quality and privacy level. The higher the score, the higher the (unintentional) information quality of the picture, and the more private the content and message is.



Sample Picture	Message (brief)	Our emotional reaction (brief)	Emotional quality score (1-10)	Privacy score (1-10)



Station B | Profile check: **Shared content**

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out personal information that they have posted or shared. Try to identify different categories of content and select one impressive ex-

ample for each category to present to your fellow trainees. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.



What content categories did you identify?	What messages can you discern from that shared content?

TASK

Now analyze your examples in detail. Shared content always provides information about the specific interests of the person who posts it and can be seen by anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from your examples? What might the user’s

purpose have been in posting this information? What meaning does it have for you? Score your examples, rating how interesting the content is to you as an outsider and the privacy level. The higher the score, the higher your interest in the content and the more private you consider it to be.



Sample content	Message (brief)	What might the purpose be?	Interest level score (1-10)	Privacy score (1-10)




Station C | Profile check: “About”

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the information you can find in the Facebook member’s “about” section where Facebook asks users to provide personal infor-

mation in different categories. Please complete the table below by listing what information Facebook asks its users for and rating how interesting that information is to you.

Facebook categories	Interest level score (1-10)




Facebook categories	Interest level score (1-10)

Every piece of information Facebook users provide in the “about” section is like a piece of a puzzle. Taken together, these pieces reflect the user’s personality (pleasant, humorous, aggressive, etc.), life (school, hometown, education, friends, sexual orientation, etc.) and specific interests (politics, sport, film, games, etc.) Anybody on Facebook can use this information to get a more or less detailed idea of the user (if the profile is set to “public”)—often without that person’s knowledge.

TASK

Now find some notable examples of Facebook users whose information in “about” gives you a clear idea of who they are. Choose three profiles that show big differences in work/locations/music/books/likes, etc. Save these profiles (or profile links) to present them to the other trainees. Describe the impressions you have of the users and give scores. The higher the score, the higher your personal interest in the user’s profile is.



Username	Our impression of him/her, his/her life and interests:	Score (1-10)



Station D | Profile check: **Dynamics**

TASK

Please log in to Facebook. Now look through various profiles, conversations, likes, and comments of Facebook users you have never seen before. Examine the various dynamics that can arise through the network character of Facebook after someone has

posted or shared a picture, video, message, or link. Try to identify different categories of dynamics, for instance the number of likes, shares, comments, arguments, disagreements or insults and how quickly they were posted.



What kinds of dynamics did you identify?	What do you think might cause the different types of dynamics?

TASK

All content that is posted on Facebook can be shared and can develop a dynamic of its own. Try to find examples of content that has led to lively exchange among users. Search for all kinds of content: conversations, images, links, videos, etc. How many likes did each type of content get? How many comments? What types of comments?

Choose five different examples that you want to present to the others. Save your examples by enlarging the view, taking a screenshot and saving the screenshot under a unique name.

Fill in the table and score your examples. Sometimes posts get very dynamic reactions, but these reactions are destructive, such as insults, threats or bullying. Here, the quality of the dynamic is low. Other posts get reactions that develop the topic further in a positive and creative way. This is a high quality dynamic that brings added value to the post. Assess the quality of the dynamics for the five examples you chose. The higher the score, the higher you consider the quality of the dynamic of the comments to be.



Example	Topic of the content (briefly)	Our emotional reaction (briefly)	Reasons for the quality of the dynamic	Quality score (1-10)



Facebook expert

Settings	Learning objectives
Security settings	How do I log in and out securely and keep people from logging into my account?
Privacy settings and tools	Who can see my stuff? Who can contact me? Who can find me?
Timeline and tagging	Who can add things to my timeline? How can I manage tags?
Blocking	How can I block certain users or their invitations?
Reporting	How can I report other users to Facebook?

Information	Learning objectives
Friends	How do I divide friends into groups? What rights do they get?
Pages and feeds	How can I find information via pages and feeds?

Creating	Learning objectives
Pictures	What pictures can I share? What about the other people in the images?
Pages	How can I create a page and what can I do with a page?
Events	How can I create an event and how do I manage this event?
Groups	How do I create a group and control who has access to it?



Facebook expert

Name	Facebook name	On Facebook since

Settings	These are/this is important because ...	Level of knowledge					
Security settings			1		2		3
Privacy settings and tools			1		2		3
Timeline and tagging			1		2		3
Block			1		2		3
Report			1		2		3

Information	This is important because ...	Level of knowledge					
Friends			1		2		3
Pages and feeds			1		2		3

Creating	This is important because ...	Level of knowledge					
Pictures			1		2		3
Pages			1		2		3
Events			1		2		3
Groups			1		2		3

Date _____

Signature _____



Storyboard — Web 2.0: My opinion on ...



Statement Write it down here	Photo Sketch or describe the picture that illustrates your statement

4

Power of pictures

- Your photos
- Photojournalism

4

Power of pictures

Your photos



Eye of the photographer

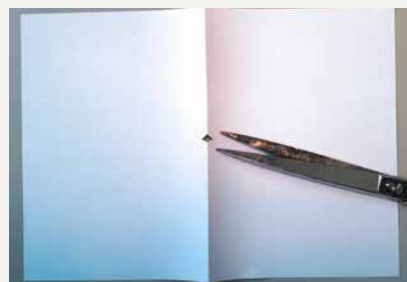
EXERCISE

Making a handmade paper camera

1. You need scissors, paper and, if possible, colored markers



2. Fold a piece of paper in half and cut a tiny rectangular hole in the middle.



3. Decorate the paper to look like a camera.



4. Look through the hole with one eye. Press the paper as close as possible to just see your surroundings through the simulated lens. Vary camera subjects, object distances and perspectives. Choose scenes that would be good compositions for a real photo.

EXERCISE

We are surrounded by images every day, in different forms of media and at home. Being able to describe a picture is an important skill. From the list below, try to distinguish between

objective description (circle the word) and personal judgments (draw a crossmark with an x). Try to find opposites.

light	unusual	boring	has depth
modern	black and white	warm	vivid
out of focus	low contrast	close-up	arranged/posed
sad	emotional	old-fashioned	beautiful
colorful	dark	flat	cold
ugly	documentary	usual	harmonious
lifeless	disgusting	sharp	funny
interesting	high contrast	without emotion	overview



“Beginners”: Composition rules I – photos

TASK

Take photos that follow each of the nine composition rules for beginners listed below. Try out variations on each composition rule and always take more than one shot. Take at least one photo that does not comply with the rule and two that do.

After addressing each composition rule, look at your pictures and evaluate their quality according to the rule.

Make a check mark in the table under the minus sign (-) for a bad picture, the plus sign (+) for a good picture, or the double plus sign (++) for a very good picture.

For portrait photos, take pictures of each other. For landscape pictures, take shots of the surrounding landscape. Feel free to choose various camera subjects to practice the other rules.

Composition rules for beginners	-	+	++
Holding the camera: Find a good, stable position.			
Camera field sizes: Vary the distance between the camera and the object.			
Sharpness and blurring: Determine the area that is in focus.			
Camera position and angle of view: Explore new and unusual perspectives.			
Light and exposure: Use the flash and backlighting.			
Landscapes: Sharpen perception of various ways to take landscape pictures.			
Portraits: Sharpen perception of good and bad ways to take a portrait.			
Movement: Focus on moving images or panning the camera.			
Foreground and background: Play with the audience's perception.			

TASK

Choose your two best and two worst photos, and be prepared to explain why they are good or bad. Discuss the photos and your experience applying the composition rules with the other groups.



“Beginners”: Digital editing I – photos

Almost all photos you see in the media have been digitally edited. Digital editing gives media makers an enormous range of design options, and empowers them to alter pictures to convey a certain message, style or emotion. Various apps and software packages contain hundreds of design options. The power of digital editing has both benefits and drawbacks.

TASK

Choose the app or software that runs on your hardware (laptop, computer, or cell phone) and familiarize yourself with it.

Select two of your photos (a good and a bad one) for digital editing. Try different versions of each photo and save each of these versions under a unique name, e.g. “dog_version_1.jpg.” Import the photos into your software.

Editing rules for beginners	Good photo saved as ...	Bad photo saved as ...
Crop the photo: Create different versions of selected parts of an image. Choose image sections that appear harmonious. Choose image sections that don't appear harmonious. Chose various details from the image.		
Contrast: Edit the contrast and compare it to the original picture.		
Colors and brightness: edit colors and brightness in various ways. Make the picture look warm, then cold. Make it dark (mysterious), then bright (friendly).		
Photo filters: Play with the filters and compare the results.		
Text messages: Change the photo's media message by adding different texts. Add an informative headline to the photo. Add a humorous headline to the photo. Add a sensational headline to the photo.		
Resize one version of each photo to 1000-pixel width and export it. Compare the file sizes.		
Select three to five edited pictures for a presentation.		



“Professionals”: Composition rules II — photos

TASK

Each picture tells a story. Think about the story you want your picture to tell. Choose something that is easy to implement right now and write it down in one sentence, e.g. A student is having trouble doing his homework because he is tired. / A girl is working on a drawing. / Two close friends meet up somewhere and have fun.

Our story:



TASK

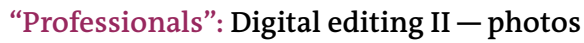
Arrange the setting and take several photos, keeping the composition rules for professionals in mind. Try to explore as many camera angles, views, perspectives, leading lines, etc. as possible. Feel free to vary the setting, background, objects in the foreground, camera position, and whatever comes to mind.

Work together with the people being photographed (subjects), and suggest poses they can strike or gestures they can make. Try to get them to behave as normally as possible, and help them forget that they are being photographed.

Composition rules for professionals	Check off rules used
Rule of thirds: the focal point of the composition is at the intersection of one of the horizontal and vertical lines	
Contrast: the degree of lightness and darkness in the picture	
Depth of field: the objects in focus and out of focus	
Perspective: whether a picture is taken from eye level, from above, or from below	
Patterns: following and breaking patterns	
Symmetry: balance is achieved along internal symmetry lines	
Leading lines: the path or direction the observer's eye follows when looking at the photo	
Framing: natural framing places the focus on the subject	
Cropping: the part of your field of vision that you select for your picture	

TASK

Choose your best photos and justify your selection. Discuss your photos and your experience applying the composition rules with the other groups.



1. to make it more impressive.
2. to make it less impressive.
3. as if it is going to appear in a newspaper.
4. as if it is going to be used in an advertisement.

- 



Developing a photo story

Step 1: Brainstorming

The best way to find an interesting topic for a photo story is to listen to and consider everyone's ideas. There are two brainstorming rules:

- No negative comments about any idea (this stops the creative process).
- Don't provide overly detailed feedback on a specific idea. Allow time for all the ideas raised by the group to be considered.

Step 2: Checking and choosing

After brainstorming, consider all the ideas and identify the best one that all group members support. The following rules may help:

- Eliminate the ideas that all members of the group dislike or don't consider feasible.
- Which topic is the most important and emotional?
- Can you imagine a story and photos for the topic?
- Can the photos be taken here? Do you need additional equipment?
- Can the story be told in just a few (about five) pictures?

Elements of a story		
Element	Explanation	Example
Title	A title indicates the topic and creates tension.	"Getting lost"
Main character	A hero or anti-hero is important for viewers to identify with.	Ben, a 15-year-old boy from a village, is traveling to town to visit his grandmother and gets lost.
Other characters	Other characters are needed to develop the storyline. What makes them interesting for the story is their relationship to the main character and their problem (try to help or destroy the main character, or appear to help, but act ego-tistically instead ...)	Grandmother (worries) Thomas (criminal, tries to rob him) Sophia (Ben's cousin) Taxi driver
Location and setting	A story takes place at specific locations (country, town/village, indoors) and in specific settings.	Streets of big city and grandmother's house.
Genre	A genre determines the style in which the story is told (thriller, comedy, romance, non-fiction).	Thriller
Storyteller and storyline	The storyteller determines the point of view. The storyline determines when and what is told (action, conversation).	The storyteller is the narrator. The storyline is developed according to certain rules (see below).

Storytelling – Developing a storyline		
Beginning	Middle	End
This section introduces the main and other characters. It reveals the main character's conflict—a problem that needs to be solved.	In the middle section of a story, various actions take place that help the main character solve the conflict, prevent a solution, or even make the problem worse. Tension increases in this section.	The tension that has built up is released, either as a happy ending (in which the problem is solved), a negative ending, or an open ending.
Ben steps out of a bus with a map of the town and tries to figure out the right way to go. Thomas sees Ben.	Ben gets lost in town. The grandmother starts worrying and asks Sophia to look for him. Meanwhile, Thomas pretends to help Ben, but wants to take him to a dark place in order to rob him.	Sophia sees Thomas by chance, recognizes the danger and rescues Ben with the help of a taxi driver.



Preparing your photo story

TASK

Discuss topics that you would like to report on using photography.

TASK

Assess the feasibility of the topics and then choose your favorite one.

- Eliminate those ideas that the whole group dislikes or considers unfeasible.
- What topic is the most important and emotional for you?
- Can you imagine a story and photos for the topic?
- Can the photos be taken here? Do you need additional equipment?
- Can the topic be told in a story of just a few (about five) pictures?

Our topic:

TASK



Formulate your story idea in just one sentence.

TASK

Create characters and give them names. Choose a main character with a problem that needs to be solved. Develop a storyline (beginning, middle, and end) and think about the location.

Write down some key words:



Storyline and storyboard



Photo title: _____

What _____

Who _____

Where _____

Shot size/
perspective _____

Photo title: _____

What _____

Who _____

Where _____

Shot size/
perspective _____

Photo title: _____

What _____

Who _____

Where _____

Shot size/
perspective _____

Storyline and storyboard

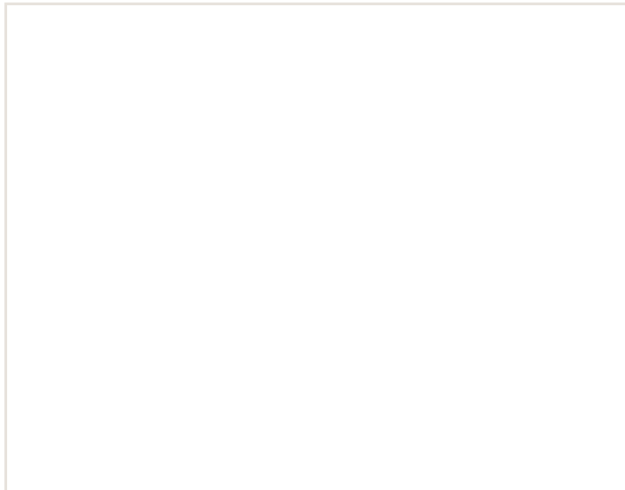


Photo title: _____
What _____
Who _____
Where _____
Shot size/
perspective _____

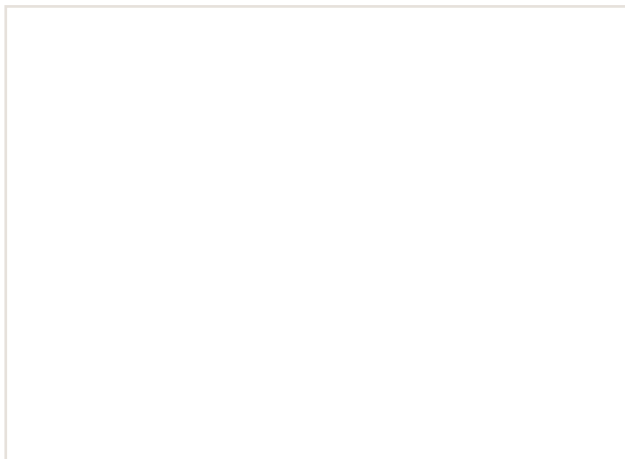


Photo title: _____
What _____
Who _____
Where _____
Shot size/
perspective _____

4

Power of pictures

Photojournalism



Impact of pictures: Interview

TASK

Work in pairs and interview each other about the impact of pictures. Write key words under each question.



Interviewee _____

Interviewer _____

Interviewee _____

Interviewer _____

Where do you see pictures from the media in your daily life?

Where do you see pictures from the media in your daily life?

What are those pictures about?

What are those pictures about?

What impact do pictures in the media have on your life?

What impact do pictures in the media have on your life?

Can you remember one impressive example?

Can you remember one impressive example?



Pictures: Impressions and emotions

TASK

Examine your sample picture(s) and discuss the following questions. Write down some key words that represent your impressions and arguments for the other groups.



1. What is your first reaction to this photo?

2. Put what you see into words. Can you describe the composition of the photo?

3. Do you like this photo? If so, why? If not, why not?

4. Do you remember or can you guess the circumstances under which the photo was taken?

5. What main message (text) does the photo immediately convey?

6. What hidden messages (subtext) does this photo convey?



Characteristics of photographs

TASK

Examine the characteristics of photographs by finding examples that illustrate the criteria below. Judge each characteristic's influence on the credibility and authenticity of pictures. Discuss whether photos are objective or not.



Two-dimensional

Tells the story of the person photographed

Static

Tells the story of the photographer

Limited area or scope

Is composed according to rules

Captures a unique moment

Needs to be decoded by the viewer

Contemporary witness

Can have different meanings to different people

Does not need a caption

Can be edited digitally

Meaningful to people worldwide

Can be manipulated



CC photos for the Web

TASK



Agree on five topics for your Internet search for pictures:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

TASK



Now search for pictures on the Web that you can download and post without violating copyrights. Compare your results with other participants.

What topics was it easy to find CC pictures for, and what topics were harder? Try to explain why.



TASK



Select one topic and do another search, looking for pictures based on different criteria and compare the search results:

- Photos for use on a commercial website
- Photos for non-commercial use only
- Photos that can be cropped and edited

Select photos that work on the Internet because they fulfill the criteria for good web pictures (they follow composition rules, they work as a thumbnail, their message can be clearly seen and grasped).

TASK

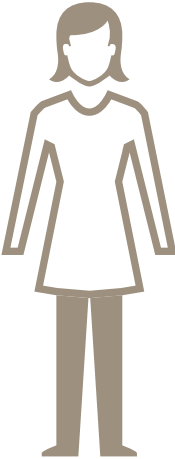
If you have time: digitally edit your selected photos to make them even better for web use. Make sure the CC license allows editing.

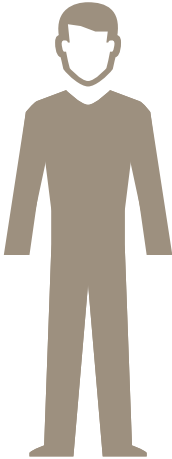


Impact of pictures — beauty I

TASK

Characterize beauty: what are the typical features of beautiful men and women?





TASK

Now list some examples from your daily life: in what types of media do you see pictures of beautiful men and women (i.e. magazines, advertisements, TV, the Internet, comics, movies, music clips, etc.)?



Media type	Name of the medium	Describe the beauty that is shown. What message does it convey?



TASK

Our example:



TASK

- Who are they?
- What makes them beautiful?
- What characterizes them?
- What messages do they convey?



TASK

Our example:



TASK

Prepare a presentation of your counterexample, describing the different effects of the people involved and the difficulties you encountered in your research.






Preparing your slideshow

TASK

Find a story idea for each of these two topics:


Topic A:

A slideshow depicting an action step-by-step (like an instruction manual without words)





Topic B:

A slideshow depicting a theme, a color, or an emotion (e.g. my hometown, happiness, stress, love, red, white, family, death, etc.)



Research: Do basic research for your story ideas. Take notes.



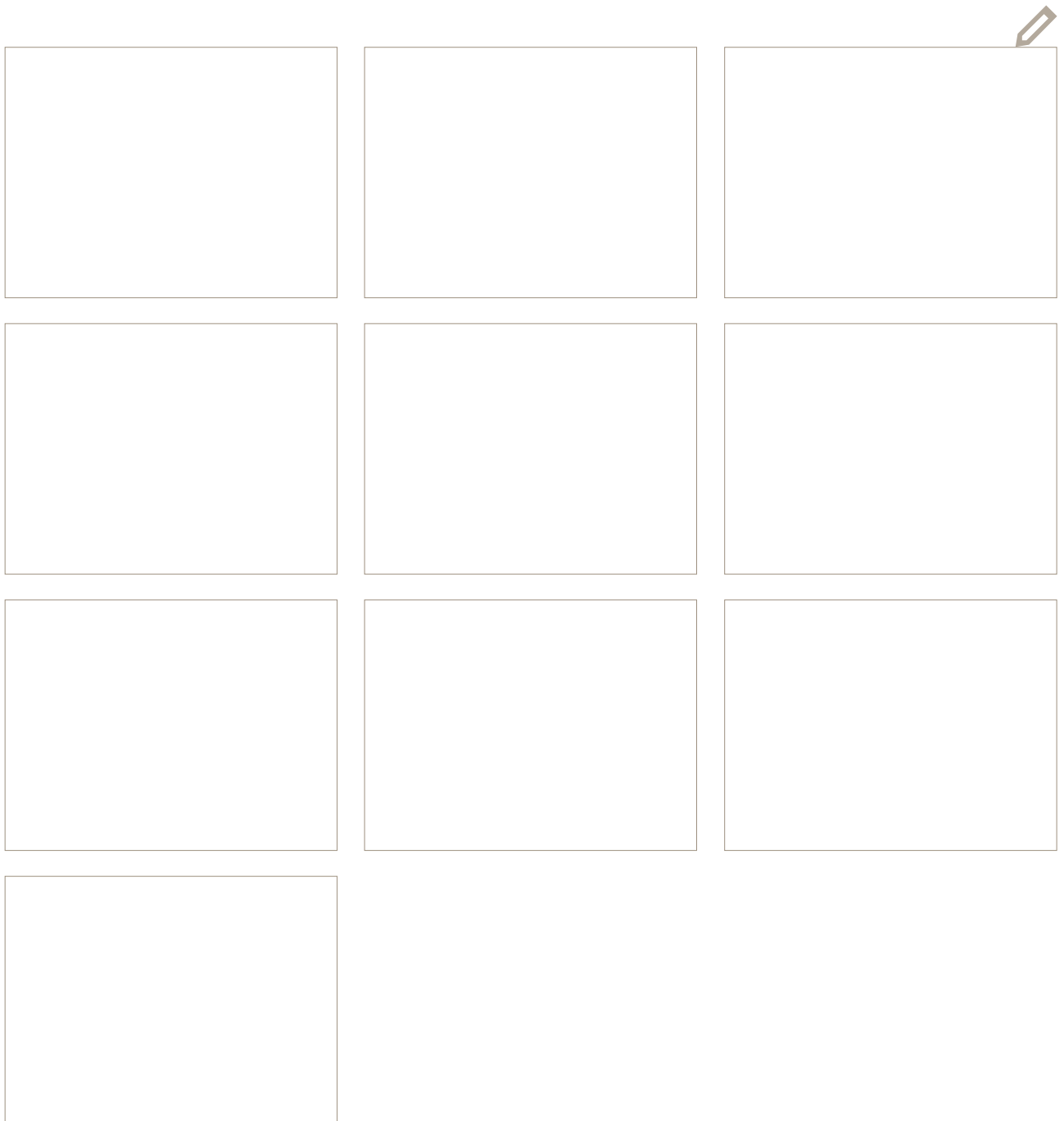


TASK

Storyboard: Write down or sketch out 10 possible photos for each slideshow on a storyboard.

Take the photos for both of your slideshows. Take more than enough pictures so you can select the best ones while editing.

Tip: Take all your pictures with a horizontal (landscape) orientation, as this corresponds to our natural field of vision and to most slideshow players on the Web. Don't alternate between vertical (portrait) and horizontal (landscape) orientation in one slideshow.



The storyboard is a grid of 10 empty rectangular boxes for sketching photos. It is organized as follows:

- Row 1: Three boxes.
- Row 2: Three boxes.
- Row 3: Three boxes.
- Row 4: One box on the left.

A small pencil icon is positioned in the top right corner of the first box in the first row.



Digital editing basics

Some basic steps in the digital photo-editing process

Digital editing of photos means that the source image file is changed. This is often intended to improve the image. But even compressing a picture into a smaller format results in a digitally edited picture.

- 1 Import _____ uploads your photo into the editing software.
- 2 Crop _____ redefines the most impressive section of the image.
- 3 Contrast _____ changes the intensity of dark and light parts of a picture.
- 4 Colors and brightness _____ can turn a photo warm or cold, bright or dark
- 5 Photo filter _____ adds special effects to a photo, e.g. make it look antique
- 6 Text/message _____ can be added as a headline, to provide information, or to add humor
- 7 Resize/export/save _____ creates a reduced file size to export and upload pictures.

Digital editing software

There are many digital editing software options available on the Internet. Many are only available in English. Simple touch-ups and edits can be done using Microsoft Paint, a simple computer graphics software included with Microsoft Windows. However,

those who want more control over their images should use more advanced photo-editing software. Some software is free, but be aware of hidden costs or special conditions.

Software - digital editing with a computer	Software - digital editing with a cell phone
GIMP www.gimp.org	Pixlr Express (Android, iPhone, Windows 8) download from corresponding app store
Photoscape www.photoscape.org	Snapseed (Android, iPhone, Windows 8) download from corresponding app store
Paint.NET www.getpaint.net	Aviary Photo Editor (Android, iPhone, Windows 8) download from corresponding app store
Fotor (online editing software) www.fotor.com	Instagram (Android, iPhone, Windows 8) download from corresponding app store
	PicsArt (Android, iPhone, Windows 8) download from corresponding app store
	PicLab (Android, iPhone) download from corresponding app store



Composition rules I

The basic principles of organization that affect the composition of a picture are:

- 1 **Holding the camera:** find a good, stable position
- 2 **Camera field sizes:** vary the distance between the camera and the object.
- 3 **Sharpness and blurring:** determine the area that is in focus.
- 4 **Camera position and angle of view:** explore new and unusual perspectives.
- 5 **Light and color temperature:** use existing light or a flash to create moods and effects.
- 6 **Landscapes:** sharpen perception of various ways to take landscape pictures..
- 7 **Portraits:** sharpen perception of good and bad ways to take a portrait.
- 8 **Movement:** focus on moving images or using a moving camera.
- 9 **Foreground and background:** play with the audience's perception.

1 Holding the camera

Holding the camera in a stable position is the key to sharp pictures. Camera stability plays a very important role in preventing the camera from shaking and producing blurred or crooked pictures. It's best to hold the camera firmly with both hands. Sometimes, it's useful to rest it on a solid base.



Hold your camera with both hands

2 Camera field sizes

The camera field size determines the distance between the camera and the object. You can find various field sizes in each visual medium, e.g. photography, films, video games. Each field size has a certain purpose: long shots give the viewer a

lot of information, like where and when an action took place, while close-ups and details direct the viewer's attention to a person's emotion or a certain object. Slideshows and stories are more interesting when field sizes vary.



Extreme long shot: a view of scenery all the way to the horizon.



Long shot: a view of a situation or setting from a distance.



Medium long shot: shows people or objects with part of their surroundings.



Full shot: a view of a figure's entire body in order to show action.



Medium shot: shows a subject down to their waist, e.g. people in conversation.



Close-up: a full-screen shot of a subject's face, showing the nuances of expression.



Detail: a shot of a hand, eye, mouth or object in detail.

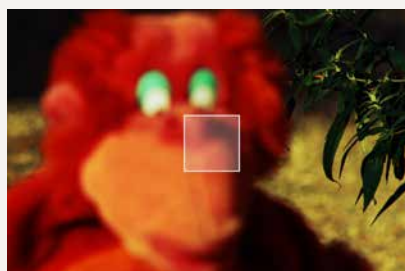
3 Sharpness and blur

Before taking a photograph, decide which object you want to have in sharp focus. The most appropriate focus setting is often on the center of the image. But if the main object (such as a person) is not in the center, then decide which part of the image you'd like to have in sharp focus. How it works: if you want something outside the center to be sharp and you are using a cell phone camera, tap the part of the image on the

screen that you would like to be in focus. The autofocus will make this part of the picture sharp. Then take the picture. If you are using a traditional camera, focus the camera on the part of the image you would like to be sharp; press the shutter button halfway down and move the camera to its final position. Then press the shutter button all the way down to take the picture while keeping the object in focus.



The focus is often on the center of the image.



The focus is on the tree outside the center.



The focus is on the background.

4 Camera position and angle of view

The angle at which a photo is taken determines the spatial depth and tension. More tension can be generated through an interesting background. A face from the front often looks flat

(like a passport photo), whereas a half-profile conveys more depth and vibrancy.



Spatial depth makes it more interesting.



The boy's background is flat and boring.



The angle of view allows spatial depth.

5 Light and color temperature

Light determines the effect of the image. Colder light in blue and gray tones creates a rather cold atmosphere, and warm light in yellow and orange tones conveys a warmer and cozy atmosphere. The light is usually warm just after sunrise and before sunset, whereas it is harsher and colder at mid-day. Light and shadows should be used intentionally. Avoid back-light that makes the subjects dark, e.g. when a subject is standing in front of a light source, such as a window. In these cases it may be advisable to use a flash—even in daylight.



When objects are lit from behind, they appear as dark silhouettes.

6 Landscapes

The horizon should not be placed in the middle of the image in landscape photography because this creates a boring image. Try to position the horizon about a third above or below the

middle to make the photo more interesting. Avoid distracting elements. Add depth to landscape shots by including objects or people in the foreground.



Horizon is in the middle.



Horizon is a third below the middle.



Horizon is a third above the middle.

7 Portrait

Good portraits are not as easy to take as many people think. The photographer should opt for interesting picture details and encourage the subject to relax. Do not place the person

in the center of the picture, and ensure that they are looking “into the picture” and not out of the frame.



The person is too far away. Get closer.



Better: The person is distinguishable now.



Much better: The person isn't centered, and is looking into the picture.

8 Movement

A camera can capture motion. This includes movement in front of the camera (e.g. sports), as well as conscious movement of the camera itself by quickly panning the camera during the shutter release.



The blurred wall in the foreground suggests that the photo was taken out of a moving vehicle.

9 Foreground and background

Many images look more interesting if there are objects in both the foreground and the background; this creates greater image depth. The photographer should always consider what the viewer should perceive as the central element of the image. Playing with the foreground and background can create interesting effects.



The fence is in the foreground, the branch and its reflection are in the background.



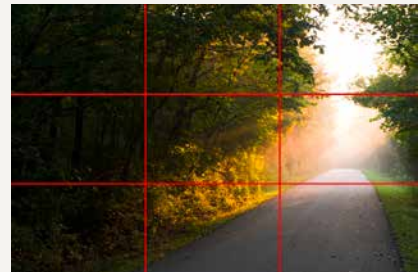
Composition rules II

Some principles of organization that affect the composition of a picture:

- 1 **Rule of thirds:** the focal point of the composition is at the intersection of one of the horizontal and vertical lines
- 2 **Contrast:** the degree of lightness and darkness in the picture
- 3 **Depth of field:** the objects in focus and out of focus
- 4 **Perspective:** whether a picture is taken from eye level, from above, or from below
- 5 **Patterns:** following and breaking patterns
- 6 **Leading lines:** the path or direction followed by the observer's eye while looking at the photo
- 7 **Symmetry:** balance is achieved along internal symmetry lines
- 8 **Framing:** natural framing places the focus on the subject
- 9 **Cropping:** the part of your field of vision that you select for your picture

1 Rule of thirds

According to the "rule of thirds," pictures are pleasant and interesting if key visual elements are positioned where the lines intersect. Try moving your camera so your subject appears where two lines meet. The subject doesn't have to be exactly at the intersection, but should be fairly close. Try out a couple different compositions to find the one you like best. In the example on the right, the horizon is close to the bottom grid line, the dark areas are in the left third, and the light areas in the right third.



The road leads the viewer's eye to the bottom third of the photo.

2 Contrast

Stark contrasts between dark and light make shapes and contours easy to recognize. That's why pictures with high contrast work well on the Internet, because they are easy to grasp even if only seen as thumbnails. As a composition rule, contrast can also refer to colors that stand in stark contrast to one another (blue yellow; red green) or to contrasting shapes that appear on a photo (round shapes angular shapes or lines).



The dark statue and bird contrast with the light blue sky.

3 Depth of field

When you take portraits, an out-of-focus background makes the face stand out.

You can limit the depth of field by using a wide aperture. This technique can make everything that is not the subject of the photograph look blurry or out of focus.



The water in the background is out of focus. This focusses attention on the face.



The blurred background focuses the viewer's eye on the flowers.



At a smaller aperture, the background competes for the viewer's attention.

4 Perspective

Rather than always shooting from the photographer's eye level, try photographing from different points of view: from high above (bird's-eye view), or from the ground (worm's-eye view/frog perspective). You can also take a picture of a subject from far away with a telephoto lens, or up close with a wide-

angle lens. Different perspectives have different effects on the viewer. A little boy who is photographed from above (adult's eye level) looks small and insignificant. A photograph taken at the child's eye level treats him as an equal; a photo taken from below could result in an impression of dominance or menace.



Example of bird's-eye view



Example of frog perspective

5 Patterns

Patterns can be visually compelling because they suggest harmony and rhythm. Things that are harmonious and rhythmic convey a sense of order or peace. Patterns can become even more compelling when you break the rhythm because it introduces tension. The eye then has a specific focal point to fall on, followed by a return to that harmonic rhythm.



Nature and plants often show patterns.

6 Leading lines

When we look at a photo, our eye is naturally drawn along lines. By thinking about how you place lines in your composition, you can affect the way people view the picture. You can pull the viewer into the picture towards the subject, or take the viewer on a “journey” through the scene. There are different types of lines—straight, diagonal, curved, etc.—and each can be used to enhance your photo’s composition. Diagonal lines can be especially useful in creating drama in your picture. They can also add a sense of depth, or a feeling of infinity.



The lines formed by the escalators draw the viewer into the picture.

7 Symmetry

We are surrounded by symmetry, both natural and artificial. A symmetrical image is one that looks the same on one side as it does on the other. Symmetry creates a feeling of harmony in the viewer, but symmetrical compositions can also be boring. Sometimes, tension can be added to your picture if the symmetry is broken somewhere.



Symmetry in architecture: the left side of the building looks like the right side.

8 Framing

The world is full of objects that make perfect natural frames, such as trees, branches, windows and doorways. By placing these around the edge of the composition, you help isolate the main subject from the outside world. In addition, you can create depth through a foreground and background. The result is a more focused image, which draws your eye naturally to the main point of interest.



The wooden beams on the bottom, and left and right sides of the picture frame the boy’s face.

9 Cropping

A subject can be rendered more dramatic when it fills the frame. Cropping can be used to eliminate distractions from the background. By cropping a subject very close, you can make it more intriguing. When taking a tight close-up of a person, you can even crop out part of their head, as long as their eyes fall on the top line of the “rule of thirds” grid.



Head and elbows are partly cropped, focussing the viewer’s attention on the man’s eyes and hands.



Digital editing: Pixlr Express (cell phone)

Choose the photo



Choose the photo that you want to edit from your cell phone.

Main menu



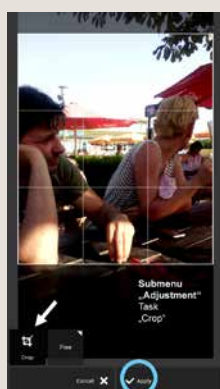
Familiarize yourself with the main menu. Swipe left and right.

Adjustment menu



Tap *Adjustment* and edit the picture's highlights, colors, and contrast as you wish.

Cropping



Crop your image in order to focus on the most impressive area of the image.

Effect menu



Familiarize yourself with the *Effect* menu and try out the various effects.

Overlay menu



Familiarize yourself with the *Overlay* menu and try out the various effects.

Stickers menu



Look through all the things you can add to your photo in the *Stickers* menu.

Speech bubble



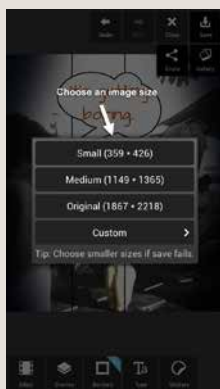
Add a speech or thought bubble to your photo and adjust its size.

Text and save



Type text into the bubble. Choose your favorite font and color and resize the text. Save your image.

Choose an image size



Choose an image size. It's better to choose a large image size so the picture can be reproduced and enlarged at a later date, if desired. Only make a smaller copy if necessary, e.g. for the Web.

Main menu



Compare your original photo ...

Adjustment menu



... to your edited photo.

5

Video



Video profile of ...

TASK

There are millions of movies, TV shows and Internet videos around the world and everyone has their own personal preferences. Which ones do you remember best and why?



What made me laugh and why?		
Movie	TV show	Internet video

What made me cry and why?		
Movie	TV show	Internet video

What shocked me and why?		
Movie	TV show	Internet video

What changed my life and why?		
Movie	TV show	Internet video



Vlogging — plan and prepare

What topics interest you?



Circle the topic that would be most interesting for your viewers and something you have a lot to say about. Think about various aspects of that topic.



Now, circle the aspect that would be most relevant for your viewers. Formulate one main question or idea that you aim to address in your vlog.



Tips for language and text

It is always important for a vlogger to think about their audience. Select an appropriate way of addressing the audience, and speak directly to your viewers. Weave a golden thread through your vlog.

- **Introduction:** How do you want to introduce the issue to your viewers? With a personal example? With a question?
- **Middle section:** What additional aspects, questions or examples do you also want to address and when? Do you want to surprise your viewers? How?
- **Conclusion:** How do you want to end your vlog? With a conclusion? An open-ended question? With a reference to a link, another vlog, or a call to action?

Tips for voice, gestures, and facial expressions

A vlogger can employ various tools to emphasize the text.

- **Voice:** You can play with your voice and pitch: speak loudly, or quietly, and pause occasionally. Just make sure you always speak clearly.
- **Facial expressions:** Look directly into the camera and use facial expressions to indicate how you want to get your point across — whether in a serious or humorous way.
- **Gestures:** Use gestures to emphasize what you are saying.

Tips for images and sound

- **Image:** Place the camera at eye level. Make sure that the shot shows the vlogger from the chest upward, and that facial expressions and gestures can be seen clearly.
- **Sound:** Since background noise can be disturbing, choose a quiet location where no one else is speaking at the same time. Do a sound test.

Tips for recording

Turn on the recording device before the vlogger begins speaking. Let the video camera run for about five seconds and then give the signal for the vlogger to begin. Hold the camera steady. You can place your elbow on a table to help steady your hold on the camera. Wait five seconds at the end before you turn off the recording function. Extra material can always be edited out, but you can never record a moment that has already passed.



Quiz: Video shot sizes



Long shot



Medium shot



Close-up



Over the shoulder



Unusual shot

TASK

Analyze the first ten shots from video 1. For each of them, identify the shot size and write it into the bottom part of the box. Describe or sketch the action of the scene in the top part of the box.

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TASK

Analyze the first ten shots from video 2. For each of them, identify the shot size and write it into the bottom part of the box. Describe or sketch the action of the scene in the top part of the box.

[illegible]



Five-shot rule



Close-up of the action

What is happening? Engage the viewer and introduce a little mystery by getting very close to the action and showing a detail.



Close-up of the face

Who is doing the action? What are they feeling? Go in very close and crop the top of the subject's head.



Medium or long shot

Where is the action being done? Add context, mood, environment, location, and information about the subject's surroundings.



Over the shoulder shot

How is the action being done? Film from over the subject's shoulder to represent the person's point of view. Viewers can then identify with the person doing the action.



Unusual/alternative shot

What else should the viewer know? Be creative, stand on a chair, crawl on your belly, and vary what is in the foreground and the background.



Storyboard

TASK

Plan the shots for your storyline with this storyboard. Use the five-shot rule and a variety of shot sizes. Sketch your idea for each shot and write the shot size under each sketch. Avoid major jumps, such as a long shot to a close-up.

Title: _____ 



Check it! YouTube video

TASK



Analyze a popular video from one of the categories you have selected.

Video category: _____

Sample video: _____

Who owns the channel? _____

Content

What is the topic? Where does the video take place?

Who are the actors or characters? What are they like, how do they speak?

What conflicts arise, and how are they solved?

Images

Which things in the shots indicate location? Are there accessories and costumes?

What are the shot sizes? Is the camera static or is it in motion?

Are there cuts in the video? If so, what kind and how do they work?

Sound

Which sounds were added post-production? Is there music? What kind?

Impact

Do you feel well-informed? Why or why not?

Do you feel entertained? Why or why not?

Which topics, people or aspects felt real to you and which seemed exaggerated?


How intensely were you drawn into the video and what methods were used?




Present it! YouTube channel

TASK

Design a big poster for your presentation in the space below. Add the title of your video and the name of your channel, draw a still picture from your video, and leave a lot of space for the “views”, “likes”, “dislikes”, and “comments” from your viewers.





Title:

Channel:

Subscribe

views

Add to

Share

More

COMMENTS



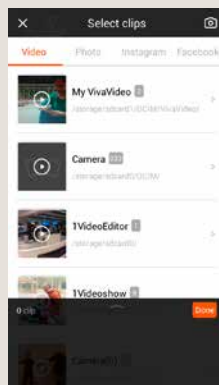
Editing video: VivaVideo (cell phone)

Start menu



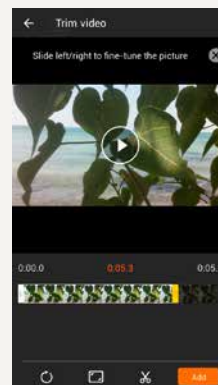
Start the app. Select *Edit* for a new project or *Studio* for an existing project.

Select clips



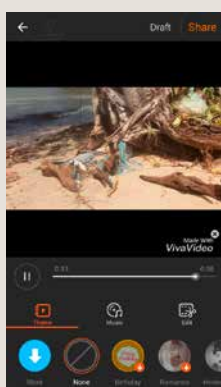
Add the first clip from your recordings.

Trim video: structure



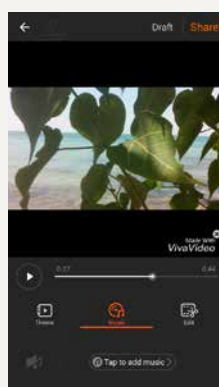
Determine the beginning and end of your clip. Tap *Add* and add the next clip.

Select theme



Once all the clips have been added, select *Done*. A new menu will open with *Theme* (select *None*), *Music* and *Edit*.

Select music



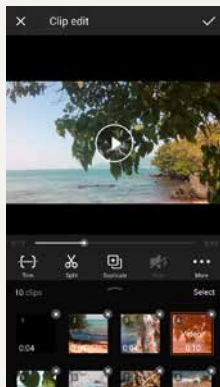
If you like, add music provided in the app. If you use other music, respect the copyrights.

Detail editing



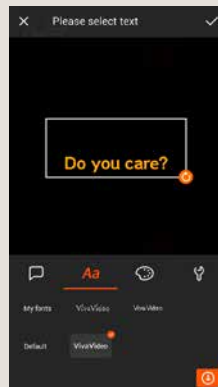
Begin detail editing by selecting *Edit*.

Fine-tuning



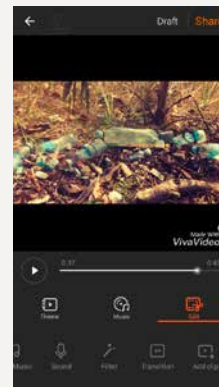
Fine-tune the clip structure by trimming, cutting or rearranging the clips.

Title



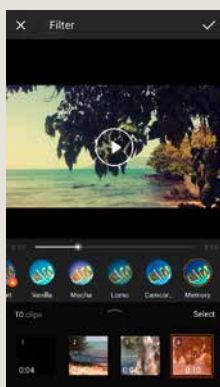
You can place the title on a black background, for instance. Select the font, color, and size.

Voice recording



Music or voice recordings can also be added during fine-tuning.

Altering color



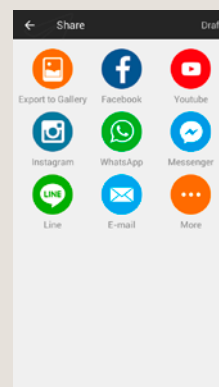
Select *Filter* and correct the coloring of your clips if you want to achieve certain effects.

Clip transitions



You can also use effects like fading to change the transitions between your clips.

Export and share

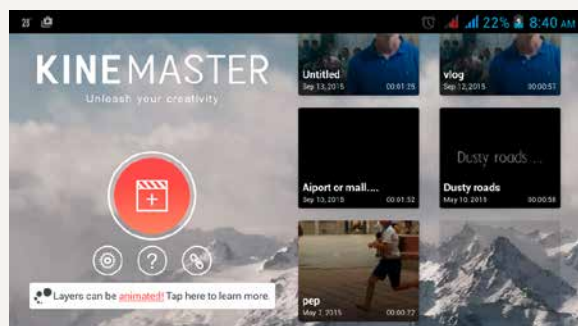


Once you are done editing, tap *Share*. Then select *Export to Gallery*.



Editing video: KineMaster (cell phone)

Start application



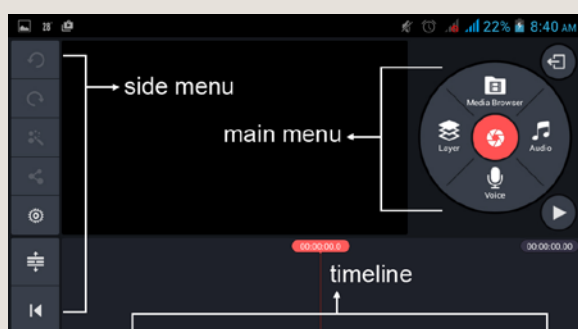
Start the app and select + to create a new project.

General selection



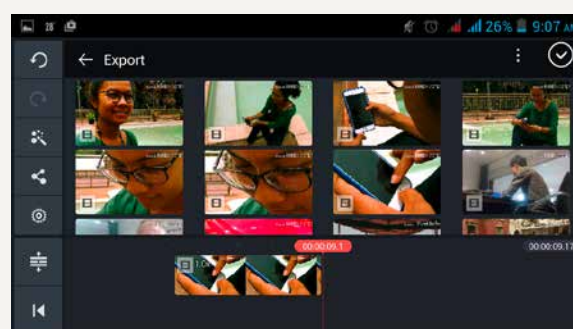
Select *Empty Project*.

Understanding the menu structure



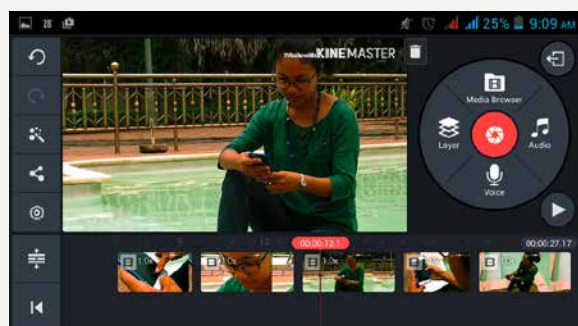
Get acquainted with the menus. Use the *Side* menu to manage general project features, use the *Main* menu for cutting, and place all the video and audio tracks for your video on the *Timeline*.

Raw edit: First clip



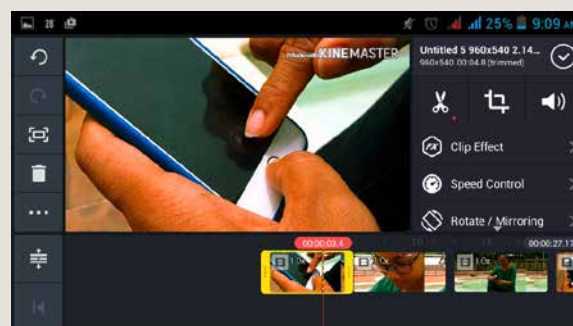
In the *Media Browser* menu, select the clip from your recordings you want to start your video with. The clip is automatically dropped into your *Timeline*.

Raw edit: Additional clips



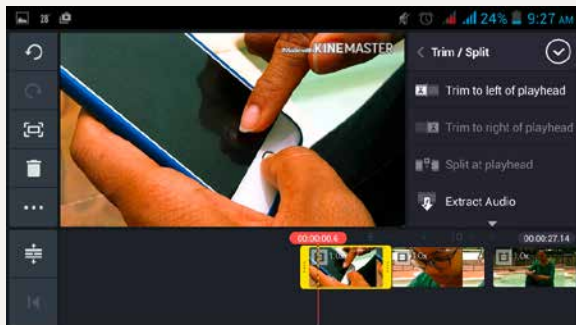
In the *Media Browser* menu, add the other clips in the order in which you want them to appear.

Fine-tuning: Clip menu



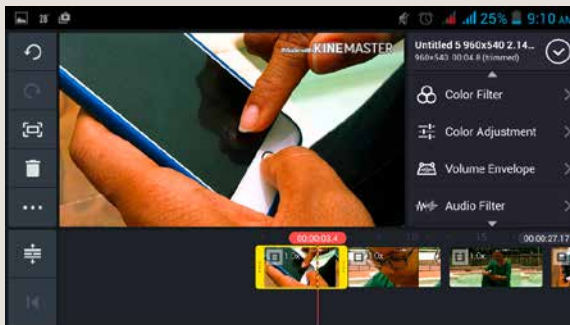
To edit a particular clip, tap on it to open the *Clip* menu rather than the *Main* menu.

Fine-tuning: Trim clips



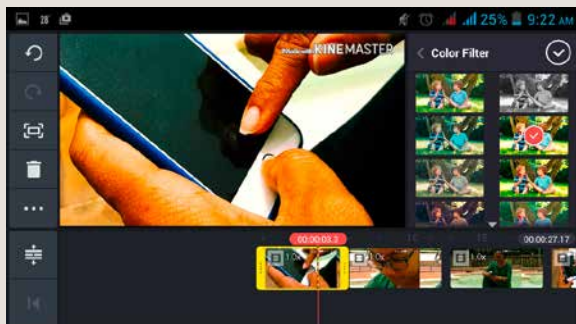
In the *Clip* menu, select the scissors. Trim the selected clip by moving the beginning and end of the clip back and forth. You can also use the menu options to trim or cut the clips.

Fine-tuning: Colors, clip volumes



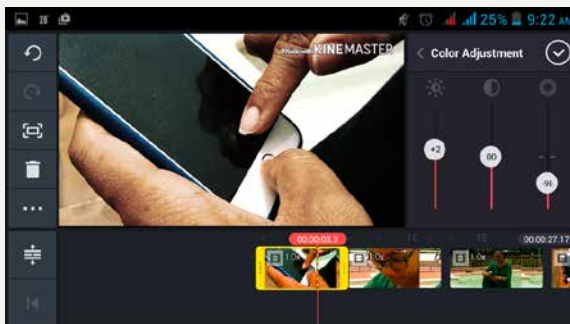
Once all the clips have been trimmed, you can work on the coloring of the individual clips. Select *Color Filter* or *Color Adjustment* in the *Clip* menu.

Fine-tuning: Color filter



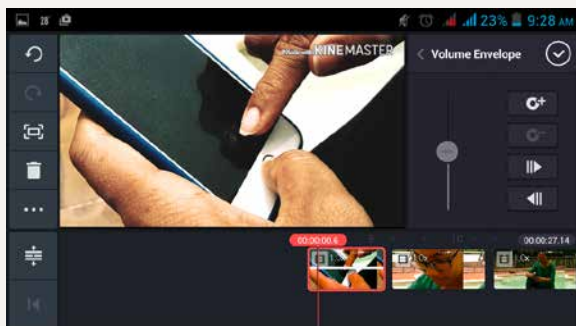
You can alter the emotional impact of an image using color filters. Decide if you want to use filters and, if so, what the impact should be. The stronger you make the filter, the more artificial the image will seem. A color filter always only applies to the particular clip selected.

Fine-tuning: Color adjustment



Use color adjustment to alter the brightness, contrast, and color saturation (from left to right) of a clip. Here as well, consider the effect you want to achieve and change the settings accordingly so that all the clips are harmonious.

Fine-tuning: Clip volume



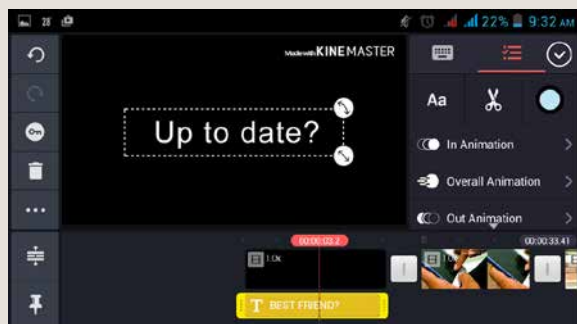
Harmonize the volume of all the clips. Go to one clip and select *Volume Envelope* from the *Clip* menu and use the controller to alter the volume.

Main menu: Layer, voice, audio



Tap an empty space on the timeline to return to the *Main* menu. Here, you can add other layers to your video, like text, stickers, audio, and language.

Fine-tuning: Title



To add a title, select *Text* and then enter your text. Choose a font and a color for the text. If you would like the text to appear against a black background, just add black video to the beginning.

Fine-tuning: Off-camera narration/language



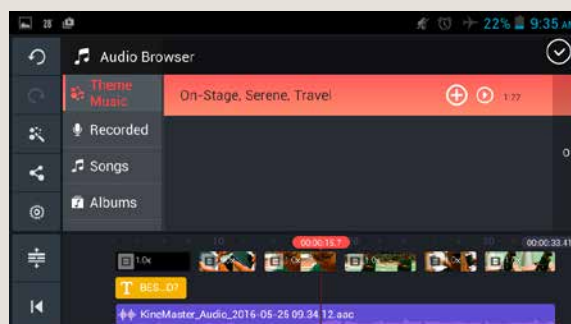
To add off-camera narration, select *Voice* and then go to the place where the narration should begin. Select *Start* to record and *Stop* to end a recording.

Fine-tuning: Off-camera narration/voice



The voice recording has its own audio track (in purple). Just as you did with the other video clips, you can trim the beginning and end, delete the unwanted bits, and adjust the volume.

Fine-tuning: Music/sounds



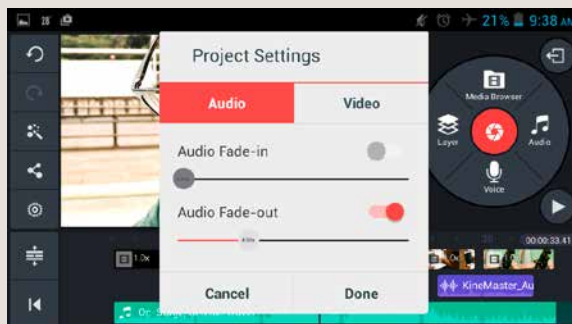
To add music or other sounds, select *Audio* in the *Main* menu. Search through your audio library and add the audio you would like to insert using +. Remember: if you wish to publish or post your video, you may get into legal trouble if you infringe on composers' or musicians' copyrights. Use only your own music or music with a Creative Commons (CC) license.

Fine-tuning: Audio tracks



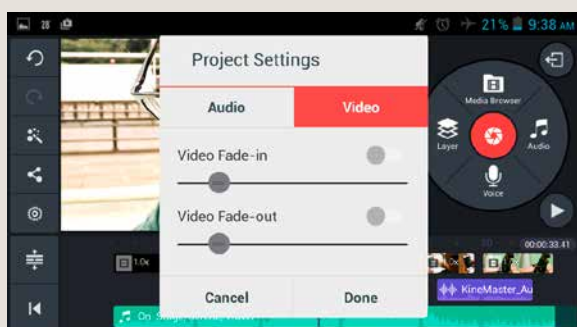
When you add audio, a new audio track appears (in green). Compare the tracks and adjust the volume levels, if necessary. You can also trim and delete spaces.

Side menu: Project settings for audio



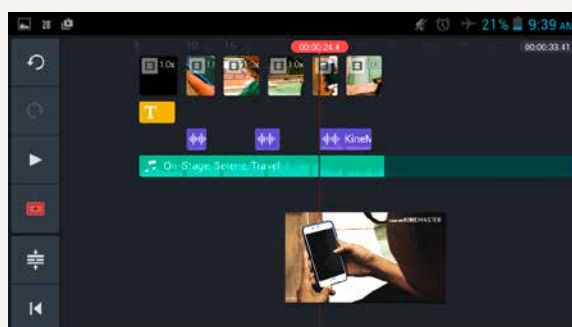
You can adjust the settings to make the fade-ins and fade-outs of the audio tracks automatic. This makes the transitions less abrupt. To do this, go to the *Side* menu and click on the wheel. Select *Project Settings for Audio*.

Side menu: Project setting for video



Like the project settings for audio, you can set automatic fade-ins and fade-outs for the the video clips here.

Side menu: View



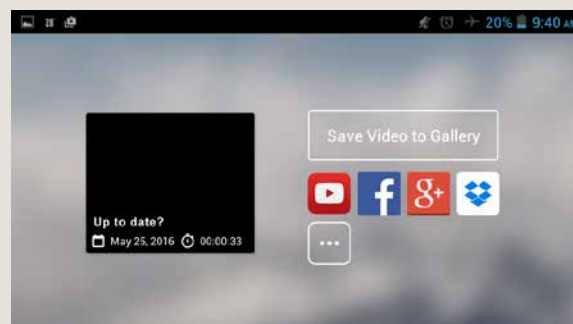
In the *Side* menu, you can adjust the display of your timeline and the viewing function. The *Play* button allows you to show your edited video in full screen.

Side menu: Share



Once you have finished editing your video, you must export it out of your app. Select the *Share* button to export.

Export: Save video



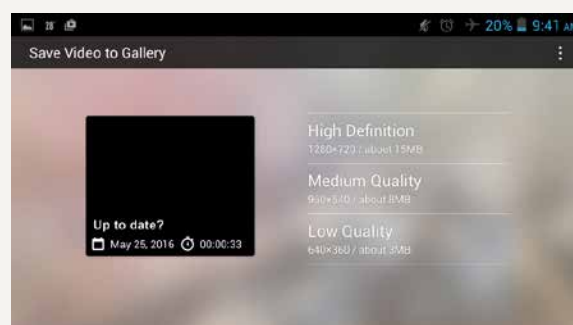
To save the video long-term, tap *Save Video to Gallery*. If you would like to share it right away in a particular app like Facebook, tap that particular button.

Export: Free version with watermark



If you are using the free version of KineMaster, you can only export your video with a watermark. Select *No Thanks, Continue with Watermark*.

Export: Choose quality



You now have to decide on a particular quality. *Medium Quality* is sufficient for viewing. Select *High Definition* for the best quality when you save your final version. Depending on the quality you choose and the length of the video, it can take a few minutes for the video to be exported.

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