Project 5
Portfolios

Timing: 5 to 7 hours

Project overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use a portfolio to showcase their work when applying for a job. Traditionally, a portfolio is a large book or leather case containing design samples. With DVD portfolios, individuals can share video or interactive work in an easy, portable manner.

In this project, students create the elements of a DVD portfolio with Adobe Encore. They build a DVD that features work they have completed, concentrating on a particular career area of video production. As students create their portfolios, they plan, implement, and test their DVDs.

Student product: DVD portfolio

Note: Portions of the Portfolios project align to the Adobe Certified Associate, Video Communication objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam are referenced with the following format: [1.1]

Project objectives

At the completion of the project, students will have developed the following skills:

Project management skills

- Planning and creating a DVD portfolio
- Describing the goals and uses of a portfolio
- Creating a flowchart of the portfolio
- Organizing and managing content
- Identifying the purpose and audience for a portfolio

Design skills

- Designing for the purpose and audience
- Selecting appropriate content

Research and communication skills

- Planning and conducting research of career areas in video production
- Writing a mission statement
- Creating a slideshow with music
- Conducting user tests
- Conducting technical tests
- Presenting career goals
- Conducting peer reviews
- Communicating information to audiences

Technical skills

Encore

- Using DVD templates
- Creating DVD menus
- Exporting to DVD

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Project materials

- Adobe Premiere Pro CS6 installed on all machines
- Adobe Audition CS6 installed on all machines
- Adobe Encore CS6 installed on all machines
- Guide: The business of video production
- Guide: How to plan and create a DVD portfolio flowchart
- Audition guide: How to record narration
- Encore guide: Overview of Adobe Encore CS6 workspace
- Encore guide: How to author a single-menu DVD in Adobe Encore
- Guide: Peer review

Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS*S Standard for Students
- Adobe Certified Associate, Video Communication objectives

Project steps

Planning a portfolio

(Suggested time: 50-100 minutes)

1. Discuss the goals of this project:
   - Understand the goals and uses of portfolios.
   - Research career areas in video production.
   - Plan and create a flowchart for a portfolio.
   - Select and organize content for a DVD portfolio.

2. Discuss the concept of a portfolio, its purpose and its audience.
   - What is a portfolio?
   - What are the goals of a particular portfolio?
   - What does a portfolio contain?
   - Would it contain professional experiences? Coursework?
   - How do you use a portfolio to communicate ideas?
   - What could you use to communicate these ideas (for example: shots, images, supers, titles, organization of the DVD menu)?
   - What are the long-term and short-term goals of a portfolio?
   - Who is the audience for the portfolio?

3. Show the class a variety of paper-based, online, and video portfolios and analyze their purpose and audience with the students.

   Note: Resources for video portfolios can be found in the *Background preparation resources* section.

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4. Instruct students to research career areas in video production and then select the focus for their portfolio based on the research. Discuss the purpose and audience for this portfolio. Students can use the guide provided for a starting point but will want to conduct more extensive research.

   Note: You might want to explain that in researching career areas they should document a specific job description and qualifications, expected skill set, expected technical knowledge, necessary training, and expected salary.

   Guide: The business of video production

5. Pair students and ask them to consider the work they've done in this course with respect to the video production career area they are interested in. Individually, have them select files they could include in their portfolios based on the type of portfolio they have chosen to create.[1.2]

6. Introduce the concept of a flowchart. Tell students they will organize their content and use the flowchart to map how viewers can navigate through the information in the DVD. They will use the flowchart to determine how many menu buttons they will need, as these serve as the user interface for viewers to navigate the DVD.[1.1]

   Note: You might want to explain that in this project they will use a predesigned menu from within Encore.

7. In preparation for having the students create a flowchart, discuss the kinds of items to include in the DVD and in the DVD menu, in addition to their content:
   - Introduction or mission statement
   - Titles for the menu buttons that will link to the portfolio items
   - A learning plan that identifies skills or concepts they might be lacking at this point but want to learn about and focus on during the next semester
   - A slideshow in the menu that briefly highlights the DVD content

   Note: You might want to explain that they can combine the slideshow with their introduction or mission statement as an opening to their portfolio.

8. Ask students to create a flowchart, on paper, for their portfolios. You might use the following information to guide them:
   - Describe the purpose of the portfolio.[1.1]
   - Create a list of assets the portfolio will contain and organize projects and files into categories (skill categories, career categories, and so on).[1.2]
   - Using the category outline as a guide, draw a flowchart for a DVD portfolio.

   Guide: How to plan and create a DVD portfolio flowchart

Constructing a portfolio

(Suggested time: 150–200 minutes)

9. Instruct the students to write an introduction or a mission statement and a learning plan for their portfolios, in addition to identifying and creating titles for each project to include in the opening of their portfolio.

Note: The introduction and mission statement should focus on the goals of the DVD, the projects they include should focus on showcasing their skills, and their learning plan should project forward on their academic intentions based on reflecting on their skills.

10. Instruct them to use Adobe Auditon to create and record short narrative introductions to each video project, explaining how their work highlights their skills and drawing specific examples to the career area they are interested in.[2.4]

Audition guide: How to record narration

11. Introduce students to the Encore workspace and help them prepare to create their DVD portfolios. Using the "I do, we do, you do" method, demonstrate the following:

- How to work with assets
- How to create and edit a slideshow
- How to edit a DVD menu template
- How to test and burn a DVD

Encore guide: Overview of Adobe Encore CS6 workspace

Encore guide: How author a single-menu DVD in Adobe Encore

12. Allow students time to create a DVD of their portfolio, with a slideshow and a menu template, as defined in their flowcharts.

Testing a portfolio

(Suggested time: 50–100 minutes)

13. Ask students to return to their pairs and test each other's DVD portfolios. They should test for items such as:

- Do menu buttons work?
- Do menus lead to intended content?
- Do videos play when selected?

14. Pair the pairs and ask students to conduct a peer review in which they review one another's portfolios. Ask them to discuss their career and learning goals and how the portfolio highlights skills and goals to support those career goals.

Guide: Peer review

15. Allow students time to implement any changes to their portfolios based on the results of the technical test and peer review.

Extension activities

You can extend the project in the following ways:

- *Map a DVD:* To help students understand flowcharts, have them create a flowchart for a simple DVD.
- *Portfolios:* Ask students to plan a portfolio that showcases their best work from all their courses.

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- *Reflection Supplement:* Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a DVD.
- *Humorous outtakes:* As a class, ask students to submit outtakes from their various video projects that humorously documents their progress, as a class.

Assessment

- Project rubric

Background preparation resources

- Review the student step-by-step guides referenced in this project.
- For more advanced video production resources, including sample projects with multimedia assets and video tutorials, visit the Video Production Resource Center: www.adobe.com/go/hedvideoresources
- To view video tutorials aligned with the skills required to complete this project, visit the Digital Video CS6 show on Adobe TV: http://tv.adobe.com/show/digital-video-cs6/
- For more teaching and learning resources on portfolios, video production, and other topics in this project, search for resources from the community on the Adobe Education Exchange: http://edexchange.adobe.com
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Adobe Premiere Pro Help.
- For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help.
- For an overview of the interface and for more information on the technical aspects of Adobe Encore, see Encore Help.
- You might supplement this project with the following video production books:
  - Aronson, I. (2006). *DV Filmmaking from Start to Finish*. Sebastopol: O'Reilly Media, Inc.
  - Millerson, G. (2008). *Video Production Handbook, Fourth Edition.* Burlington, MA: Focal Press.

Portfolios

- Examples and instructions for visualizing information and using flowcharts, mostly for a website but can be applied to a DVD: www.jjg.net/ia/visvocab/#page.
- U.S. Department of Education, Office of Research and Improvement, Classroom Uses of Student Portfolios: www.ed.gov/pubs/OR/ConsumerGuides/classuse.html.
- Teaching tips for creating student digital portfolios: www.glencoe.com/sec/teachingtoday/weeklytips.phtml/134.
- Information and examples of a variety of electronic portfolios: http://eduscapes.com/tap/topic82.htm.

Audio clips

- Soundzabound.com provides cutting-edge, copyright-safe audio for podcasts, videos and all forms of media. To learn more about obtaining a Soundzabound license of your own, visit www.soundzabound.com.

Key terms

- burn
- DVD
- flowchart
- menu
- mission statement
- portfolio

ISTE NETS*S Standard for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

3. Research and Information Retrieval

   Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking and Problem Solving

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.

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b. select and use applications effectively and productively.

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify video content that is relevant to the project purpose and appropriate for the target audience.

2.4 Demonstrate knowledge of using audio to enhance video content.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Research	Absent or incomplete.	Research covers a video production career area. Research is evident in the portfolio content, providing career area information such as job description, qualifications, skill set, technical knowledge, required training, and salary information.	Research clearly covers a specific video production career area. Research is evident in the portfolio content, providing specific career area information and examples such as job description, qualifications, skill set, technical knowledge, required training, and salary information.
Learning plan	Absent or incomplete.	Learning plan identifies the skills and concepts students are interested in learning.	Learning plan clearly identifies the skills and concepts tied to the job or higher education program areas students are interested in pursuing.
Flowchart	Absent or incomplete.	Flowchart is detailed and includes an appropriate organizational structure for the content.	Flowchart is detailed and includes a clear and logical organizational structure for the content. Flowchart includes all content that should go in DVD portfolio.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
DVD portfolio – content	Absent, incomplete, or unfocused.	DVD portfolio highlights student's completed projects and includes an introduction or mission statement and descriptive narratives for each project. DVD portfolio highlights skills relevant to the video production career area of interest. DVD users flow through the content as expected.	DVD portfolio is well organized and clearly highlights student's completed projects. DVD portfolio includes a clear and concise introduction or mission statement and descriptive narratives for each project that clearly relates to the video production career area of interest. DVD users follow a clear and logical path through the content.
DVD portfolio - technical	Absent, incomplete, or unfocused.	DVD portfolio includes a menu template with appropriate titles and a slideshow. Most buttons, links, and audio work.	DVD portfolio includes a well-designed menu template with clear and explicit titles and a slideshow. All buttons, links, and audio work well.
Peer review	Absent or incomplete.	Peer review expresses both strengths and weaknesses of the DVD portfolio and offers suggestions for improvement.	Peer review expresses both strengths and weaknesses of the DVD portfolio. Reviewer offers clear suggestions for improvement and provides specific examples.

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