

Project 8

Final portfolios

Timing: 5 to 7 hours

Project overview

Creating a variety of video projects helps students develop abilities to produce multiple types of videos and provides an opportunity to sample the range of skills that can be used in industry. Students have experienced multiple roles and taken part in many parts of the design and video production process. Students can use these experiences to determine the direction they might wish to pursue as they leave this course.

In this project, students review their portfolios from Project 5 and redesign them to better address their skills and career focus. Students create a short marketing plan to market their skills to potential employers or programs in higher education. Students research specific career areas or educational programs and update their DVD portfolios to reflect the best content and technical skills suited to that area. Students focus on the design and creating the DVD to exemplify how employers should perceive them.

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
- Creating a flowchart of the portfolio
- Organizing and managing content

Design skills

- Identifying themes
- Selecting appropriate content

Research and communication skills

- Planning and conducting research strategies
- Conducting technical tests
- Conducting user tests
- Understanding and practicing lifelong career skills:
 - Job research skills
 - Presenting skills

- Interviewing skills

- Conducting peer reviews
- Communicating information to audiences
- Creating a marketing plan

Technical skills

Encore

- Building menus by using drag and drop, pick whip, and flowchart
- Incorporating video, audio, and images
- Using chapter points
- Setting up scene-selection menus
- Creating hidden links to assets
- Previewing and checking errors
- Adding PDFs and other data files
- Creating a web DVD

- Burning DVDs

After Effects

- Adding motion to DVD menu elements

Project materials

- Adobe Premiere Pro CS6 installed on all machines
- Adobe After Effects CS6 installed on all machines
- Adobe Encore CS6 installed on all machines
- Adobe Audition CS6 installed on all machines
- Guide: How to plan and create a DVD portfolio flowchart
- Guide: Peer review
- Encore guide: How to use advanced DVD authoring techniques in Encore
- After Effects guide: How to animate text and create video effects
- Encore guide: Creating a web DVD in Encore

Background preparation resources

- [Technical and content information](#)
- [ISTE NETS*S Standard for Students](#)
- [Adobe Certified Associate, Video Communication objectives](#)

Project steps

Planning a portfolio

(Suggested time: 200–250 minutes)

1. Discuss the goals of this project:
 - Review and revise existing DVD portfolio content.
 - Plan and create a flowchart for a portfolio.
 - Select and organize content for a DVD portfolio.
 - Research job opportunities and practice presentation and interviewing skills.
2. Review the concepts of a portfolio, its purpose and its audience from Project 5.^{1.1, 1.2}
3. In a class brainstorm, discuss the ways in which students plan to use their DVD portfolios and how that might change their target audience and purpose.^{1.1} Some questions to aid the discussion might include the following:
 - Do you plan to look for a job or internship? If so, what kind?
 - Do you plan to apply for a program or school? If so, what type?
 - How are the goals of the portfolio different, depending on where you plan to go next?
 - What should the portfolio contain?
 - How should the portfolio be presented?

4. Allow students time to review their portfolios and analyze how they might want to change them to represent their new skills better. Ask students to look specifically at their learning plans to see how they addressed the goals over the semester. Explain that they should examine the goals, purpose, and audience from their existing portfolios and assess whether they still fit, based on what they plan to focus on after they finish this course.
5. After students have had some time to devise their new portfolio plans, pair students and ask them to review their existing portfolios and discuss their revised goal, purpose, and audience for the new portfolio. Individually, ask them to select files and projects that suit their aspirations best.^{1,2}
6. Review the concept of a flowchart and ask students to create a new flowchart, incorporating the changes from the review task.

Guide: How to plan and create a DVD portfolio flowchart

7. After students have had some time to devise their redesign plans, divide them into groups of three or four. Ask each group to review the student portfolios, discussing the designer's revised goal, target audience, and plan for redesign. Each group should provide thoughtful feedback to the designer with respect to planned strategies.

Guide: Peer review

8. Allow students time to create a final list of projects and elements to include in their portfolios.

Constructing a portfolio

(Suggested time: 150–200 minutes)

9. Instruct students to review the introduction or mission statement for their portfolios and rewrite it if necessary.
10. Instruct them to review their short narrative introductions to existing video projects and to create and record narratives, in Audition, for any new projects explaining how their work highlights their skills, drawing specific examples to the career area they are interested in.
11. Explain that in this project, instead of using a predesigned menu from within Encore, they will create an original menu. Explain that a menu typically consists of:
 - A background that is either a still image or a motion video (animation or live action). A menu may also include background audio.
 - Informational and sometimes instructional text (in this case, their intro or mission statement).
 - Buttons in the form of graphics, still photos, or thumbnail-size motion video that link to points in the video content on the DVD or to other menus.

Note: For more detailed information on DVD menus, review the DVD Primer in the background resources section.

12. Because students will be creating original menus, demonstrate the following in Encore:
 - Building menus by using drag and drop, pick whip, and flowchart
 - Using chapter points
 - Setting up scene selection menus
 - Using library assets

- Creating hidden links to assets (Easter eggs)
- Adding PDFs and other data files
- Previewing and checking errors

Encore guide: How to use advanced DVD authoring techniques in Encore

- 13.** Explain that in addition to applying effects within the video, they can apply effects to the menu to make it more dynamic, exciting, and interesting. Using the “I do, we do, you do” method, demonstrate how to manipulate menus in After Effects to add motion.

After Effects guide: How to animate text and create video effects

- 14.** Allow students time to create a DVD, with an original menu, of their portfolio as defined in their flowcharts.

- 15.** If students’ portfolio plans require an online portfolio, have them use the web DVD capabilities in Encore to create a SWF file that can then be added to a web page. Using the “I do, we do, you do” method, demonstrate how to create a web DVD in Encore.

Encore guide: Creating a web DVD in Encore

Note: For more instruction on adding Flash content to a web page, see *Project 3: Web development & deployment*, in the Digital Design curriculum.

- 16.** Allow students time to export their DVDs in the format identified in their portfolio plan.

Testing a portfolio

(Suggested time: 50–100 minutes)

- 17.** Instruct students to get in groups of four, including the person they brainstormed content with earlier. Explain that they should conduct a peer review to test one another’s DVDs for errors and to analyze whether the user flows through the content as expected.

Note: You might want to encourage students to use the Check Project feature in Encore to check for broken links, orphaned menus and timelines, and other common problems.

Guide: Peer review

- 18.** Instruct the students to make any changes according to the peer review, and, when ready, to burn their portfolios to a DVD or add their web DVD portfolios to a webpage.

Note: As students prepare to burn their final DVD portfolios, you might want to explain that Encore automatically exports DVDs with an MPEG-2 encoding. You might also want to explain MPEG-2. Some things to discuss include:

- MPEG (Moving Picture Experts Group) is a working committee of the ISO (International Standardization Organization) and the IEC (International Electrotechnical Commission). MPEG is in charge of the development of standards for digital audio and video compression.
- MPEG-2 is the standard for DVD and satellite digital video.
- MPEG-2 conversion parameters can be changed in Encore.

Presenting a portfolio

(Suggested time: 50–100 minutes)

19. To prepare students for real-world experience, allow them time to research job opportunities and requirements on recruitment sites to help them visualize and plan for career goals and expectations. Ask students to research potential interview questions for these types of job opportunities and plan how they will market their skills and approach the jobs or programs of interest.

Note: You might ask students to spend time researching careers as they did earlier, reassessing the pathway chosen earlier.

20. Allow students time to create a presentation of their DVD portfolio, explaining the following:

- Their career goals
 - The types of jobs they are seeking, using specific examples from their research
 - How they meet or plan to meet the requirements and skill set of the jobs they are seeking
 - The skills, qualifications, training, and so on necessary for a job in their career area
 - What they have learned by making a portfolio and throughout the course
 - What they feel they still need to learn to realize their career goals
 - How they improved or changed their content or design and how their changes grew out of their revised purpose and target audience
-

Extension activities

You can extend the project in the following ways:

- *Career/education planning:* Ask students to create a five-year plan outlining the steps necessary to reach their career goals (this may include education, internships, jobs, and so on). Also ask students to begin to research and plan resumes appropriate for their desired career field.
- *Reflection supplement:* Ask students to write up their career goal plans and how that impacted the decisions they made in planning their portfolios. This document will help students reflect on their process and provide a framework for continued evolution of their DVDs as they begin to conduct a job search.
- *Custom DVD menus:* Ask students to use Photoshop and Illustrator to create custom DVD menu graphics that best represents them. You might use the materials from the Visual Design curriculum to teach students about creating and editing graphics in Photoshop and Illustrator.

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 CS5 show on Adobe TV: <http://tv.adobe.com/show/digital-video-cs5/>
- For more teaching and learning resources on portfolios, video production, DVD 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 Encore, see Encore Help.
- For an overview of the interface and for more information on the technical aspects of Audition, see Audition Help.
- For an overview of the interface and for more information on the technical aspects of After Effects, see After Effects 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: www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html.
- Information about and examples of a variety of electronic portfolios: <http://eduscapes.com/tap/topic82.htm>.

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:

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

- 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.
 - 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.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Review and redesign	Absent or incomplete.	Review and redesign analyzes necessary changes to the original portfolio and plans and manages the content. Review and redesign considers and assesses intended career and/or education goals and changes the initial purpose and audience accordingly.	Review and redesign analyzes the necessary changes to the original portfolio and plans and manages the content. Review and redesign carefully considers and assesses intended lifelong career and/or education goals and changes the initial purpose and audience accordingly.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Flowchart	Absent or incomplete.	Flowchart is detailed and includes an appropriate organizational structure for the planned content.	Flowchart is detailed and includes a clear and logical organizational structure for the planned content. Flowchart includes all content that should go in the DVD portfolio.
DVD portfolio – content	Absent, incomplete, or unfocused.	DVD portfolio highlights student’s completed projects and the information is geared toward a specific career goal and audience. DVD portfolio includes an introduction or mission statement and narratives for each project, highlighting skills relevant to their interested video-production career area.	DVD portfolio highlights student’s completed projects, is well organized, and the information is geared toward a specific career goal and audience. DVD portfolio includes a clear and concise introduction or mission statement and descriptive narratives for each project, highlighting skills relevant to their interested video production career area.
DVD portfolio - technical	Absent, incomplete, or unfocused.	DVD portfolio organization includes a menu with a motion effect and a hidden link. DVD portfolio showcases the student’s technical skills in Adobe Premiere Pro, After Effects, Audition, and Encore.	DVD portfolio organization includes an originally designed menu with motion effects and at least one hidden link. DVD portfolio clearly and effectively showcases the student’s technical skills in Adobe Premiere Pro, After Effects, Audition, and Encore.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Presentation	Absent, incomplete, or unfocused.	<p>Presentation focuses on intended career goals and includes appropriate information about specific job opportunities and requirements. Presentation presents the portfolio and explains, through portfolio examples, how the student meets or plans to meet the requirements and skill set of the jobs of interest. Presentation reflects on what they have learned in making the portfolio and throughout the course. Presentation analyzes and considers what they still need to learn to realize their career goals. Presentation concludes with a mock interview, using researched interview questions for a particular career area.</p>	<p>Presentation focuses on intended career goals and includes specific and clear information about particular job opportunities and requirements. Presentation presents the portfolio and clearly and concisely explains, through the example work in the portfolio, how the student meets or plans to meet the requirements and skill set of the jobs of interest. Presentation reflects on what they have learned in making the portfolio and throughout the course. Presentation analyzes and considers what they still need to learn to realize their career goals. Presentation concludes with a mock interview, using researched and realistic interview questions for a particular career area.</p>
Peer review	Absent or incomplete.	<p>Peer review expresses both strengths and weaknesses of the planned changes to the DVD portfolio. Reviewer offers suggestions for improvement and considers how the portfolio supports career goals.</p>	<p>Peer review expresses both strengths and weaknesses of the planned changes to the DVD portfolio. Reviewer offers clear suggestions for improvement and provides specific examples. Reviewer considers and offers suggestions on how to strengthen the portfolio to support career goals.</p>