Introduction and Background

As a Specialist Film and Video Technician, I don't provide feedback for summative assessments. However, within my workshops, I provide guidance and feedback based on how the students handle the media equipment, footage or software. The challenge I encounter is to give feedback when students work independently on computers, and their individual ideas flood through and mix with the technical skills I teach.

Evaluation

Currently, whilst working with students on Post Production technical skills, I show students industry examples of colour grading and editing styles, and explain colour theory, so that they can have context to what their learning outcome should be.

I then move on to the practical training aspect. I start up the software on my own computer, which is either connected to a large monitor or projector for students to follow along with me. This method is based on Kolb's (1984) Experiential Learning Theory where the students gain concrete experience of post production. Students reflect on the observation of my techniques for editing and colour grading. The student is then able to conceptualise the process through reflecting on their own footage, which may lead them on a journey of active experimentation and confidence building.

Moving forward

Working and teaching with software, I need to ensure that I am aware of all updates, there is also the element of Artificial Intelligence integration as a current development.

I am investigating the theory of Connectivism which was explored by Siemens (2005) as a learning methodology where information exists outside of us, and the data needs to be collected and connected to the appropriate people. This way, better learning can happen and the teacher must remain current on the subject being taught. The goal of the teacher

is to be able to make links from one set of fields/data to another, making the best use of it, much like generative AI systems and the ability to connect one node to another.

I have been assessing students formatively during all of my workshops. Students work at an individual station for post production. Therefore, my feedback is normally one to one, about what individuals can do to improve their video edits and realise the projects full potential.

In the process of film post production we have multiple stages which interlink and can be used in a non linear way. But also, according to Connectivism as a pedagogy we can link video editing styles and aesthetics to what we consume as visual media- this could be social media like Youtube shorts, Tik Tok and Instagram reels, which have distinct styles for editing and colour.

With this in mind I have to think about how students will use the software going forward and on what platform they are most likely to distribute their production. This could be in the form of a portfolio, or a short form teaser for social media, short film or documentary to be screened at a cinema. Furthermore, I will have to consider these methods of distribution to optimise student skills for editing with relevancy to their own work, and methods of distribution, and engage them with this line of questioning in formative feedback.

(Word Count 526)

References

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