

## **Chapter VIII**

# **Video and Sound in Education**

*ISTE NETS\_T, I. Technology operations and concepts*

*Teachers demonstrate a sound understanding of technology operations and concepts.*

*ISTE NETS\_T, V. Productivity and professional practice*

*Teachers use technology to enhance their productivity and professional practice.*

*Chapter objective: The teacher demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.*

## Educational Relevance of Audio and Visual Productions

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Two decades ago, computerized word processors transformed the world of the writer. No more cutting and pasting pages with a pair of scissors. The user could get everything “just right” on the computer screen before it was printed. A similar technology breakthrough has occurred in audio and video production. Not long ago, schools spent over \$100,000 for the cameras and computers. Now, technology application teachers can have a “movie studio” for students for under \$5,000 with a digital camcorder, a computer, and necessary software.

The new digital, nonlinear, video editing makes it possible for anyone to be a producer. Instead of shuffling words on computerized word processors, students are juggling video clips with computerized video editing software. When footage from the camera is recorded onto the computer hard drive, the computer can manipulate the audio clips and digital images in many ways. In today’s classroom, students may have a postproduction facility sitting right on their desktops. When students make copies of their work in the digital format, they do not lose picture quality as they did in the past with the analog format. Today, student musical creations or student selected music resources from CDs, Internet files, instruments or tapes are critical components in multimedia production. Also, lyrics and other art work produced by students can add the power of an affective element to their work.

To aid students with audio-video productions, it is important that teachers learn the nuts and bolts of incorporating various multimedia elements into video and multimedia projects. For instance, technology application teachers must become knowledgeable of downloading music from the Web and become familiar with software that allows for cut and paste music editing, and programs that allow for the instant creation of royalty-free music in custom lengths.

For many technology application teachers, audio and visual technology is a brand new territory. Not only are audio and video media different from other productivity tools, but the procedures, hardware, software, and the technical language used differ as well. Furthermore, many schools currently do not have the purchasing power to obtain editing decks for students and teachers to explore this new area of technology.

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