

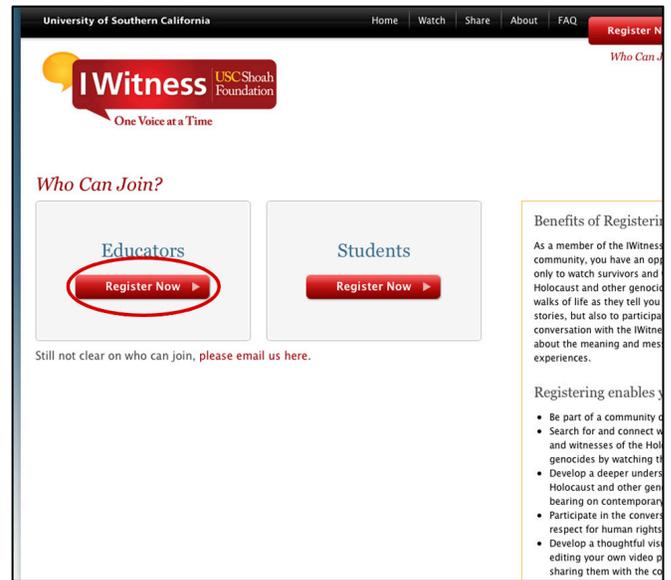
Teacher’s Guide for the 2017

IWitness Video Challenge

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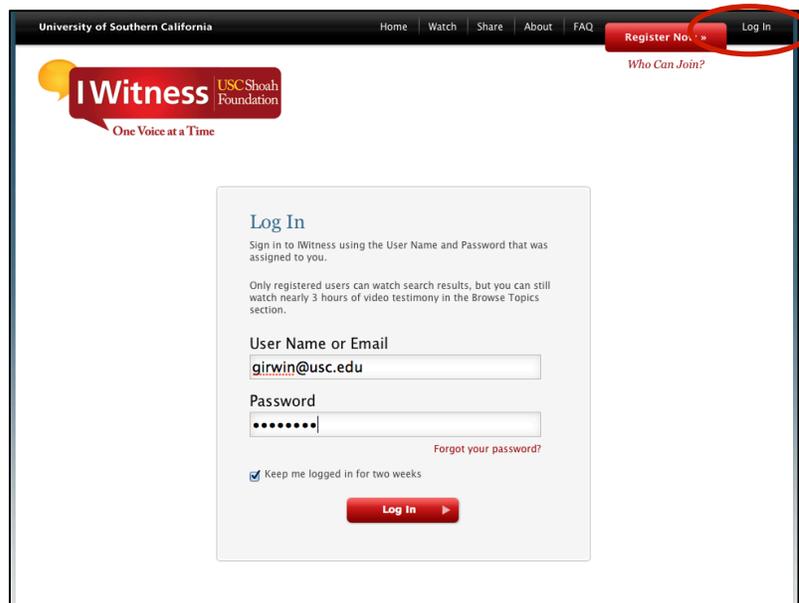
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TEACHER REGISTRATION

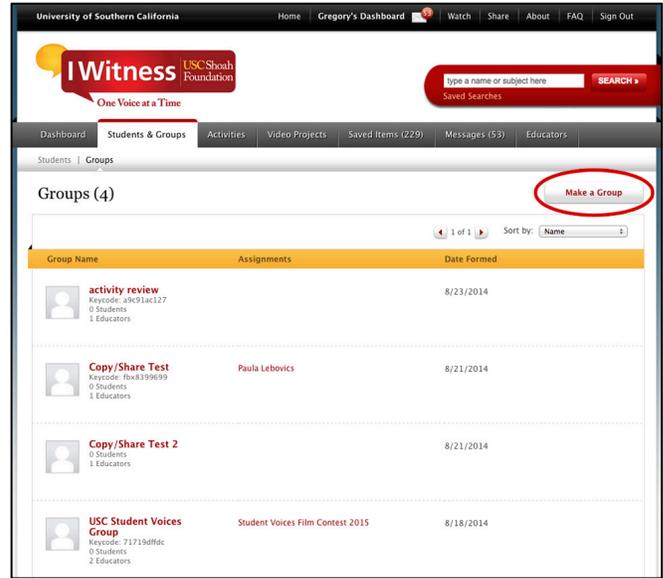
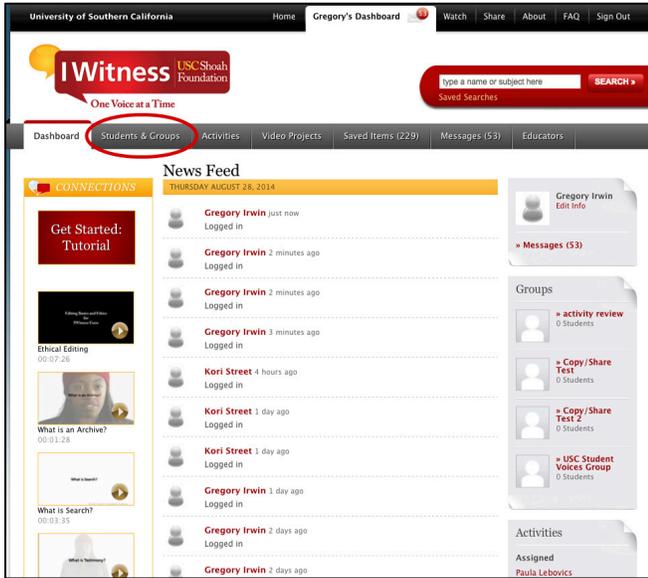


1. Go to <http://iwitness.usc.edu>. If teachers haven't already registered, click the **Register Now** button and select the **Educators** option (see above right). Complete the registration form.

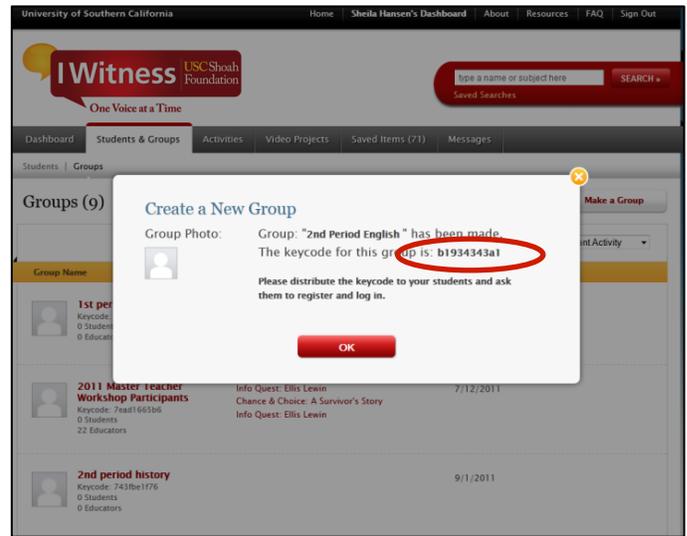
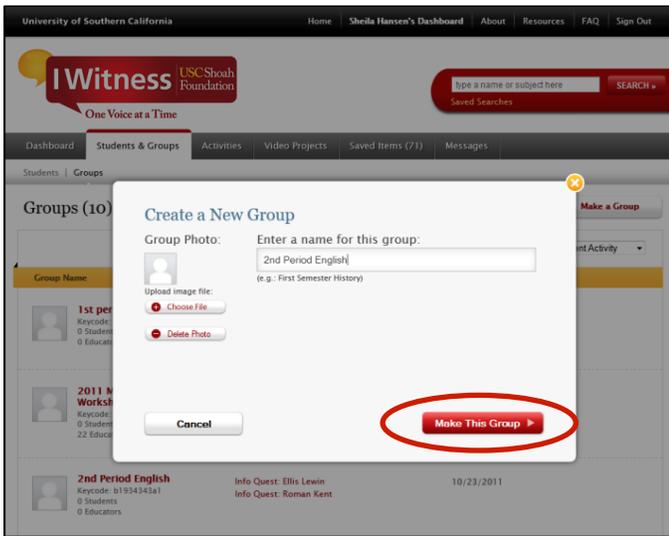
If you've already registered, click **Log In**, as shown below.



CREATE A GROUP



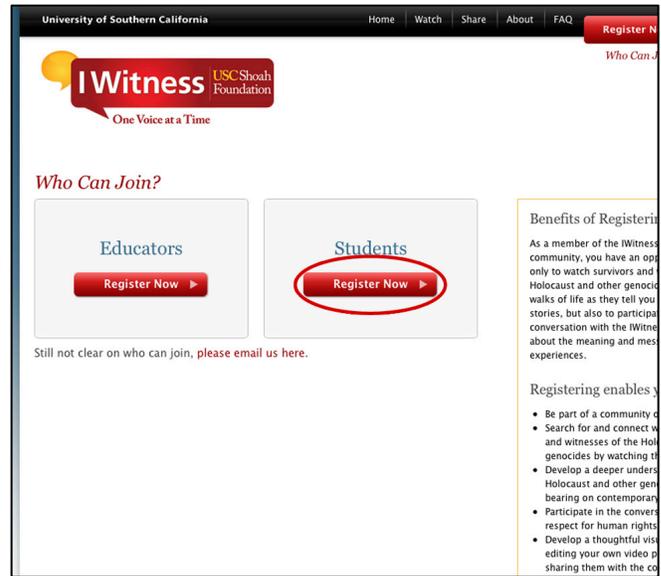
1. Once teachers log in, a section called **Dashboard** appears. Select the **Students & Groups** tab on the gray navigation bar (top left). Click **Make a Group** (top right).



2. Teachers should enter a name for the group, such as "2nd Period English." Then click on **Make This Group**, which creates the group and designates a unique keycode for it. In the example above, the keycode is b1934343a1. All the students who wish to register in 2nd Period English must input the keycode when they register as students on the **Register Now** page.

STUDENT REGISTRATION

1. For students to register, they need to have computer access, the IWitness URL, and a teacher-provided keycode. Students should click on the **Register Now** button on the top right of the home page. Next, they should choose the **Student Registration** button (as shown below, right).

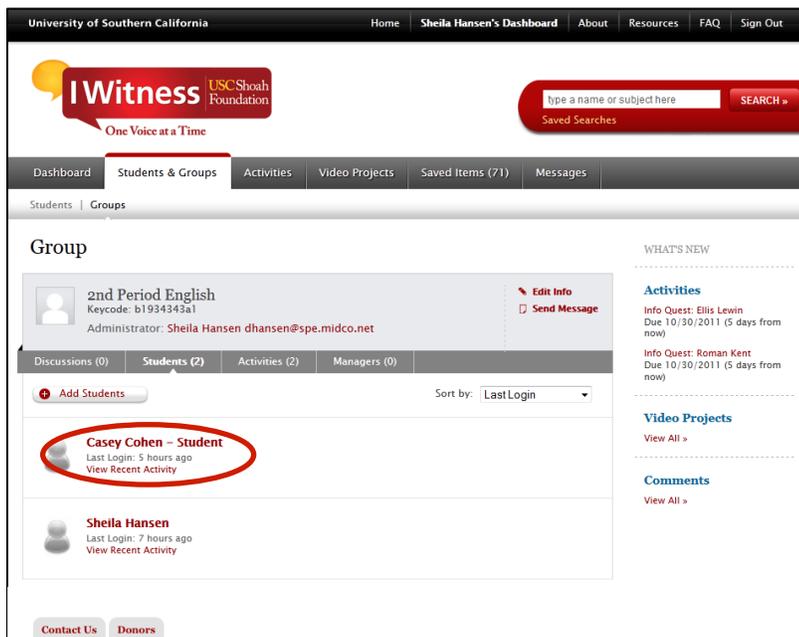
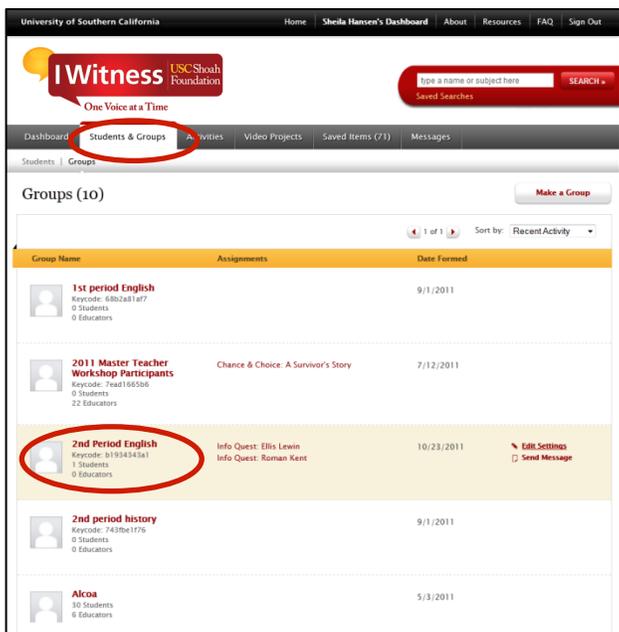


2. Students should type the keycode provided by their teacher into the first box as shown (below left). They should create a user name for themselves, which along with a password, which is how they will log in to IWitness. **Note:** User names are not repeatable so if a different student already registered to the same user name, teachers should suggest the user add 01, 02, etc., behind it. It is recommended that students write their IWitness user name and password in a secure notebook for safekeeping and reference. Before students can submit their registration, they must read the **Terms of Use** and **Community Guidelines** and then check the appropriate boxes. Once they have successfully registered, they will see that their account has been created (below right). After clicking OK, they will be redirected to the log in page.

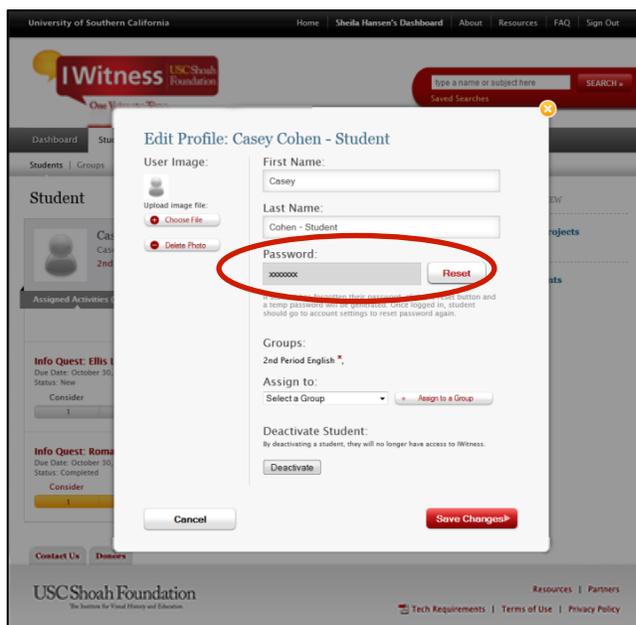
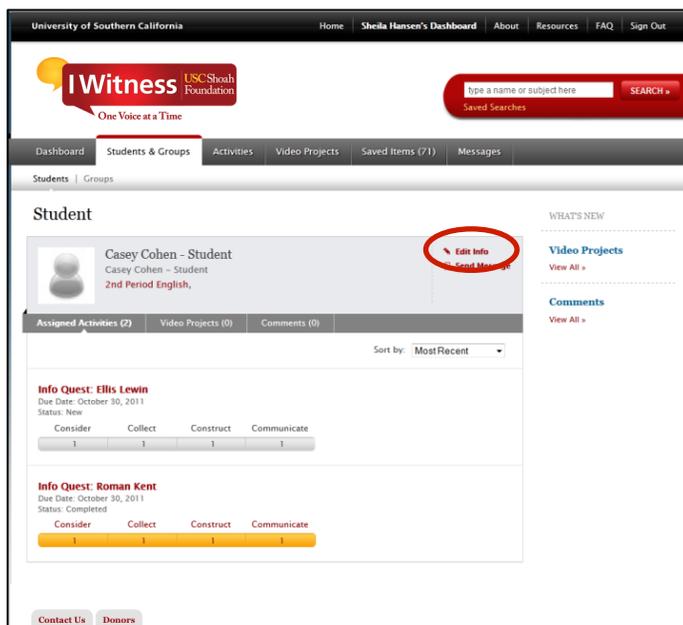
FORGOTTEN PASSWORDS

If students forget their user names, teachers can look in the assigned group for it. If students forget their passwords, teachers can temporarily reset them by following the next steps.

1. As the administrators of their classes, teachers may reset student passwords upon student request by clicking on **Students & Groups** (below left) and then scrolling down to click the group in which the student is a member. When that group page opens, click on the particular **name** of the student whose password needs to be reset.

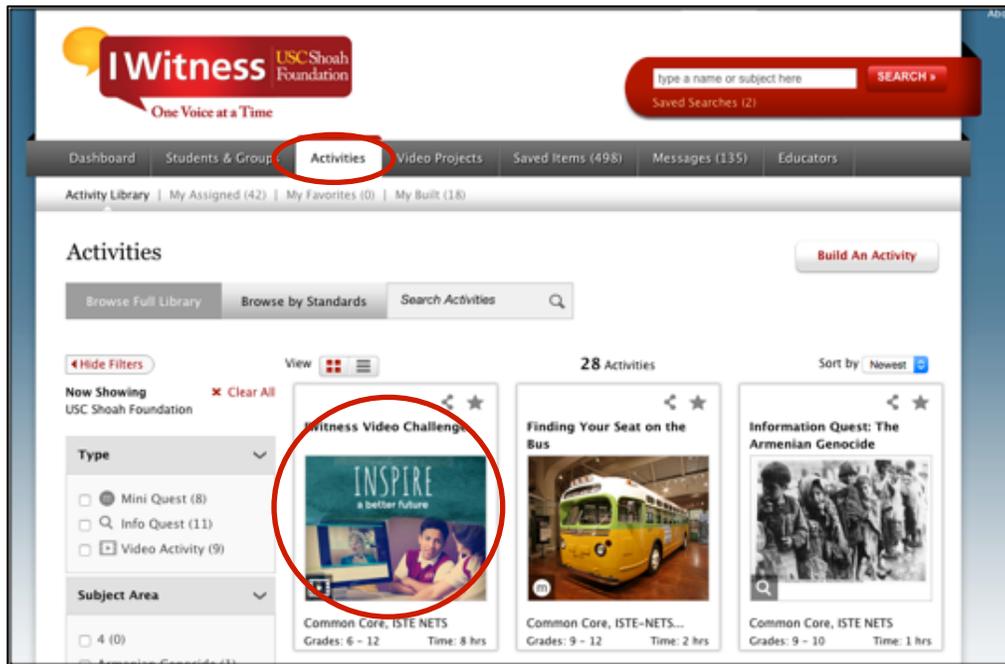


2. Once teachers have opened that **Student Page**, click on the **Edit Info** link (as shown below left). When the box opens, a teacher can reset the student's password (as shown below on right).

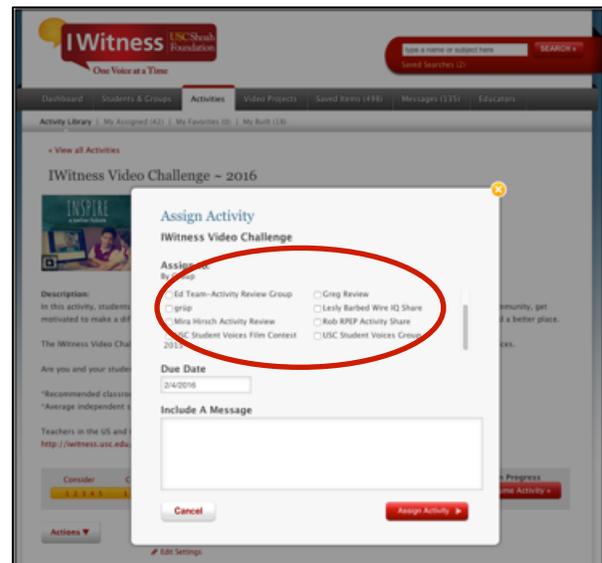
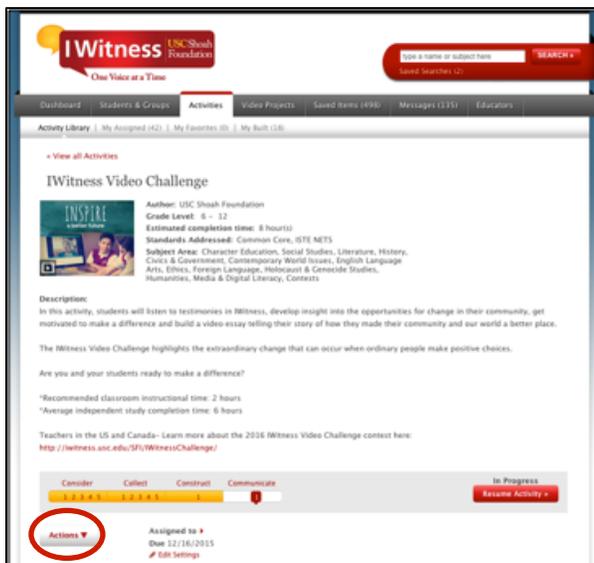


ASSIGNING THE IWITNESS VIDEO CHALLENGE ACTIVITY

1. After students have successfully registered, the **IWitness Video Challenge** activity must be assigned to the group in order for students to participate. To assign the activity, go to the **Activities** tab on the navigation bar. Scroll through to “IWitness Video Challenge” and click on the icon (below).



2. On the Activity Detail Page, hover over **Actions** and select the **Assign** option. Check the box for the group(s) to which you wish to assign the Video Challenge activity. Once you have created a group and assigned the activity, students who have successfully registered in the group can begin the activity.



Students access the activity either from links in various places in the **Students & Groups** tab or from the **My Activities** screen by clicking on the **Begin Activity** link.

INSTRUCTIONAL PROCEDURES

The procedures below provide a brief summary of student learning activities in the order students encounter them in the IWitness Video Challenge Activity. Like all activities available in IWitness, it is organized around the 4C's framework: Consider, Collect, Construct, Communicate.

CONSIDER

Students consider, reflect, and respond to information

<p><u>Time Requirement:</u> 45 minutes instructional; 45 minutes independent study In order to yield quality projects, it is advised that teachers devote at least one class period to this section.</p> <p><u>Video:</u> "Ordinary People, Extraordinary Actions" (05:30) "Kurt Messerschmidt and Kizito Kalima" (05:59) "How Middle and High School Students Created Value in Their Communities" (01:38)</p> <p><u>PDF:</u> Get Started Worksheet</p>	<p>Step 1 and 2: Ordinary People, Extraordinary Actions and Get Inspired In these opening pages, students meet five individuals, Hedy Epstein, Paul Parks, Elizabeth Holtzman, Kurt Messerschmidt, and Kizito Kalima—survivors and witnesses of genocide—who speak about the importance of being active participants in a civil society. To begin, have students read the information to the right of the video player, then discuss how testimony provides a first-person perspective on events in history. Direct students to read the individual biographies in the More Info tab and then watch the clips of testimony. Students will then respond to reflective questions. Teachers can engage students in a discussion of the messages they heard and how it resounds with them.</p> <p>Step 3: Making a Difference Next, students are asked to consider how other students have made a difference—created value in their communities. Have students watch the video reel and answer evaluative and reflective questions. Now, students are guided through a quick overview of one student's approach to the IWitness Video Challenge. Then, they begin brainstorming their ideas for a community service project. Direct students to open the Tool Kit and download the "Get Started" worksheet PDF. Teachers should allow 20-30 minutes for students to brainstorm possible ideas that are relevant to their community and accessible to them.</p> <p>Step 4: Research Once each student has decided on a community issue she/he will focus on, each will need to find an informative article about the issue. The activity guides them through a brief research process. Teachers should allow class time for this step, and understand that students may change their community issues as they work through the activity and develop their action plans.</p>
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COLLECT

Students gather, evaluate and reflect on information

<p><u>Time Requirement:</u> 45 minutes instructional; 3-5 hours independent study</p> <p><u>Materials Required:</u> Headphones</p>	<p>Step 1 and 2: Finding Inspiration and Insight and Collect Clips To continue to build students' research skills while finding inspiration and insight for their IWVC, they will now engage with the IWitness testimony archive. Direct students to watch "What is Search." Students will need headphones to listen to the various clips of testimony they view. Some students may need assistance in narrowing their search. Fifteen curated clips have also been made available for student use in the IWitness Video Challenge. These are available at the bottom of this page.</p>
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<p><u>Video:</u> "What is Search" (03:35)</p> <p><u>PDF:</u> "Explore the Possibilities" "Build Your Story Worksheet" "Storyboard Worksheet"</p>	<p>Step 3: Constructing Your Social Action Plan Once students have collected their information and inspirational clip of testimony, they will begin planning HOW they will tackle the social issue. Direct students to open the Tool Kit and download the "Explore the Possibilities" PDF. Challenge them to brainstorm possible solutions; encourage them to think big and to leverage their talents. Direct students to open the Tool Kit and download the "Build Your Story" and "Storyboard Worksheet" PDFs. This step guides students through the development of an action plan, and of the "Storyboard Worksheet," which will be critical in laying out their video.</p> <p>Step 4: Take Action Using the "Build Your Story" worksheet as a guide, students now put their plan into action, going into their community to enact change. Remind students to capture all their efforts in video, audio, and photos.</p>
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CONSTRUCT

Students use new knowledge and skills to apply to representations of learning

<p><u>Time Requirement:</u> 30 minutes instructional time to guide students through video editing launch; independent study time varies for each student project</p> <p><u>Video:</u> "Ethical Editing" (7:26)</p> <p><u>PDF:</u> "IWitness WeVideo Guide"</p>	<p>Step 1: Construct Your Video In this section, students will build their video essays from the material they recorded while taking their community action. Students click the "Launch Video Editor" button at the bottom of the page to access WeVideo, IWitness' in-browser video editor. From there, they can upload their content to the site and access the clips of testimony they saved. Have your students read the directions, and advise them to consult the "IWitness WeVideo Guide" PDF for help throughout the editing process.</p> <p>Step 2: About Your Video Students write a 2-3 sentence introduction to the video project they constructed. If their projects were built outside of IWitness (using a video editor other than WeVideo), students must also include a YouTube link to their videos on this page.</p>
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COMMUNICATE

Students share their work and ideas with their peers

<p><u>Time Requirement:</u> 45 minutes independent study</p> <p><u>Video:</u> Student video projects</p> <p><u>PDF:</u> Score Sheet</p>	<p>Step 1: View and Comment Once all student projects have been complete, students will have the opportunity to view them and make constructive commentary on two of their classmates' videos, which can then in turn be used by students to improve their work before the deadline for final contest submission. Direct students to review the "Judging Score Sheet" PDF in the Tool Kit.</p>
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