Video StoryBoard and Transcript

Working Title of Project: Screen-Time Addiction Audio Essay & Podcast

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|  | ON SCREEN: | Script  What points will the narration make? Or compose narration | Time |
| 1 | Intro:  Word Document  Audio Essay Screen  Podcast screen | Hi, guys! In this video I am going to reflect on the creation process of my audio essay and podcast for my Multimedia and Composition class.  I am going to walk you through some of the challenges I faced while composing, and what I learned along the way to solve those problems. | 0 - 20 SEC |
| 2 | Audio Essay:  Audio essay with audacity | First, I composed the audio essay on the effects of screen-time addiction on our brains. | 20 – 30 SEC |
| 3 | Script Wording:  Original Script  Edited Script  Making edits along the way | The first challenge was composing a script that was concise and clear.  I learned to write like how I would talk, so each time I composed a segment of the script I went back and read it aloud.  Even then, my professor did some copy-editing to help make my script more concise and clear.  Despite having a script and copy-edits, as I began to record, and listen to my voice, there were times, when I went back and changed wording to make it sound more natural, and less like a book or essay! | 30 – 60 SEC |
| 4 | Effects:  Fade In/Out  Amplify | The second challenge was editing the audio.  Vital effects included fading clips in and out to allow for a smooth transition between clips while avoiding sudden loudness to the start of a clip.  Another effect was using the amplify tool to lower the sound of clips, so that they matched the volume of the rest of the audio essay. | 60 – 105 SEC |
| 5 | Microphone:  Before & After | The third challenge was revising the audio essay.  The first time I recorded, the quality was not clear.  My professor allowed me to borrow his high quality microphone and wow did it make a difference. Take a look at this clip of before and after rerecording my voice: | 105 – 145 SEC |
| 6 | Podcast:  Research Brief  UNC Library  Materials & Talking Points | Next was the podcast. This required a bit of a different approach. Much of the preparation was performed before recording – not during or after the podcast: I made a general guideline, more so than a script, full of questions regarding each clip that we would play and discuss in the podcast. Not all of the questions were used, and some questions were generated during the discussion as we bounced ideas off of each other. | 145 - 175 SEC |
| 7 | ~~Finding a partner:~~  ~~Digital Innovation Lab~~  ~~Social Media~~ | ~~The first challenge was finding a partner who was interested in the topic of social media and phone addiction. So, I sought the help of my friend, who does research into social media for the digital innovation lab at UNC Chapel Hill. His background knowledge and curiosity on the subject allowed for a more fruitful and information-based discussion.~~ | 175 – 205 SEC |
| 8 | Speaking Naturally:  Play recording | A challenge with the podcast was keeping the conversation natural.  To make it easier for both my partner and me, we recorded a practice round to get comfortable talking about the subject matter. And by the time of actual recording, we were having a full on discussion and were less worried about asking the perfect question or saying something just right. | 205 – 230 SEC |
| 9 | Research on Curiosity | These projects involved technical skills – like editing sound, recording and recording, and integrating sound bites seamlessly, but they also involved research and lots of behind the scenes preparation before anything was recorded and edited.  But, the main driving force behind these projects was curiosity. I was curious about the effects of how we are becoming addicted to our phones and social media. Curiosity generated these questions, and this led to the gathering of information for my scripts, research brief, and general podcast script guideline.  From a the Education Week website “Asking questions is not simply a means to gather information. Rather, by asking questions, students can identify their own knowledge gaps and think critically about what they are learning, assess information from individuals and other sources of information, think creatively and divergently, and work constructively with others.  Thinking in questions can help students make meaningful connections between what they are learning in the classroom with their interests.  <https://blogs.edweek.org/edweek/global_learning/2017/05/the_5th_c_curiosity_questions_and_the_4_cs.html> | 230 – 290 SEC |
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Transcript: