For my video integration assignment I had my students select a topic that they felt they had mastered and use it as a starting point. The timing of the assignment lent itself to utilizing this assignment as a review tool. We are currently finishing up the first semester so the students had a wide range of options as far as concepts went. Many of the students felt they had sufficient amount of growth solving linear equations and graphing linear equations. The California Common Core State Standards focused on were:

A.CED.3-Create linear equations in one variable and use them to solve problems.

A.REI. 3.1-Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting.

A.REI. 10-Understand that the graph of an equation in two variables is the set of all it’s solutions plotted in the coordinate plane.

I presented the assignment to the class a couple of days before we started the project in order to give them time to brainstorm ideas. I had them discuss with their neighbors any prior knowledge they may have with making videos. I was pleasantly surprised when several students shared with me that they had worked on making videos with a prior teacher. I presented the rubric to them and then had them read every cell in order to make sure we all had clear expectations. A sample of the rubric is shown below.

**Rubric for Video Project**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (5pts)</th>
<th>Good (4pts)</th>
<th>Satisfactory (3pts)</th>
<th>Needs Improvement (1-2pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>The video clearly demonstrates a key concept.</td>
<td>The video demonstrates key concepts.</td>
<td>The video demonstrates a previous concept.</td>
<td>The video does not demonstrate a clear concept.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>The quality and materials in the video are very well organized and understandable.</td>
<td>The quality and materials in the video adequately organized and somewhat clear.</td>
<td>The quality and materials in the video lacked some organization and 50% clear.</td>
<td>The quality and materials in the video are not organized and lack clarity.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>All members demonstrate an active role in the process.</td>
<td>The majority of the members demonstrate an active role.</td>
<td>Half of the group did most of the work.</td>
<td>Only one person demonstrated an active role.</td>
</tr>
<tr>
<td><strong>Final Product</strong></td>
<td>Final product looks professional and the concepts were visibly demonstrated.</td>
<td>Final product looks decent and the concepts were somewhat demonstrated.</td>
<td>Final product I required more revisions and the concepts were not clearly demonstrated.</td>
<td>Final product looks unrefined and the concepts were not demonstrated.</td>
</tr>
</tbody>
</table>
The timeline for this assignment was approximately two weeks but we did not work on it every day. I selected the groups randomly due to the fact that this group of students is in our Immersion Programs, which is a dual language academy. These students have gone to school together since elementary school and are very comfortable with each other. I gave the students an outline of what I wanted them to do (Figure 1). I did not make it too detailed in order to prevent from limiting their parameters. I let them know that they had to be creative and bounce ideas with each other in regards to how they wanted to present it and which technology they wanted to use.

Figure 1

**Video Project Assignment**

For this project, you will be working in groups of 3 or 4. Each person in the group will have a task to complete. (writer, reader, camera person, editor...)

Follow these steps:

1) Select a concept that we have covered this year that you either really liked or struggle with but are now much more confident with.
2) Have each person in the group select their roles.
3) Create or select a problem that focuses on the concept you have selected. Write out step by step what to do in order to solve it or simplify it.
4) Write out a script for your presentation that describes all required information or steps.
5) Determine what type of device you will use to video record your presentation.
6) Rehearse your script multiple times.
7) Use your creativity to determine what type of video you will create. Don’t be afraid to use your imagination.

I limited my role in the process to simple suggestions and guidance. I wanted them to take full charge of the assignments and be willing to take chances. They had to determine each group member’s role and hold each other accountable in order to ensure that everyone helped out in the process. I had them check in with me during different parts of the process.

Students worked together to determine the concept they would select and used mini white boards and markers to practice the concepts. They also used the boards as props. This group of students was debating
on what technique to use for their video.

This group of students used their cell phones to video tape their presentation and then uploaded to their laptops in order to do some editing.

Once the students finished taping and editing their videos they uploaded it to youtube and then cut and pasted the link on to Edmodo which I use to post assignments or upcoming assessments.

Jasmine Diaz to Mr. Veral#03...
12 hours ago
http://youtu.be/JsflsDxqZ-A

Desiree Mendieta to Mr. Veral#0…
18 hours ago
https://m.youtube.com/watch?v=aetzXl AskPk

Me to Mr. Veral#039;s Immers...
Yesterday
Hola clase. Espero que estén preparando el video. Cuando terminen, pongan el link del video aquí mismo (en Edmodo).
This experience has been a great one for both myself and my students. Although the beginning of the process did seem challenging, once I got the students going there was no slowing them down. I wasn't quite sure how much instruction I needed to give them but once we got the ball rolling I recognized that I needed to give up some of the control. As I mentioned previously, many of these students had some experience with this process so that was really instrumental in the development of their product. I discussed the finished product with the class as a whole in regards to what they thought went well and what didn’t. I would say all of the students genuinely enjoyed the experience and really felt a sense of accomplishment when they were able to observe their videos. Many of the shyer students really came out of their shell and revealed a side that we typically don’t see in class. The technology was the main obstacle we had to manage due to the fact that a couple of students struggled uploading their video to youtube. The students persevered though and collaborated during lunch and after school in order to overcome their struggles. I am really excited to assign this project with some of my other classes next semester. I have to confess that I was initially anxious about how this project would go due to my lack of familiarity but I quickly learned that these young learners are very tech savvy. I actually learned how to air drop a video from one phone to another from one of my students. This made that student feel really proud that they were able to teach their teacher how to do something. I loved that experience! I am not sure what type of alterations I will make to project next time I assign it but I am sure I will enjoy it. The fact that the students were able to share their videos with their peers as a review resource made this process even more valuable. I look forward to learning how to use all of this technology that is available to us in order to make the learning process more tangible and engaging.