

Video Project:

Purpose Statement:

To identify a change in your values/attitudes/behaviors as a global citizen that can have an impact on your interaction with others and/or the environment and to create a well-researched, digestible piece of media to call others to action.

Learning Outcomes:

Global Citizenship (GC)

1. Recognize the opportunities to act as a global citizen with capacity to improve the health and welfare of others, and the sustainability of the Earth's systems.
2. Think ethically about global issues, inequalities, and your impact in the world.
3. Critically analyze the history and diversity of your own home country and its role in the world.

Description:

In this group project you will demonstrate how successfully you recognized that an issue you encountered triggered a personal, affective response, to the point where an important change in attitude and subsequent behavior was incorporated into your value system and interactions. You will demonstrate these changes by creating a three- to four-minute (points will be deducted for going over time) video about your organization/ action group/advocacy group espousing a carefully thought out and researched action plan addressing one global citizenship concern leading to: an improvement of life(s), the health and welfare of others or sustainability of the Earth's systems. Your video should include a well thought out argument in support of your plan, incorporating your research, interactions in your port cities, information from lectures, and other relevant sources. You should also discuss how your own views have changed as a result of your experiences and learning in the project. In other words, you'll be describing both the research behind your ideas and the personal attitudes and values gained. A mobile phone or a camera is recommended to be used for this project.

Process:

Video Project (3 Components)

1. Initial Group Meeting/Pitch & Peer Feedback (5%)
 - a. Read relevant passages from the readings provided by the instructors and review concepts discussed in lectures
 - b. Carry out literature searches and communicate effectively with others in your group by way of online discussions in Moodle. (Please note: discussions should happen or be summarized in Moodle so the GS Team can keep track of your progress and provide support).
 - c. Evaluate the credibility and relevance of sources
 - d. Look for further evidence in the countries visited, talk to as many individuals as possible. Record or take photos of your interactions and conversations with others that are relevant to your change in view/value/behavior/etc. Keep track of how your interactions with others or the environment have impacted your view/attitude/behavior/etc.
 - e. Your group will prepare a short 'pitch' of your idea and present it to the GS team during your video project meetings. Your pitch should include information about the organization (social media campaign, call to action) that you plan to create and the type of

impact you intend for it to have. Ideas about the video itself can be in the early stages at this point but the value/attitude/behavior change should be clear.

- f. Fill out a Peer Feedback rubric for your team members.
2. Screenplay/Storyboard & Peer Feedback (5%)
 - a. Continue to find, read and evaluate relevant literature (course readings and lectures, additional sources) in discussions posts. (Please note: discussions should happen or be summarized in Moodle so the GS Team can keep track of your progress and provide support).
 - b. Evaluate, synthesize and integrate the collected information: your sources from the lectures, readings and field work
 - c. Create a storyboard for the video project. Your story board should include the research you plan to include in the video, ideas about which videos, photos, interviews, images you plan to include in the video, and a rough script of what will be said in the video.
 - d. Look for further evidence in the countries visited, talk to as many individuals as possible. Record or take photos of your interactions and conversations with others that are relevant to your change in view/value/behavior/etc. Keep track of how your interactions with others or the environment have impacted your view/attitude/behavior/etc.
 - e. Fill out a Peer Feedback rubric for your team members.
3. Final Product (10%)
 - a. Act upon acquired knowledge, skills, and attitudes in global and local contexts by creating an organization, social media campaign or call to action. In the end be firmly committed to the value that you acquired through your research and through your planned actions.
 - b. Create a 3-4 minute video (see technical details below) about your call to action, social media campaign or non-profit organization.

Evaluation Rubric for Video Project (continues on next page).

Performance Level	Needs Improvement	Satisfactory	Excellent
Pitch Presentation	Students did not complete a pitch presentation or do not have a clear, agreed upon vision for their project.	Students complete the pitch presentation on time. Students either do not have a clear vision or do not agree upon vision for their project.	Students completed the pitch presentation on time. Pitch is thorough and group has a clear vision for their project.
Storyboard	Students did not complete a storyboard or storyboard did not match video.	Students completed the storyboard on time, but some items are not thoroughly described. Storyboard matches the video.	Students completed storyboard on time. Storyboard is thorough and matches the video.
Global Citizen Concern	Students description of the action plan is incomplete and lack evidence from research, or is inappropriate for the chosen issue. Argument for needed action has no evidence from research and field interactions.	Students description of the action plan leaves out details or evidence from research. Students' argument for needed action has minimal evidence from research and field interactions.	Students give a thorough description of the researched action plan which addresses a global citizenship concern. Students' argument for needed action is clear and supported with evidence from research and field interactions.

Action Plan	Students plan for action is not clear and does not consider the potential consequences of their plan.	Students provide a plan for action but it lacks detail or does not include consideration of both positive and/or negative consequences of their plan.	Students provide well thought out plans and consider both positive and negative consequences of the implementation of their plan
Changes & Growth	Students do not include impressions, experiences or impact of interactions in port cities. Provide no examples of group change or future plans.	Students record/share impressions and experiences but do not focus on impact of interactions in port cities. Examples do not focus on group change or do not include future plans.	Students record/share impressions, experiences, and impact of interactions in port cities. Students provide examples of how they have changed by engaging in the project and share plans for future changes.
Documentation, References and Sources	There is no documentation or citing of sources.	Most of the elements taken from other sources are documented or referenced; however, some documentation may be inaccurate or missing.	All elements from other sources are accurately documented and/or referenced.
Video content and organization	The video lacks a central theme, clear point of view, and logical sequence of information. Much of the information is irrelevant to the overall message 0-2 points	Information is connected to a theme. Details are logical and information is relevant throughout most of the video.	Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.
Mechanics	The text and audio have 4 or more grammar or spelling errors. 0-2	The text and audio have 1-2 grammar or spelling errors.	The text and audio have no grammar or spelling errors
Production	Video is of poor quality and is unedited. There are no transitions added or transitions are used so frequently that they detract from the video. There are no graphics. 0-10	Video is edited. A variety of transitions are used and most transitions help tell the story. Most of video has good pacing and timing. Graphics are used appropriately. 11-15 points	Video is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Shots and scenes work well together. Graphics explain and reinforce key points in the video. 16-20 points
Total			
Project Grade			