

Criterion B: Analysis

Proposed solution

The proposed solution is to make a **digital video** including all of the topics requested by the Spanish Teachers that **were identified in criterion A**.

The topics would have been identified in the transcript of the interview and used for criterion A and are referred to in criterion B. The decision to make a video would have emerged in the interview.

Requirement specification

IT System requirements

- Hardware – **iMac with 2GB 667 DDR2 SDRAM and 500 GB** internal hard drive, DVD burner, external hard drive for backup; **video camera**.
- Software – iTunes for importing music, iMovie for video editing; Garageband for voice recording; **and iDVD for burning** the DVD with the video.

The student has provided details of the hard disk and memory which are important considerations for video editing.

System interaction

- Complete compatibility of all of the software products- iMovie, iTunes, Garageband and iDVD. All of the products are accessible from iMovie.
- The importing of the movie from the video camera directly into iMovie.
- The backing up of the movie onto the external hard disk.

Input / output requirements

Input requirements

- Images (**jpg**) of Flags from the various Spanish speaking countries (web resources)
- Popular Spanish music (my own CDs)
- Original video clips addressing the list requested by the Spanish teachers (see criterion A)

Output requirements

- A video with narration, music and examples of the topics identified by the Spanish teachers.
- The video burned onto DVDs for each of the Spanish teachers
- A copy of the iMovie files stored on the school server
- Narration provides relevant information for students according to the topic
- Balance between loudness of the speech and music
- Music clips need to be coordinated with the action on the video
- Appropriately designed screens are needed at the beginning and end of the video.
- Appropriate transitions at various stages of the movie.

Processing

- Take the video clips using the video camera, tripod and external microphone.
- Import music from my Spanish collection into iTunes
- Import the video clips from the camera into iMovie
- Edit the video clips

- Record narration as required to the movie
- Time the music to the video
- Backup the movie onto an external harrdisk at the end of each editing session.
- Use iDVD to burn the video onto DVD

Security

- Save every 15 minutes to the hard disk; backup once a week to the school server.
- Back up the project regularly on the external hard disk.

Sufficient detail has been provided for the requirement specifications.

Specific performance criteria to test functionality

The effectiveness of the Spanish in Vienna video clip can be evaluated by:

- a) To what extent the video addresses the topics requested by the Spanish teachers and the storyboard approved by the Spanish teachers
- b) The clearness of the voice for narration
- c) The synchronization of the music with the narration and video clips
- d) The quality of the video clips to demonstrate the various subsections of the video
- e) Citing of all sources used in the making of the video
- f) Appropriate titles and credits

The specific performance criteria will be used as a basis for criterion F.

Justification of chosen solution

The Spanish in Vienna video is the best solution to address the needs of the Spanish Department because every teacher in the Secondary School has a laptop with DVD player. Most of the classrooms where Spanish classes are taught have an interactive whiteboard installed. This means that the Spanish teaches can show the video full screen to their students without having to setup any special equipment.

Two alternative solutions would have been a website or a PowerPoint presentation. Neither of these solve the problem well because are “pull” technologies where the user has to click to get the information. In the case of a video, it is “push” technology where the information is pushed to the viewer so that none of the information is missed.

Most of the resources needed for the video are readily available. There are a number of suitable locations in Vienna to take the video clips. I have all of the original Spanish music. The ICT Department will loan me a laptop computer, external hard disk, video camera, tripod and microphone so that I can work on the product at home and at school. The school has several labs with iMacs with the software that is required (iMovie, iTunes, Garageband, iMovie). There are also a few laptops to loan to IB students for their project work.

There are a number of students with different Spanish access. This will make the section on Spanish accesses more interesting because the students know the other students and teachers being interviewed. This is not specific to video editing. This could apply to video clips on a website or in PowerPoint® as well.

Finally, I have used all of the software before for smaller projects. Consequently, I am looking forward to working on a longer video. I have a good working knowledge of the programs and if I encounter any problems, I can consult with experts at the local computer store. My client and the other Spanish teachers are very interested in the video for their teaching and are most willing to provide feedback on various versions before burning the final on DVD.

Overall, the video is the best solution for presenting the themes that the Spanish teaches outlined. It is also the most motivating for the students because they will know many of the Spanish speakers who appear in the video.

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5 marks

There is a detailed justification of why the video editing solution was selected over other alternative solutions.