

COMP1710/6780: Laboratory 5

Storyboard and Video Objectives; Social Networking Buttons

Part A: Storyboard and Video Objectives

The object of this lab is to plan, edit and assemble a video, compress it and include it on a web page. Please keep in mind that depending on your plans, your video can take a while to plan and produce. The video and associated storyboard are due in your Assignment Part 2 submission.

Task 1: Review & Tips

Make sure you have read all the online lecture notes, and especially, about images and video.

Important: Be sure to include a list of sources for any external media sources you use (the format could be plain text, or a table) with the list of media you used in your lab and the type of modification(s) you have done.

Task 2: Create a video storyboard

Create a video storyboard for your video. A storyboard is sequence of images and accompanying text and directions that represent and explain what your video will contain and how it will be shot. The storyboard will allow you to plan your video – the story flow, the titles and transitions, etc.

You can use whatever software you like to create the storyboard, but keep in mind it is a *graphical* representation of your video. One option is to use Comic Life to create a comic style storyboard which is a common approach to video storyboarding. You can download a free 30 day trial version from <https://plasq.com/downloads/comic-life-desktop/> Use it or your preferred graphics software to create a sequence of still images telling a story. Use effects, speech bubbles and text boxes to deliver your narrative effectively.

Task 3: Familiarise yourself with the video editor

Familiarise yourself with your preferred video editor. If you don't have one already, a good suggestion is Openshot video, a free video editor with all the features you need to do this assignment. You can find it at <https://www.openshot.org/download/> . Openshot, like any basic video editor, allows you to upload video, add clips and images to your video, trim, lengthen and cut clips, add transitions, add music, and adjust audio volume.

Task 4: Produce a video (it is likely you will need to work on this outside of lab as your ideas develop)

- Find some video. This may be pre-existing video you have that relates to your subject, or you may wish to use a webcam and record some.
- Open your video editor and drag and drop in the video you choose.
- Import the other media elements, such as still images or additional sound/music
- Trim the clip to the right length.
- Arrange the clips and other elements.
- Add at least one of each of the following effects to your video:
 - titles/text
 - special effects
 - scene transitions
- Experiment with adding audio narration and music tracks into the movie (if you want to, and have some data to use).
- Save the completed video in the proper format for the web:
 - One suggestion is to choose Quicktime format with Mpeg 4 codec. Size: (180-192) x144 (DV/4) or 288 x 216 (3/4 of the Half full square:-) or 270 x 216 (3/4 of Half DV). Framerate: 12.5 fps. But feel free to test different configurations / formats / codecs until you are happy with the tradeoff between filesize and quality.

Task 5: Inline the Video

Inline that video into a local HTML page, with a controller, and in such a way that it starts automatically when the page is loaded. Use CSS to add a border to the video.

Optional Task 6: Video played in turn: Play list

Quickly create 2 more small videos and put them into the page so that each of the 3 videos is played in turn (at the end of one video, the next one is loaded automatically in the viewer).

Optional Task 7: HREF track in Quicktime movies

If you have access to Quicktime Pro or other advanced video editors, take the video you created in task 4 and add some HREF tracks to it. The idea is to associate a different link for different sections of the video.

Don't use frame and frameset for this lab. Instead the video will be inlined into a page viewed in a browser window and the linked pages will open in a new window.

Just give any ID type name (without spaces, just alphanumeric characters) to the Target field and the browser should automatically open a new window and name it with the given ID. If you make sure to use always the same ID as the Target, all the pages linked will be opened in the same window.

You may either choose to use the Automatic behaviour (you don't have to click: the pages open automatically) or to let the user click to open a page different for every section of the video. If you chose the second option, you will make sure to add two

text tracks: the HREFTrack (mode 'off') and a visible Text Track ('on'), that will give users some clue about when to click and what the user could expect to get.

Don't forget to post to the on-line student forum any interesting story-board or video sites you'd like to share!

Part B: Social Networking Buttons/Plug-ins

Access social networking sites on the web and following their specifications to put up a simple page in your partch space that has at least one *working* social network plug-in/button on it.

Note that some social network site buttons only work if the site can scrape your webpage (which won't work for partch), while others will work if you can see the site from the browser (which will work if you used the reverse proxy server from off campus or you are on campus).

This task links to your assignment part 3 task (task 3.3), so once you feel you have the hang of it, you might like to go ahead and embed the plug-ins/button(s) in your website. Don't forget that the lab is a great opportunity to get help from your fellow students – if you like you could get them to log into your site and check that it works!

Part C: Social Networking Feeds

In this exercise, you will include a social network feed in your website. Access social network sites on the web, identify feeds that are relevant to your topic, and follow their specifications to put up a simple page in your partch space that has at least one working social network feed on it.

This task links to your assignment part 3 task (task 3.4), so once you feel you have the hang of it, you might like to go ahead and embed the feed(s) in your website. Don't forget that the lab is a great opportunity to get help from your fellow students – if you like you could get them to log into your site and check that it works!