

Module code	MDC404	Level	4
Module title	Introduction to Media Production	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Spring

1. Module description

Combining theory and practice, this module introduces you to the skills needed to produce competent and coherent audio-visual storytelling. You will gain a working knowledge of film grammar, introducing industry conventions and the fundamental concepts and disciplines necessary in production. You will also learn about techniques in pre-production planning and digital camerawork, discover how to consider light and sound and post-production practises. Throughout the process we will examine and critique your choices and share peer feedback, continuously focusing on our goal: to create visually coherent work that transmits a message creatively and persuasively.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Collaboration (MLO 01)

explore collaboration and networking opportunities to work on media productions

Professional Development (MLO 03)

identify opportunities for your learning and your personal and professional development

Communication (MLO 05)

communicate your arguments/reasoning, both orally and in writing in multicultural and/or international settings within familiar and well-defined contexts when working on planning and preproduction

Discipline Skills (MLO 08)

use established discipline-specific knowledge, techniques and tools for media production purposes

3. Learning and teaching methods

Practical workshops and example-led seminars will allow you to explore and experiment with a target set of media production techniques to facilitate your own production. You will watch demonstrations of professional techniques, replicate them in small groups and implement the appropriate storytelling technique within correct contexts. You will receive regular formative feedback during practical sessions.

Dedicated production time and self-guided fieldwork will enable you to develop skills in research, interviewing, professional equipment use, teamwork and leadership to solve real-world problems encountered by professional media production teams.

Learning hours	
Directed learning	48
Workshops/classes	48
Guided/Self-guided learning	152
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1: Project (Group Assessment)

Weight (%): 60

Word Count or Equivalent: 2-4 minutes

Working in small groups, you will produce a video short story on an agreed topic of human interest. You will focus on a relevant and contemporary issue with a social or cultural theme, based on real events and/or people. You will conduct primary research to find your story, which will include observation and interviews to help you depict your subject and engage your audience.

Assessment 2: Online Assessment (Blog)

Weight (%): 40

Word Count or Equivalent: 1200-1500 words

You will critically reflect on the evolution of the project produced in Assessment 1, weighing different aspects of the production. These include your role and how successfully you have performed it, interaction with team members, difficulties and obstacles you met and how these were tackled, the potential of your artefacts as well as any other insights gained during production. You will need to justify your stylistic choice and how it related to the content you chose to present, as well as your ethical decisions throughout the process. The journal will be presented as an online blog, and you will receive formative feedback on it. It should employ rich visual content, professional logic and language, and consistent narrative to outline how you experienced the production process.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO1	MLO3	MLO5	MLO8
Project work	x		x	x
Creative artefact		x	x	

5. Indicative resources

BBC Academy. (2012) How to shoot https://www.youtube.com/watch?v=SY2j_veB-cc
[Accessed 31 August 2022]

BBC Academy. What makes a good interview. <https://bbcacademyfiles.s3.amazonaws.com/assets/PDF/What+makes+a+good+interview.pdf>

FOUST, James C.; FINK, Edward J.; GROSS, Lynne S. (2018) Video production : disciplines and techniques. Routledge. [http://regents.cirgahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=44809.184923993&SearchTerm=~\[!1138051810\]~&PlainTerm=1138051810%20\[Std.%20No.\]&Dispfmt=F](http://regents.cirgahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=44809.184923993&SearchTerm=~[!1138051810]~&PlainTerm=1138051810%20[Std.%20No.]&Dispfmt=F)

Ben Long. (2013) Creative DSLR video techniques. <https://www.linkedin.com/learning/creative-dslr-video-techniques/introduction?autoplay=true&contextUrn=urn%3Ali%3AlearningCollection%3A6566688926596235264&u=42860412> LinkedIn learning.

Settle, Marc. (2016) Smartphone journalism.

<https://www.youtube.com/watch?v=7Fzyv0DS9I>. BBC Careers [Accessed 31 August 2022]

Singleton-Turner, R. (2011). *Cue & cut: a practical approach to working in multi-camera studios*. Manchester: Manchester University Press.