

## LEARNING CARD

# Making a video review of a book (without spoilers)

<b>Description</b>	This activity is based in a previous didactic card ( <a href="#">Making a video review of a book with spoilers</a> ), but in this case, the students have to re-make their discourse considering an audience outside the classroom that has not read the book.
<b>Tag</b>	<ul style="list-style-type: none"><li>• Social Media</li><li>• Video</li><li>• Youtube</li></ul>
<b>Skills</b>	<p><b>PRODUCTION</b></p> <ul style="list-style-type: none"><li>• Create and modify audiovisual productions</li><li>• Use filming and editing tools</li><li>• Manage content dissemination and sharing</li></ul> <p><b>SOCIAL MANAGEMENT</b></p> <ul style="list-style-type: none"><li>• Participate in social media</li><li>• Collaborate</li><li>• Coordinate and lead</li></ul> <p><b>INVIDIDUAL MANAGEMENT</b></p> <ul style="list-style-type: none"><li>• Self-manage</li></ul> <p><b>PERFORMATIVE</b></p> <ul style="list-style-type: none"><li>• Act</li></ul> <p><b>MEDIA AND TECHOLOGY</b></p> <ul style="list-style-type: none"><li>• Evaluate and reflect</li></ul> <p><b>NARRATIVE AND AESTHETIC</b></p> <ul style="list-style-type: none"><li>• Interpret</li><li>• Understand the story, storytelling, etc.</li><li>• Recognise and describe</li><li>• Evaluate and reflect</li><li>• Take action and Apply</li></ul> <p><b>IDEOLOGY AND ETHICS</b></p> <ul style="list-style-type: none"><li>• Evaluate and reflect</li></ul> <p><b>RISK PREVENTION</b></p> <ul style="list-style-type: none"><li>• Recognise and describe</li><li>• Take action and apply</li></ul>
<b>Learning areas</b>	<ul style="list-style-type: none"><li>• Foreign Languages</li><li>• Language</li></ul>
<b>Card language</b>	<ul style="list-style-type: none"><li>• Spanish</li><li>• English</li></ul>

## Structure

<b>Sessions</b>	2 + homework (Variable)
<b>Duration</b>	50' (variable)
<b>Number of participants</b>	10-30

<b>Age</b>	<ul style="list-style-type: none"><li>• 10-13</li><li>• 14-16</li><li>• 17-18</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Reading material</li><li>• Smartphone or videocamera</li><li>• Computer with editing software</li><li>• Internet connection</li></ul>

## Process

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<b>Key questions</b>	<ul style="list-style-type: none"><li>• How do the characteristics of the audience determine the video discourse and content?</li><li>• What are the characteristics of the audience you are communicating with?</li><li>• Using Umberto Eco's category of "model reader", who is your video reader?</li><li>• How can you modify the video you made previously to fit this new audience?</li></ul>
<b>Development</b>	<p><b>NOTE:</b> This activity can work on a personal level or in pairs or small groups. Re-group the teams from the previous work (<a href="#">Making a video review of a book with spoilers</a>) and set the rules for the new project: To make a new version of the book review without spoilers. <b>(20')</b></p> <p>Explain to the group Umberto Eco's concept of "model reader", giving examples and discussing how this can be translated to the audio-visual context. <b>(30')</b></p> <p>Each group must produce a video-review of the selected book following the guidelines discussed previously. Students should design their videos for a new type of audience that has not read the book. <b>(Homework).</b></p> <p>Each group must upload their videoreview to YouTube, following the instructions discussed before. Encourage your students to view and comment on each other's videos. <b>(Homework).</b></p> <p>The activity finishes with a discussion about how the different kinds of audiences change the media content. <b>(50').</b></p>
<b>Evaluation</b>	<p>Students are encouraged to give feedback to other teams in the comment section of their video.</p> <p>In the final discussion, you should also give positive feedback about the projects that accomplished the learning goals and clear advice in areas of improvement.</p>
<b>References for professors</b>	<ul style="list-style-type: none"><li>• Better Than Food: Book Reviews: <a href="https://www.youtube.com/channel/UCrY6MKSskOIKDBISvM2zEgoQ">https://www.youtube.com/channel/UCrY6MKSskOIKDBISvM2zEgoQ</a></li><li>Don Quixote - Thug Notes Summary and Analysis (Wisecrack): <a href="https://www.youtube.com/watch?v=PVkzxDJo9-Y">https://www.youtube.com/watch?v=PVkzxDJo9-Y</a></li><li>Literature playlist on YouTube: <a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtOeEc9ME62zTfqc0h6Pe8vb">https://www.youtube.com/playlist?list=PL8dPuuaLjXtOeEc9ME62zTfqc0h6Pe8vb</a></li></ul>
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