**Bioassessment Lab Video Abstract**

**Goal:** Incorporating the key elements of a laboratory abstract, create a 6 to 9 minute video featuring your group members that demonstrates and explains the Mashamoquet Brook Bioassessment.

**How:** Working in groups of three to five students, each group member is to assume an individual leadership role for one part of the video production; for groups of three or four, two people may share leadership for a second role in the production. This means that each group member is primarily responsible for the preparation of a “draft” of their part of the project (1-5), solicits feedback and contributions from the other group members to amend their draft, and then completes their part of the project incorporating the best of the group’s ideas into their draft’s revision. Multiple draft revisions may be necessary for any one person’s part to create a video that looks polished, sounds articulate and is coherent.

**A suggested pathway:**

• Create the story-board of scene sequences, images to capture and zoom in or out on. *Create a Google doc* so the whole group has access to it.

• Film scenes based on the story board

• Draft an outline for the print narrative to be read for the video’s narration based upon the story board scenes and their sequence. *Create a Google doc* so the whole group has access to it. Have everyone in the group critique and add to the narrative, but one person is in charge of writing it.

• Compile and edit the video, add images, then add in the narration. Fix transitions, polish and add music, etc.

**Group Roles:**

1) Story-board (sequence of presentation/conceptualization of scenes):

pictures and text, mind-map organizer, Powerpoint.

2) Print: narration text for each abstract part. Supports filming of scenes with specific directions about ***what*** to film at each point of the narration.

3) Filming: keep it true to the narration text – work closely with (2).

4) iMovie\* video and sound compilation and editing.

**• One person plus the “filmer” do this one and work together; filmer has a secondary role.**

\*See <Lynda.com> for “Essential Training Course on iMovie; Creating a

Vacation Video with iMovie.” “Storage” drive on “Tech Studio A”

computers to save your work.

Video tutorials also at: <http://www.apple.com/findouthow/movies/>

5) Speaker, presenter, narrator (may be more than one person; one person per abstract part). DO NOT READ YOUR PART; SPEAK AND EXPLAIN AFTER

PRACTICING SO IT FLOWS NATURALLY. Practice ***with the team listening and providing feedback*** – this is where it all comes together before you film.

**Abstract Parts to Include: OVER**

**Abstract Parts to Include\*\*:**

**•** What was done? Where, specifically, was it done? When was it done?

• How was it done? Demonstrate on site (at the creek, in the lab) AND explain (1) sampling, (2) subsampling, (3) using a dichotomous key for identification of families, and (4) the biometric calculation process (project on the screen and film a presenter).

• What were the key findings (SHOWN and DESCRIBED BY A PRESENTER) and their relation to community biodiversity: big picture data like number of riffle dwelling benthic macro invertebrate families, total number of individuals identified, dominant family and its feeding group, HBI and what it means, other metric values and what they mean (indicative of an impacted or less impacted community as they go larger or smaller in magnitude (size)?).

• What is your main conclusion about the cleanliness of the water and the health of the stream’s macroinvertebrate community: What and where is the reference stream used for comparison, what is the final % comparison of Mashamoquet Brook to the reference stream, and what does this % indicate about the condition of the macroinvertebrate community and water quality of the Mashamoquet Brook? Make a comparison between this year’s bioassessment results and the previous years’ results as outlined in Table 2 and describe trends, patterns, or consistencies.

\*\*Ultimately, this video should contain much more explanation than the one page written abstract in your lab report – use the power of the images in your video to make the abstract’s information come alive, be engaging and have the narrative more completely explain your key findings and their meaning, especially in regards to the connection between the final bioassessment of the macroinvertebrate community and the final inference of this about the water quality.