THE RMPL VIDEO EDUCATION SERIES

(August 7, 2013 edition)

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Part I: Overall Purpose/Considerations

PURPOSE:

The goal of the RMPL's video education series is to present to the widest possible audience insight into the world of stamp collecting in general and specific areas within philately in furtherance of the Library's charitable mission of education.

STAFFING:

The video production staff consists of RMPL volunteers in the following positions:

- Manager – Coordinates all aspects of the production cycle
- Script Editor – Responsible for finalizing the production script
- Videographer – Responsible for assembly of the final video
- Host – The face and voice of the video

Note: A person can assume multiple positions if necessary.

MEDIUM:

Videos are hosted on YOUTUBE in the RMPL account area which can be accessed directly or through a link from the RMPL website

CONSIDERATIONS:

Script and/or Storyboard

The proposer of the video is the author. The author is responsible for creating a 4 to 6 page, double spaced narrative and supplying slides/visuals that will become the video. It is NOT the responsibility of RMPL video staff volunteers to take ideas, notes and notions and translate them into a narrative. Although the terms "script" and "storyboard" are frequently used interchangeably, they are in fact slightly different.

Many authors are used to developing a script, in which the narrative presents a theme/subject moving to a conclusion to which the author writes. In contrast, a storyboard, presents the images/visuals at the outset to which the author writes as the visuals move towards their conclusion. The storyboard integrates the visuals from the outset with the narrative. The language of the script and/or storyboard should be in a conversational tone of voice, as opposed to a lecture or reading script.

Either a script or an unrefined storyboard is acceptable from the author. The preference is for an unrefined storyboard, as that simplifies production. The creation of the final, refined storyboard that can be easily articulated by the host is a collaborative effort of the author, manager, script editor and videographer. **Authors NEED NOT be concerned with the storyboard at the outset of their script writing endeavor**

The author is the subject matter expert and will be consulted by the video staff to verify/expertise information in the video.

Not Instructional

There are no limitations on the subject matter. The precaution here is that the content of the video should not be instructional in nature or in spirit, e.g. "How to …..," "Using the……," or "Let's visit ….."

Subject Matter:

Subjects are expected to be directly related to philately and/or postal history and have some degree of general interest to a worldwide audience. They are expected to be in good taste insofar as presentation, in English, and directed to a reasonably educated audience with a wide range of philatelic interests.   Videos can address U.S. or non-U.S. topics. Videos can focus on subjects of wide ranging interest to the hobby.

Voicing (by Host)

Voicing is not simply reading from a script. Voicing requires the host to practice, identify points of inflection and vocalization adjustment, and proper pronunciation. A high quality product is the objective of each video.   That quality is dependent upon combining a well scripted storyboard with a host whose vocal qualities will achieve a harmonious blend with the visuals. Very few individuals possess those qualities to make it work, and the video staff will decide on whose voices are best suited for the video.

Time Frames

The RMPL has no deadlines to complete videos. It is hoped that five to six videos a year can be produced using a proposed timeline outlined later in this guide.

Each video is limited to no more than 10 minutes with 8 ½ minutes as ideal. If the author finds that more than 10 minutes is needed, he/she can propose that two distinct, videos be produced.

Music:

Appropriate music may be included. The author is responsible for identifying the music to be used and supplying it to the videographer. Permission from the copyright holder must be obtained prior to submission.

Editorial Functions:

The final arbiters of the narrative content are the script editor and the videographer. Should they find the need to reduce the length of the narrative or otherwise alter the contents to fit the storyboard, they will consult with the author to make the desired revisions.

Time Line for Video Production (4 months maximum):

Task	Responsible Party	Day
Conceptualization of Video	Author	
Provision of Guidelines	Manager	
Script Writing	Author	
Script/Media Submittal	Author	1
Script Editing	Manager/Script Editor	2 - 15
Script Revisions	Author	16 - 25
Script Editing	Manager/Script Editor	26 - 30
Vocalize Script	Manager/Script Editor	31 - 40
Script Revisions – if necessary	Author	41 - 50
Create Storyboard	Manager/Script Editor/Author	45 - 50
Storyboard to Host	Manager	51
Rehearse Storyboard	Host	52 - 60
Record Video & Voice Overs	Host/Videographer	61
Video Editing	Videographer	62 - 80
Retakes – if necessary	Host/Videographer	81 - 90
Video Editing – if necessary	Videographer	91 - 98
Review/Approval of Video	Manager/Videographer	99 - 106
Post Video to *YouTube*	Videographer	107
Update RMPL Website	Web Master	108 - 120

Part II: Overview and Process

The creation of a successful video is dependent on the author doing the following:

1. Decide what the purpose and goal of the video is and who the audience (viewer) is.
2. Create an outline of the video identifying all main topics to be covered. Detailing items to be covered in each topic will assist the author as he/she progresses through the process.
3. Identify, locate, and create all graphic images for each topic in the outline. The author needs to be aware of copyrighted material used and obtain written permission for use of such material.
4. For each graphic, write a script that conveys the information that you want the viewer to learn. This is probably the most difficult part of the whole process. The script for each graphic must be to the point (one main thought), short (don't use long drawn out sentences), and written to the level of understanding that you have identified as the target viewer. Do not talk above or below their level of comprehension.
5. The completed script (preferably a Word .doc) and visuals (preferably .jpeg images and a Powerpoint .ppt) will be forwarded to the video staff for approval.
6. When the finalized script is approved, the author in collaboration with the video staff will create the storyboard. The storyboard shows the flow of graphic images (what comes first, what fades in, what fades out) and joins the narration to the visual effects.

When the storyboard, script and slide presentation are approved by the Manager, the videographer will schedule with the Host the times and places for the video and audio recordings. When all recordings are completed, the videographer will assemble the finished product and submit it for review and approval by the Manager. Once approved, the videographer will upload the video to YouTube and notify the Web Master to update the video links on the RMPL web site.

All documents, presentations, and recordings used for the video will be archived by the videographer and maintained by the Manager.

AUTHOR GUIDELINES

Steps for Writing Videos

1. Decide what the video topic is.
2. Decide who the target audience is.
    - Beginner
    - Intermediate
    - Advanced
3. Decide what the goal of the video is.
   - What should the viewer walk away with

4. Determine the title of the video.
5. Create an outline of the video.
 - Identify main topics
  - Identify details for each topic
6. Create or locate all graphic materials.
 - Identify any copyrighted material that will be used in the video and obtain permission to use.
7. Write the script:
 - Script each graphic
 - When creating script content keep the following in mind:
  - Keep to the topic (don't stray into other topics)
  - Remember who the target audience is and speak at that level
  - Remember what knowledge you want the viewer to walk away with
  - Keep it interesting or the viewer will leave.
  - Keep it short (no more than 10 minutes (8 ½ minutes or less is better)
8. With the manager/script editor, create a storyboard for each topic. Indicate:
 - When the presenter is talking to the camera
 - When a diagram or photo is displayed
 - When a hands-on sequence showing a procedure is needed
 - When a special effect or background music (which will be provided by the author) is needed
9. Submit all materials to the Manager.
10. Revise as recommended by the Manager

VIDEO OUTLINE

Sample Video Outline

Title: The Essentials of Stamp Collecting – Fundamentals

This is to be the first in a series of videos that are each aimed at a different level of expertise in the hobby. Future titles in this series would be:
 The Essentials of Stamp Collecting – Intermediate
 The Essentials of Stamp Collecting – Advanced

Goal: To provide the newcomer to stamp collecting with a rudimentary knowledge in the terminology of stamp collecting, the types of equipment and supplies necessary for the hobby and instructions on how to identify different varieties of a stamp and how to determine the grade and value of a stamp.

The course details all of the following general topics involved with stamp collecting.

Topics include:
- Albums
- Mountings
- Tools
- Supplies
- Catalogs

- Inventory management
- Types of stamp collections
- Special characteristics of stamps
- Stamp grades
- Sources of information
- Where stamps can be found

1. Introduction
01. Welcome
 Speaker introduction, course overview

2. The Tools of the Trade
01. Albums
 Different types
02. Mountings
 Explain the different types and show proper use
03. Surplus stock
 Ways to file and protect
04. Tools and equipment
 Tweezers/tongs
 Magnifiers
 Perforation gauges
05. Catalogs
 How to interpret and make sense of the information
06. Managing your inventory
 What stamps you have and what they are worth
 What stamps you need and what they cost
 Managing with software

3. Stamp Internals
01. The Care and Handling of Stamps
 Tongs not fingers
 Careful with the perforations
 Removing used stamps
02. Stamp types
 Mint vs. Used
 Singles
 Blocks and Plate Blocks
 Sheets
 Booklets and Panes
 Covers and First Day Covers
 Postal Cards
 Stamped Envelopes
03. Varieties of Stamps
 Perforated
 Imperforate
 Coil – Horz. vs. Vert. – Joint Line
 Self-adhesive
04. Stamp Classifications
 Postage

                Definitive Issues
                Commemoratives
           Air Mail
           Special Delivery
           Postage Due
           Official
           Revenue

      05. Stamp Grades
           Explain and show the difference between the grades
                F
                F-VF
                VF
                XF
      06. Gum - Not the chewing kind
           Explain and show the difference between
                NH
                LH
                OG
                NG
                RE

4. The World of Stamp Collecting
      01. Types of Collections
           Worldwide - The number of counties that have printed stamps
           Specific country - the most popular and easy to find
      02. Collect by Type and Classification
           Types
                Mint, used, single, pairs, blocks
           Classifications
                Postage
                Air Mail
                Postal Cards – Stamped Envelopes
                Covers and First Day Covers
      03. Where to Find Stamps
                Post office, stamp shops, fellow collectors, online suppliers, friends,
                family, attics....
5. Conclusion
      01. Acknowledge contributors
      02. Look for our next tutorial
           The Essentials of Stamp Collecting – Intermediate

<u>INTRODUCTION SAMPLE SCRIPT</u>

<u>The Essentials of Stamp Collecting - Fundamentals</u>

Hello and welcome. I'm ..(Host Name).. and on behalf of the Rocky Mountain Philatelic Library I would like to welcome you to the first in a series of video tutorials designed to give both newcomers as well as more experienced stamp collectors the necessary

knowledge to better enable them to enjoy their hobby. This video is specifically aimed at the beginner collectors who are looking for basic information to allow them to manage a stamp collection smartly and to allow them to proceed into more advanced topics when they have mastered the topics covered here.

In this video I will cover 3 major sections which will give the newcomer a basic understanding of the many aspects of stamp collecting. I'll begin with a discussion about the basic tools and supplies that are required for the hobby.

I'll then discuss the many different kinds of stamps that you can collect. I'll also cover to some degree how stamps are made and what different varieties you might fine for a given stamp.

Finally, I'll discuss the many different types of collections that you can elect to work on. Types of collections can range widely, and are only limited by your imagination.

I hope you will find this video both helpful and entertaining. I'll attempt to bring the important facts to you in a concise but thorough format so you will walk away with a good working knowledge of stamp collecting. Let's get started.

CLOSING SAMPLE SCRIPT

The Essentials of Stamp Collecting - Fundamentals

It has been the RMPL's pleasure in introducing you to the essentials of stamp collecting covered by this video. The video was developed and research by XXXXXXX, written by XXXXXXXX, scripted and produced by XXXXXXX, XXXXXXXXX, XXXXXXX and XXXXXXXX. It is the fifth in our video education series, and the first in a two part presentation. We look forward to the production of further videos and hope that you will revisit us in our various video presentations.

STORYBOARD EXAMPLE

The Essentials of Stamp Collecting - Fundamentals

Opening

Title Screen
Opens with graphic of RMPL growing from background followed by the title growing from the background to fill the screen for 2-3 seconds. Fade out.

Introduction

Fade in to Host on right side of screen with a standard background of books on shelves. Host welcomes the viewer and introduces self. Host continues with who the course is aimed at and what the goal of the course is. Host follows on with a description of the course topics. Host finishes with a statement "Let's get started." Camera fades out to black.

Slide 1

Picture of different types of stamp albums or materials that can used to hold stamps. Host explains how each type can be used and the costs/advantages/disadvantages of each.

Slide 2.1

Picture of stamp hinge. Host explains how it is used and the cost/disadvantage of using hinges.

Slide 2.2

Hinge fades out and a stamp mount fades in. Host explains how it is used and the cost/advantage of using clear mounts.

Slide 3.1

Picture of glassine envelopes. Host explains how they can be used to hold surplus stock but the difficulty they present when trying to find a particular stamp.

Slide 3.2

Fade in picture of stock sheets used in loose leaf notebook. Host explains how they can be used to hold surplus stock and the ease of finding a particular stamp vs. the addition cost over the use of envelopes.

Slide 4.1

Picture of tongs, magnifying glass, and perforation gauge. Host explains that these are the tools that every beginning stamp collector should have.

Slide 4.2

Arrow fades in pointing to the tongs as the host explains their use.

Slide 4.3

Previous arrow fades out and new arrow fades in pointing to the magnifying glass as the host explains why it is needed.

Slide 4.4

Previous arrow fades out and new arrow fades in pointing to the perforation gauge as the host explains why it is needed.
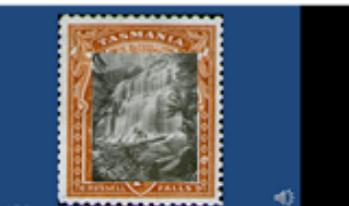
Continue the above for each slide

In the storyboard below, the initial narration **hypothetically** began as presented. You can see what it was condensed to in the final storyboard.

"The 3 pence stamp is ~~that of~~ Spring River, Port Davey, ~~located along the eastern shore of Tasmania, with the coast line mountain's in the background.~~ Here's Beattie's photo ~~capturing all the scene.~~

~~The majestic~~ Russell Falls is the ~~highlight~~ *subject* of the 4 pence stamp. ~~It appears evident that~~ Beattie's photo *appears to have been used by the engraver without retouching it.*~~was untouched for printing engraving purposes by the engraver.~~

Storyboard for: Tasmania Part 1

VIDEO	AUDIO
Clip/Tape No. Slide No. 20-A Notes/Times: 	Clip/Tape No. Notes/Times: Narration: The 3 pence stamp is Spring River, Port Davey.
Clip/Tape No. Slide No. 20-B Notes/Times: Picture Fades In 	Clip/Tape No. Notes/Times: Narration: Here's Beattie's photo.
Clip/Tape No. Slide No. 21-A Notes/Times: 	Clip/Tape No. Notes/Times: Narration: Russell Falls is the subject of the 4 pence stamp.
Clip/Tape No. Slide No. 21-B Notes/Times: Picture Fades In 	Clip/Tape No. Notes/Times: Narration: Beattie's photo appears to have been used by the engraver without retouching it.

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Part III:
Writing Guidelines for RMPL Videos
By Ron Mitchell
July, 2013

FOCUS

Have a firm idea of what you want viewers to remember when the video is over. That will be the focus of the script. Don't include things that will take away from your objective.

WHAT IS THE PICTURE?

Know what the picture will be before writing a sentence to match it. Put another way, find the picture for your sentence before you write to it.

Unexplained things on the screen are a distraction and often confusing. It is usually best to show just one thing at a time and explain what it is or why it is there.

Write to what is on the screen as quickly as possible. For instance, with words from a letter on the screen, instead of

> "But that all changed in September 1901 when a official letter was sent to the De La Rue Company…."

> "But that all changed…" is not what is on the screen. Words from a letter are on the screen. So change the sentence slightly to:

> "An official letter sent to the De La Rue Company changed everything in September, 1901."

Another example. The picture on the screen is a pictorial stamp.

> "The Commonwealth began printing pictorials for Tasmania as the supply of De La Rue stamps dwindled."

> Note that "The Commonwealth began…" is not the picture. It's a pictorial stamp. So, a slight change:

> "Pictorials for Tasmania were printed by the Commonwealth as the supply of De La Rue stamps dwindled."

PHRASES AND WORDS TO AVOID

Don't use words such as "As shown here,…" Just say what is shown. Also avoid phrases such as "As you can see,…"

Don't use interior clauses. Forget semicolons and parentheses. A sentence that uses either is not conversational. It is best not to begin a sentence with a preposition or gerund because people seldom use them that way in conversation.

BE CONCISE

Keep sentences short. Don't use words that require a viewer to think about what they mean. It slows down their ability to grasp your whole sentence. Suddenly, they're thinking about that one word and they are not listening to the rest of the words in the sentence.

Write like you talk, not like you write. You are writing for the ear and eye. Connect the two with direct (or sometimes, indirect) references. People can't go back and read something again as if it were an essay.

LENGTH

The following data are from videos produced and released by the RMPL:

> The *German Seapost* video is 1,078 words, with 30 slides, 54 screen changes and about 20 words per screen change.

> The *Tasmania Part* 1 video is 862 words, with 26 slides, 39 screen changes and 23 words per screen.

> The *Tasmania Part 2* video is 940 words, with 31 slides, 39 screen changes and about 27 words per screen.

10 minute maximum, with 8 1/2 minute length preferred.