

IPRO 333

***FINAL PROJECT REPORT
FALL 2006***

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Table of Contents

Introduction.....3

Background3-4

Purpose.....4

Research Methodology5

Assignments5-7

Obstacles7

Results8

Recommendations8

References9

Acknowledgements.....9

Project Gantt chart.....Separate File

Introduction

As we all know, getting a job can be a very difficult accomplishment. Coming out of school with a degree, students expect to fall into a job. As most professionals know, falling into a job seldom occurs and it takes hard work to find a good job. In the fall of 2005, IPRO 333 was given the task to help IIT students get jobs. In their quest to helping students they decided it would best suit students to create a video documentary outlining the job search process. Now, two semesters later, IPRO 333 still exists; what the fall of 2005 team only thought possible is complete.

Background

As stated before this is the third and final semester of IPRO 333 that has continuously been developing a documentary to help IIT students earn better jobs. This project has involved over 35 students that utilized their skills to produce this documentary. Each student possessed unique skills that helped create this film. In the first semester of the IPRO they decided the story and in what form to exhibit the story.

Spring of 2006, the second semester, team's focus was finishing as much filming as possible. This included shots of campus life, interviews of professors, students and professionals as well as coverage of the job fair. At the end of their semester the IPRO had filmed over 30 hours of film and, due to their limited time, only developed a small trailer to a video that did not exist.

Finally, this semester the task was up to our team to finish the documentary. This includes viewing all 30 hours of film and time stamping each video, allowing us to recognize relevant video material as well as the film and sound quality. This portion of the project was one of the most demanding and took a group effort of 90 hours to complete.

Next our group needed to put the clips together in a coherent manner that would tell the story we all envisioned in our heads. The only problem is that each team member saw the documentary in a different way. Some envisioned a comical story while others saw a dramatic documentary with its ups and downs. Others saw it as an instructional video. This in fact sent our team to a halt and for two weeks very little was accomplished. After meetings between the team leaders, teaching assistant, and faculty leader, it was decided that the story was unimportant at the moment and the team needed to start editing.

Editing posed another problem; no one had ever done any editing before this IPRO. Fortunately this hurdle had been thought of very early in the semester and six team members had embarked on a video editing crash course that included 5 sessions in which all the members put in over 180 hours of work.

In developing our final project the team came across two distinct ethical problems. In shooting film and covering interviews we needed the permission of the interviewee to use the video in our documentary. The semester before us developed a consent form that informed the interviewee their video might be used in a documentary and that before the team could use it we would need their signature.

Another issue the team faced was in editing the movie. Every film has one thing in common: music. We were stuck because most music is copyrighted and we needed the consent from the music label in order to use it in the video. After receiving “no” from the labels we contacted, we decided to use music that was created by fellow students from IIT. At first it seemed implausible that a student band would be able to create the music we needed but after screening the music the team was pleasantly surprised and this the music currently in the film.

Purpose

All students face the problem of finding a job after graduation. After the first semester team polled a pool of students, it was apparent that a student’s main concern is finding a job. This is why IPRO 333 chose the problem of finding a job after graduation. This was our main objective and to achieve this we completed another objective of enhancing our own knowledge of the job search process. Our other main objective was to complete a documentary that would illustrate to students the job searching process.

A team goal that was set after the designation of the problem was to come together as a high-powered, self-managing team so that the group may work more efficiently and enjoy the challenge of creating this film. In completing the video our team had to meet another objective which was to complete a video editing course so that we could create an aesthetically pleasing video.

A secondary objective was to complete supplementary videos such as special interviews, “How to Prepare for an Interview”, “What Not to Do”, “Being Late to an Interview” and “Red Flags”.

IPRO 333 is a continuing project and many objectives overlapped between the semesters. The second semester team filmed over 30 hours; we had to watch every single film in order to find the story in it. This was one of our main objectives, to screen and timestamp all the video, which as stated before was 90 hours of work.

Our main constraint in accomplishing all these objectives was time. Most tasks were being completed in parallel which required each person to be doing two or three things at a time. As stated before there was 90 hours put in screening and time stamping, over 180 hours video editing training, close to 30 hours in additional filming and over 400 hours of video editing.

Research Methodology

Our team did not complete any traditional research. However, in completing our training for editing and filming some basic research was completed.

The editing team hired an instructor to teach them the basics of a software package named “Final Cut Pro”. Although they were taught most of their current knowledge, a small amount of research was required when the instructor was unavailable to help the students.

As for the filming team, some small research was conducted in learning some smaller intricacies in filming production. Most of the filming instruction was conducted by Paul Lenzen, the teaching assistant who had been a part of IPRO 333 in both previous semesters and had intimate knowledge of filming.

Assignments

Team members:

Name: Julia Campana
Major: Professional and Technical
Communication
Status: Senior
Skills: Scripting, Project Manager,
Music

Name: Carolyn Wood
Major: Physics
Status: Junior
Skills: Editing, Scripting, minute taker,
IPRO Day Coordinator

Name: Megan Mims
Major: Psychology
Status: Senior
Skills: Scripting team, minute taker

Name: Paul Lenzen
Major: Computer Science
Status: Senior
Skills: TA

Name: Kyle Carlton
Major: Biomedical Engineering
Status: Senior
Skills: Editing, Project Manager

Name: Janusz Pula
Major: Electrical Engineer
Status: Junior
Skills: Editing, Master Scheduling

Name: Oscar Olmos
Major: Chemical Engineer
Status: Senior
Skills: Editing, DVD conversion,
timesheet collector

Name: Ben Roberts
Major: Chemical Engineer
Status: Junior
Skills: Project Manager, Filming Team,
overall scheduling, IPRO Day
Coordinator

Name: Christian L Pham
Major: Electrical Engineering
Status: Junior
Skills: Editing, filming team, DVD
conversion

Name: Miguel De La Cruz
Major: Chemical Engineering
Status: Sophomore
Skills: Editing, Music.

Teams have significantly changed based on need. After one of our group members dis-enrolled in the course, we needed to change the teams so that they were more evenly distributed. We then had to change the teams again for IPRO Day. The team designated three individuals to complete the major parts to IPRO Day. This put even more stress on the editing team in accomplishing its goals. The team answered the call and everyone worked through the challenges of the semester.

The following are called challenges because in the job search process you can not continue unless you successfully complete the previous challenge.

Challenges:

Offer and Decision

Members: Julia, Oscar

Leader: Julia

Sub Leader: Oscar

Leader tasks: Coordinate the DVD distribution and the time stamping.

Sub-leader tasks: Control deadlines and schedule for the tasks.

On site Interview

Members: Christian, Ben

Leader: Ben

Sub Leader:

Leader tasks: Coordinate the DVD distribution and the time stamping.

Sub-leader tasks: Control deadlines and schedule for the tasks.

On campus Interview

Members: Miguel, Kyle

Leader: Dave

Sub Leader: Miguel

Leader tasks: Coordinate the DVD distribution and the time stamping.

Sub-leader tasks: Control deadlines and schedule for the task.

Job Fair:

Members: Carolyn, Megan, Janusz

Leader: Carolyn

Sub Leader: Megan

Leader tasks: Coordinate the DVD distribution and the time stamping.

Sub-leader tasks: Control deadlines and schedule for the task.

Technical Teams

Filming Team: **Ben**, Christian, Julia, Megan, Carolyn, Miguel, Janusz

Tasks: Responsible for any additional filming the project might need.

Editing Team: **Oscar**, Carolyn, Christian, Ben, Megan, Julia, Kyle, Miguel, Janusz

Tasks: Responsible for the edition of the documentary, putting all footage together.

Scripting Team: **Julia**, Carolyn and Megan

Tasks: Responsible for the Script of the documentary, these groups will coordinate time stamping and working with the editing team to build the documentary.

Designation of Roles

Minute Taker: Megan Mims This member is in charge of recording decisions made during meetings including task assignments or changes under consideration.

Agenda Maker: Ben Roberts This member is responsible for creating an agenda for each team meeting. This provides structure to the meetings and offers a productive environment.

Time Keeper: Carolyn Wood This member needs to be responsible for making sure meetings go according to the agenda.

Weekly Timesheet Collector/Summarizer: Oscar Olmos This member is responsible for collecting weekly timesheets from each member of the team and updating everyone with a summary report.

Master Schedule Maker: Janusz Pula This member is responsible for collecting schedules from all the team members and developing a master schedule, which tells the team when members are available and how to contact them.

Team Leaders: Ben Roberts, Carolyn Wood These individuals are in charge of weekly meetings and are to give guidance to the logistics included in this project. They are the direct channel of information to and from the professor as well as mediators to any dispute the group experiences.

Director: Paul Lenzen This individual's tasks include giving guidance to the story being told and suggests solutions to problems editing comes across.

These above assignments can also be viewed in a Gantt Chart that is in a separate file. It shows the milestones in a timeline form.

Obstacles

In the first part of the semester the team never really had any obstacles except the tasks they were assigned and completing them in a timely fashion. During the beginning of the second half our group was presented with a stream of hurdles. It began when our team was deciding on the type of film to produce. Many people had different ideas, such as creating a comical film, a dramatic piece, or even an informational and instructional video. At that point we encountered another hurdle: one of our team members dropped the course. This posed a major problem because of all the time we were going to have to put into editing and the more bodies we had the easier that task was going to be. Nonetheless, this was a rough time for our team. However, we overcame these obstacles in a resilient manner. Before these problems our team was running along just fine. Even after two weeks of battling through the problems we came out running faster than ever. Our group leaders, teaching assistant and faculty advisor came together and decided that instead of deciding what type of video to produce the team should just start editing and put the video together. After the film was complete we could then realize what type of film we had produced. This helped the team immensely. Losing a team member always hurts and this case was no different. This required everyone to put in more work towards the end of the semester. IPRO 333 did exactly that. Even though projects and tests are always at the end of the semester, our team did not quit and put in all the time required to complete the project.

Results

This team accomplished much during the course of the semester. The team watched a great deal of film and then time stamped in order to pick and choose the relevant parts for the documentary. The team was trained in video editing that took over 180 hours.

Our team was also trained in filming production. Our teaching assistant, Paul Lenzen, gave us a crash course in video shooting. He explained all the relevant pieces like scripting, location, lights, sounds, camera angles, cast, crew and costume. We completed many video shoots including a follow up with an old interviewee who is now in the working world. We completed another video, "Being Late to an Interview" that followed a young man doing all the wrong things in preparing for an on-site interview.

Our editing team completed small supplementary videos to accompany our final documentary piece. These were 5-10 minute clips that showed everyone in class the advantages of editing and the styles each one of them possessed.

Finally our team produced a documentary which addresses our problem to be solved: Finding a Job. This video took over 400 hours of editing and required all nine members to work 10-20 hour weeks just so the video is completed by the end of semester. The team members were required to think of plot, voiceover, transitions, quality of film, flow, and especially music to fit the mood and give excitement when needed.

Recommendations

This is the last semester of IPRO 333 and the goal of the first semester is finally being completed. However, if this project were to continue on, the next team of students could research how effective this video is and poll students who have watched it as to the usefulness of the film. After gaining the feedback required the team could go back and redesign the film to better adapt to the students' feelings of the film.

References

“Introducing Final Cut Pro Tutorial” John Pecak

“Learning More About Final Cut Pro Tutorial” John Pecak

Acknowledgements

Daniel Ferguson: Instructor

Paul Lenzen: Teaching Assistant

Joy Robinson: DMC

John Pecak: Final Cut Pro instructor

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