Adult Day Services Memory Masterclass Promotional Video

Project undertaken for:

Ila Schepisi - Adult Day Services Director

Team Information:

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CS 4624 Multimedia, Hypertext, and Information Access
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I. Executive Summary

The goal of this project was to create a promotional video for Virginia Tech's Adult Day Services center, specifically to advertise for their Memory Masterclass program. Adult Day Services is a center located within the Human Development and Family Sciences Department at Virginia Tech. They are licensed by the Department of Social Services to offer personal care, health monitoring, meals, therapeutic activities, dementia care, and recovery assistance. They serve typically 18 participants each operating day who average about 75 years of age. According to ADS's mission statement, the center is dedicated to providing a center focused on the well-being and optimal functioning of its participants, a resource for caregiver support, an education opportunity for students, and a community among generations of children, college students, and adults. One of ADS's main service offerings is their Memory Masterclass course. This course is offered in 6-week sessions to participants over 55 years of age who want to maximize their brain health. The focus of the course is to educate and serve people who have been diagnosed with Mild Cognitive Impairment (MCI). MCI is not a symptom or precursor to Alzheimer's or dementia, but rather a condition that occurs as aging changes brain function. In the 6-week course participants learn strategies for application to daily life that can strengthen brain reserve as you age and get connected with others who have similar concerns about memory. Our main objective was to create a promotional video that Adult Day Services could use on their website to inform and attract people to take the class.

This project was broken up into several different stages. The first stage was to meet with our clients, Adult Day Service professionals, to gain a better understanding of the project requirements. Our clients described to us that they would like a video that showcased the active, healthy lifestyle of one of their Memory Masterclass participants. This would include footage of men and women doing outdoor activities, participating in class, and doing mentally-stimulating activities. From meeting with our clients, we came to realize that they wanted a specific type of aesthetic to their video - a combination of active and "homey" footage. An important goal for our clients was to have the video ready to be presented at an AARP event in mid-march, so the first stage of this project had to be completed by that deadline.

The second stage was scheduling time to physically shoot the videos. This involved renting camera and sound equipment, coordinating with our clients and course participants, deciding on filming locations, and collecting the raw footage. Once we had shot all of the raw footage, the third stage comprised of condensing, cleaning, and enhancing the raw footage to create a preliminary draft of the video. The video was

delivered to the client, we received feedback, and have begun work revising the video to meet client specifications. The client will be able to use this video for advertising on the ADS website, as well as at different events where their services are promoted. The fourth stage of this project is what we are currently working on right now. Another recommendation was that we prepare another video that was a bit shorter, approximately 90 seconds long, that could be used as a shorter promotion. This shorter video will likely be a condensed version of highlights from the 4-minute video.

The third stage was to revise the initial version of the video based on client feedback. This involved sitting down with our client and gaining specific insight as to what details they liked and what they wanted to be modified. After we acquired feedback, we were able to reshoot footage that was not preferable and take more shots of outdoor activities. The final version of the video incorporated footage from both stages of filming as well as the client's desired changes. This version of the video was also shown to an applicable user pool of Memory Masterclass students to allow us more feedback. Minor edits were added and the final version of the video was shared with our clients.

II. Introduction

The overarching purpose of our project was to create a promotional video advertising the services of Adult Day Services Memory Masterclass program. ADS is interested in raising awareness about Mild Cognitive Impairment (MCI) and providing individuals with opportunities to learn about brain health.

A. Objective

Adult Day Services as a whole is deeply committed to giving the adults the opportunity to develop confidence, self-esteem, and self-expression while building and maintaining their skills. One way that ADS seeks to do this is by offering their Memory Masterclass program to adults over the age of 55.

The main goal of our project was to create promotional material for the Memory Masterclass program so that ADS can reach individuals diagnosed with MCI earlier in their lifetime. ADS is serving a group of men and women closer to the age of 75 and find that if participants like these had utilized their services earlier in life, their brain functionality would have been greatly strengthened. In short, they are finding that participants are coming to them later than is optimal to improve brain health with an MCI diagnosis.

ADS would like to reach potential participants earlier on in the process and help them increase brain function at an earlier stage of life. The video is a tool that ADS can use in a variety of contexts, for example putting the video on their website or showcasing it at an AARP conference.

B. Client Background

Adult Day Services is a center located within the Human Development and Family Sciences Department at Virginia Tech. They are licensed by the Department of Social Services to offer personal care, health monitoring, meals, therapeutic activities, dementia care, and recovery assistance. They serve typically 18 participants each operating day who average about 75 years of age. According to ADS's mission statement, the center is dedicated to providing a center focused on the well-being and optimal functioning of its participants, a resource for caregiver support, an education opportunity for students, and

a community among generations of children, college students, and adults. One of ADS's main service offerings is their Memory Masterclass course. This course is offered in 6-week sessions to participants over 55 years of age who want to maximize their brain health. The focus of the course is to educate and serve people who have been diagnosed with Mild Cognitive Impairment (MCI). MCI is not a symptom or precursor to Alzheimer's or dementia, but rather a condition that occurs as aging changes brain function. In the 6-week course participants learn strategies for application to daily life that can strengthen brain reserve as you age and get connected with others who have similar concerns about memory.

C. Project Background

i. Current Infrastructure

Upon meeting with the client, we received brochures for Memory Masterclass that contained quite a bit of useful information that would be interesting and informative to a potential participant. The only way that someone would have access to the information in the brochures is if they physically come into the ADS office. It is harder to distribute physical marketing materials and there was a need for an easily-accessible promotional video to supplement the current information already available.

Adult Day Services currently has minimal technological infrastructure in place to inform potential participants about their services. The ADS website provides an overview of what services they provide, however it does not provide any specific information about what Memory Masterclass is, what it does, and when/where it is held.. There is a page on their website where they announce the class and provide a point of contact, but that is the extent of their information online. See image below.

Memory Masterclass is a course for people 55+ with Mild Cognitive Impairment or who are interested in maximizing their brain health. In the 6-week course participants learn strategies for application to daily life that can strengthen brain reserve as you age and get connected with others who have similar concerns about memory.

Contact Adult Day Services for more information and registration. Don't forget to ask about our supplemental courses!

540-231-3161

Figure A: Memory Masterclass General Information from ADS Website

ii. User Roles

These are the roles of individuals who will be interacting with the promotional video(s), from the user/marketing perspective. We will detail each role, providing more information on how each role interacts with each other.

ADS Employees
Adult Day Service employees were in frequent communication with the Promotional Video Team during the duration of the project. They are responsible for providing overall vision for the video and making the requirements, expectations, and goals clear for the videographers. Once the video is created, they interact with the video by including it in promotional materials and imbedding it into their website. They may offer the video to prospective Memory Masterclass participants who inquire about the class to give them an overview of what they can expect from the class.

Prospective Participants & Family Members
Prospective participants would interact with this video if they came across it on the ADS website, or if it was provided to them by an ADS professional. A family member or loved one may be interested in such promotional video as well as they are seeking care for an aging family members. They would be able to interact with the video in the same way.

AARP
The first version of this video was showcased by our clients at an AARP event. AARP members and event attendees could view the video to become informed about the kinds of services Adult Day Services at Virginia Tech provides to members of the community. Although this was not the final nor best version of the video, it was high quality enough to showcase at a professional event.

iii. Project Roles

These are the roles of individuals who will be interacting with the promotional video(s), both from the creation and from the marketing sides. Here, we detail each role, providing more information on how each role interacts with each other.

Student Group / Videographers
This group as a whole was responsible for meeting and communicating with the client about their needs and goals for the video. This particular team came to the project with a variety of different videography skills, so some members were responsible for learning video editing software and filming techniques.

Team Member Roles
Pablo Castillo: Team Leader, Videographer, Video Editor
Maddie Kulik: Team Organizer, Creative Lead, Video Editor
Jose Zurita: Video Organizer, Videographer, Video Editor

Note: See *Appendix A: Team Member Individual Contributions* for greater detail about each individual's contributions to the project.

D. Client Requirements

This is a brief description of the overall requirements of our project. We will discuss the specific requirements of the video in the *Requirements* section of this report.

At a minimum, our client would like a promotional video that is 4 minutes in length. This is their main request because a video of this length would be optimal for including essential information about Memory Memory Masterclass - testimonials, information about MCI, clips of an active lifestyle, and a description of the class curriculum. Currently, our team has submitted the first draft of the video to the client and we are waiting to receive their initial feedback. This feedback will include minor improvements to the video based on our client's specifications, as well as potential changes suggested by group members. Overall, our main focus is to create an excellent version of the 4-minute video before moving onto lower-priority deliverables.

While it is not a strict requirement, we proposed the idea of a 90-second video to the client and they expressed their interest in this as well. A shorter video is something they would also like to have for future promotional opportunities. The 90-second video would take the most important parts of the 4-minute video and condensing it into a shorter version that carries the same message.

E. Constraints

i. Communication & Scheduling Conflicts

In this project, we are not simply taking our immediate team members' schedules into account when scheduling filming time. We are also constrained by the availability of our clients to schedule meetings, as well as be aware of the schedule of any of our

participants. Coordinating these times was not a problem, but was definitely a challenge that we were aware of from the beginning of the project.

ii. Privacy & Permission

Many of the ADS participants prefer to right to privacy and would not like to be named and/or filmed. We were constrained to filming participants who had agreed to our project through getting them to sign wavers. When filming, we had to choose locations where there was no possibility of filming someone who had not given us their permission.

iii. Background Noise

Ideally, the filming locations would be a combination of the classroom environment, Adult Day Services facilities, and outdoor locations. The constraining factor is the level of background noise in each of these places that the videographers would have to minimize during the filming and editing phases. Each of these locations is an important factor in the aesthetic of the video, so there is significant priority in learning how to handle this constraint.

iv. Weather

One of the most important aspects of Memory Masterclass is the participants' ability to enjoy physical activities. Our team thought to include footage of participants doing outdoor activities, such as walking on the Huckleberry Trail, riding bikes, or interacting with their families. The constraining factor here is the weather. In order to shoot these outdoor scenes, the weather needs to be cooperative (i.e. no precipitation, higher temperatures). Since the AARP deadline was mid-march, we were not able to shoot the outdoor scenes due to cold, snowy weather. In the future, we will definitely be constrained by the weather. Ideally, we will wait to shoot the active footage for another few weeks until we can guarantee good weather.

v. Volume of Feedback

One of the biggest milestones that we had to accomplish was a prototype four minute video on March 15th. This video would follow our storyboard and have the overall structure that our clients and us discussed. Afterwards, we had a client meeting to go over feedback on the prototype video. Our clients had numerous minor changes that they wanted us to implement into the final video. The clients wanted background music to be added throughout the video. They also wanted a proper intro and outro that would

include a logo of the Memory Masterclass. The main concern was the stock footage that we used in the prototype video which our clients said looked out of place. Another change was making sure that we had more cuts because they did not want the video to have one person just speaking for too long. Lastly, they wanted to refilm Sara Amos's parts. The background scenery we were in looked too plain and Sara and Illa preferred the angle that we filmed Illa's shot in.

F. Statement of Scope

The Adult Day Services Memory Masterclass Promotional Video is primarily a semester-long project. However, since the project includes multiple videos, each version of the project has a slightly different scope. The first version of the 4-minute video had a scope of about 2 months because of the March deadline for presenting it to AARP. Since that video had to be completed in such a short timeline, there are definite improvements that will be made. The second, and more polished version of the 4-minute video has a semester-long scope. We will receive client feedback as well as discuss potential changes between team members that will allow us to make necessary edits. The 90-second video also has a semester-long scope. The idea for a shorter video was presented at the beginning of the semester and is a byproduct of filming for the longer video. Although we have not begun to construct the shorter video, we have already shot most of the footage that we are planning to include.

Over the course of the semester, we followed a week-by-week schedule to make sure we were staying on track and completing our milestones. A summary of that schedule is detailed here:

Based on client feedback, our initial timeline was adjusted quite a bit after each touch point. This is a brief timeline of the milestones we focused on over the course of this semester. It reflects the accomplishments we actually completed each week, not our projected plan that we developed at the beginning of the semester. We did not end up following this closely, so it would be unimportant to include.

Date Range (Week of:)	Goals and Major Milestones
1/27	Meeting with Clients for the first time
2/3	Created a storyboard
2/10	Created a vague script

2/17	Second Client meeting
2/24	Filmed inside footage
3/3	Condensed footage into 4 minute video
3/17	Got client feedback
3/24	Refilmed portions of videos
4/7	Filmed outdoor footage
4/14	Edited final version of video
4/21	VTurchs presentation
4/28	Final Report Edits
5/5	ICAT Presentation
5/12	Final Report Submission

Table 1: Semester Goals and Major Milestones

G. Long-Term Goal

The long-term goal of our project is to create a video that can be used as promotional material for the Memory Masterclass for the foreseeable duration of the class. Unless the class changes drastically or the curriculum is redone, ADS should be able to use this video as long as they are offering the class. The goal is to make a video that is high-quality and includes all important information so that the video does not need to be changed or edited in the near future. This project is not incredibly extensible, meaning that it cannot be easily manipulated and changed by future teams. New footage would have to be shot, edited, and inserted into the files that we have already created in iMovie.

Our team is committed to providing the best documentation we can to make the project as extensible as possible for a project of this nature. This involves writing a detailed User Manual and Developer Manual, explaining our process from start to finish, as well as making all of our pre-existing footage available to future teams on Google Drive. While our video may not be easily changed, we are attempting to describe our process well-enough that someone with little or no training in videography could replicate our process.

H. Report Structure

This report has eleven major sections: *Executive Summary, Introduction, Requirements, Design, Implementation, Feedback and Evaluation, User Manual, Developer Manual, Future Work, Acknowledgements, Lessons Learned,* and *References*. These main sections are augmented by a Table of Figures and detailed appendices. The most important parts of the report are the Implementation, Developer Manual, and Lessons Learned. *Implementation* is important because in this section, we walk through the entire process of what it took to coordinate, shoot footage, and create the promotional video. The *Developer Manual* is another important section because this is where we describe our entire technical process of using iMovie software and camera and sound equipment to record footage and create the video. Someone with little training in videography and no context for our client could walk through this process and be able to recreate the video. Finally, we learned quite a bit from this project and were able to detail all of our findings in the *Lessons Learned* section.

III. Requirements

There was one main deliverable for this project: the 4-minute promotional video. Another lesser important deliverable that we discussed was a 90-second condensed version of the longer video. The 4-minute video was a strict requirement, but the 90-second video was an optional add-on deliverable if time allowed for it. Both videos had similar requirements which are detailed below.

A. Time Constraints: Four-Minute Video

The 4-minute video took priority over the 90-second video. The only requirement for the longer video was that it was specifically around 4 minutes in length. This was a requirement by our clients because they wanted promotional material that was long and comprehensive enough to explain in full exactly what Memory Masterclass offers. They did not want a short, commercial-like video, but rather something that could fully inform the viewer about the content and benefits of the class. They wanted the video to have components of professionals speaking about MCI awareness, testimonies from former participants, members of the administration talking about the class curriculum, as well as shots of people being active both indoors and outdoors. In order to give significant time to each of the components that our clients wanted to include, 4-minutes was the appropriate duration for the video.

The video also needed to be about 4 minutes to be able to showcase at an AARP conference. Our client, Ila Schepisi, was speaking on behalf of Adult Day Services at an AARP event and wanted to showcase the video. 4 minutes was the right length to be able to fully inform AARP members about Memory Masterclass without spending too much time showing a long video.

B. Time Constraints: 90-Second Video

During our in-class progress meetings with Dr. Fox, we agreed that it would be valuable to present the client with the idea of a shorter video that they could use as similar promotional material. The point of creating this video was to provide the client with a shorter benchmark of what we were creating in the long-run with the 4-minute video. This requirement was more flexible, and the order which our team created the videos ended up changes. Therefore, the goal of the 90-second video changed from being more of a preview for the longer video to being just a similar version of the longer one.

The shorter video could be used for similar marketing contexts, but in situations where it was appropriate to provide a more brief overview.

C. Aesthetic & Video Content

One of our client's major concerns was the aesthetic, or the "feel" of the video. They specifically wanted something that was a combination of a "homey" atmosphere and an active lifestyle. Overall, they wanted to attract their viewers by portraying the class as authentic, comforting, and welcoming. They wanted the essence of the video to communicate the quality of life they strive to help the members of their class achieve. They specifically wanted to stay away from a sterile or academic feel. Although the content of the video is all about a class, and the majority of the activity occurs in the classroom, the video's aims its focus on life outside of the classroom. Achieving this aesthetic involved shooting in a variety of locations, including inside Adult Day Services facilities, various classrooms, and office spaces.

One thing that was a challenge for achieving the desired aesthetic was shooting outdoor locations. Since we did most of the filming for the first video in mid-March, the weather was still very cold and snowy. We weren't able to film our own footage with participants outside, so we used stock footage of outdoor activities instead. Since this is a very important component contributing to the "active" portion of the aesthetic, our team took advantage of nice weather in April and collected footage of actual participants exercising, doing outdoor activities, and engaging socially with each other while relaxing outside. We felt that this would provide a greater level of authenticity to the video.

D. Video Content

Our client had a very specific list of requirement that she wanted us to include in both videos. We spent a significant amount of time at our meetings to make sure we understood all of the desired details and goals, as well as which ones to priorities for both the long and shorter videos. First, our clients wanted opportunity for staff members to raise awareness about Mild Cognitive Disorder (MCI). They wanted to introduce this information pretty early on in the video so that prospective students and family members would understand the need for the class. Second, our clients wanted scenes of people living an active lifestyle. We had the freedom to decide what direction to go with this, and would like to film outdoor activities once the weather gets warmer. Third, our clients wanted actual participants to be able to speak to their experiences from Memory

Masterclass. This involved recruiting former students who were willing to share their experiences and bringing them into the facilities on filming day. Fourth, the clients felt that it was important to describe the class, specifically what participants could expect from the curriculum, instructors, and overall experience.

E. Quality

One of the main goals of this project was to be able to use the videos as promotional materials for as long as Memory Masterclass is offered. Our goal was to create both videos with excellent quality so that they would not have to be redone unless the curriculum changed. This involved renting high-quality equipment with which to film, spending significant time putting together the video, and being extremely detail-oriented. It also involved communicating with the client about all of these specific details to make sure that we were not missing any information and that we were achieving the aesthetic that they desired.

Our client made the priority of quality clear in our first meeting before we even began shooting footage or developing a storyboard. This was our utmost priority during the first round of collecting footage. After we showed our client the first version of the video, they had some specific comments about the quality of the film that we had collected. They were active in giving us feedback about quality throughout the entire process. This involved us reshooting certain scenes that were dark or that the sound quality was not optimal, reframing shots, and using a greater variety of backgrounds. We also took great care in making the video flow cohesively, introducing the stock footage that we collected at optimal times in a seamless way.

IV. Design

A. Client Questions

These are the most important questions that we asked our client when we were trying to get a sense of the material they wanted to be showcased in the promotional video. We addressed these questions with our clients at the very first meeting that we held with them at the beginning of the semester.

These are also questions that someone watching this promotional video would have before hand but will hopefully have answered by the end of the video.

- What is the goal of Memory Masterclass?
- Why should people sign up for the class?
- How does the curriculum help its students?
- When and where will the class be held?

B. 4-Minute Video Outline

The second stage of our design process was to create an outline which would function as sort of a verbal storyline, describing each scene we were planning on filming and where voiceover and stock footage would fit in. The purpose of constructing this outline was twofold. First, it was very helpful to us as team members to be able to create one consistent storyboard that we all agreed on. It was a way for us to collaborate and combine ideas that each of us had for various parts of the video. Second, it was to be able to present a clear and concise idea of our concept to the client for approval. We were able to share the document that we developed with our clients and they offered us feedback and made minor changes to the outline a few days before we started filming.

Note: See *Appendix B: 4-Minute Video Outline* for a copy of the document that we shared with our client.

C. 4-Minute Video Script

We had constructed a loose script before the first filming day for our clients, Ila and Sara, and the former Memory Masterclass participant, Susan, to be able to follow. This script

was basically an elaboration of the outline that we had proposed and gotten approval on during an earlier meeting.

Note: See *Appendix C: 4-Minute Video* for a copy of the script that these three participants used.

V. Implementation

This section documents our team's process for actually collecting footage and creating the video. We filmed in a variety of different locations to achieve the quality and content that our client desired. In each location, the implementation of the equipment was the same, as is documented below.

A. Room Setup

The rooms were set up mostly by the ADS crew. In one shot, the room was such that the background could hold pictures and information that pertained to Memory Masterclass. The next room was more familiar in its set up with a pamphlet of Memory Masterclass in the background as well as plants and books to give an inviting academic feel. Lastly, Ila Schepisi wished to be shot in front of her plaque to demonstrate her title.

B. Filming Angles

We decided on a filming angle that was eye-level with the speaker to show the speaker as an equal, center-screen to centralize the information, and looking to the right of the camera so it would seem a bit more conversational. It was important that the speakers looked the same direction for consistency.

C. iMovie Setup

The clips were brought into iMovie by continuous shots and then split up, cut, color-corrected using auto by iMovie after seeing that more particular color-correcting was not beneficial due to lighting elements, and then the noise was improved. This was then brought to the second team member who rearranged the clips and added the stock footage to create a final product.

D. Audio Enhancement

A shotgun microphone was used to focus the audio's attention on the speaker's voice, but some noise did come through. This was mostly fixed in post-production, but could

not be fully eliminated. Auto audio enhancement was used first, which improved it a bit, then attempts made by using equalizer to enhance voice with the reduced background noise option and found the optimal percentage for it.

E. Lighting Enhancement

No extra lighting was brought in previously for filming, but for future filming, this would be preferable.

F. Combining Clips

Once we had corrected the audio and the lighting of all of our clips we had to fuse them together with seamless transitions.Our main job was to try to stick as close as possible to the approved outline that our client and us had worked on. We had three main clips that included our testimonial with a former class member, the introduction and Memory Masterclass description done by the teacher of the class Sara and the Memory MasterClass origin and closing done by the director of Adult Day Services Illa. These clips were edited, nonetheless we still had a lot of unusable portions of the clips to edit out. The first step in combining these clips was to use stock footage that we got approved beforehand (see appendix). We used the stock footage as an introduction with a voice over from Sara describing what the Memory Masterclass is and what they'd hope their students to take away from the class. Afterwards, we would include a transition from the stock footage to Illa speaking about the Memory Masterclass and how the program got started. We decided as a group that we would include further stock footage that is referenced in our appendix, so the video isn't just Illa speaking straight. We decided to add footage exactly when Illa starts talking about the process that they had to go through while creating this new program. Then we included a transition from the stock footage with Illa's voiceover to our testimonial from a former student. This was the longest clip we had so we decided to break this clip down to two parts and mix transitions between the testimonial and Sara's clip describing the course itself and the curriculum. We thought the most powerful part of this four minute video should be the testimonial since its direct feedback of the Memory Masterclass that the video is trying to promote.

VI. Feedback and Evaluation

A. 4-Minute Video Critique

We delivered the first draft of our video to our clients on March 15, 2019. We were able to meet with them shortly after to gain their feedback. They had a lot of valuable insight into details that they felt should be changed, as well as shots that should be refilmed. Their main point of feedback addressed the stock footage - they wanted this replaced with live footage from both of the classes that they offer under Memory Masterclass.

Note: See *Appendix D: Feedback on 4-Minute Video* for a copy of the feedback we collected during our client meeting.

We completed the final version of the video, including new "live" stock footage and the desired reshot scenes, on April 28, 2019. We sent this video to our clients to review and they were very pleased with the final product, not having any further changes that needed to be made. Our main source of feedback is from user testing that we each conducted with our own set of participants. We developed a set of questions and criteria for users to be able to provide feedback with.

Note: See *Appendix E: Feedback on 4-Minute Video II* for a copy of the feedback we collected during our client meeting.

Note: See *Appendix F: User Testing Criteria & Results* for a copy of the feedback we gained from user testing.

B. 90-Second Video Elimination

As of March 27, 2019, the last time we touched base with our client over this matter, we had not yet started compiling footage for the 90-second video. During that meeting, we presented a very short preliminary outline for the 90-second video. Our client approved this outline, but decided that the 4-minute video was the priority over the 90-second video. As a team, our goal was to complete the 4-minute video with excellent quality and then move on to the shorter video.

Originally, we believed that we had allotted enough time to create the 90-second video. However, as the semester has progressed and we received a large quantity of

suggested edits to the 4-minute video, we no longer had the capacity or the time to deliver this shorter video. This was a decision made by our team member's best discretion that we should spend all of our remaining time improving the 4-minute video as much as possible. We have already communicated this decision to our clients and do not believe it is something that they will ask us to complete before the end of the semester.

Note: See *Appendix G: 90-Second Video Outline* for a copy of the original 90-second video that we shared with our client.

VII. User Manual

A. Length:
The length of the final video is 3:35. The reason the video is slightly below the four minute mark we intended to have originally is due to time constraints. In the original outline we planned to have Ben Kratz speak in our video relating to the research side of the Memory Masterclass.

B. Dimensions:
The video is shot in a 1920 x 1080 dimension. The video also has the ability to be watched in 1080p, 720p and 360p as well.

C. Format:
The file is a MP4, which allows anyone to open and view or upload with any device.

D. Interested Parties
Interested parties could be the AARP organization, any organization trying to promote or raise awareness of memory cognitive impairment. This video could also be used by any individual dealing with memory cognitive impairment issues that may want more information on this topic.

Note: See *Appendix H: Links of Four Minute Video* for a copy of the document that we shared with our client.

VIII. Developer Manual
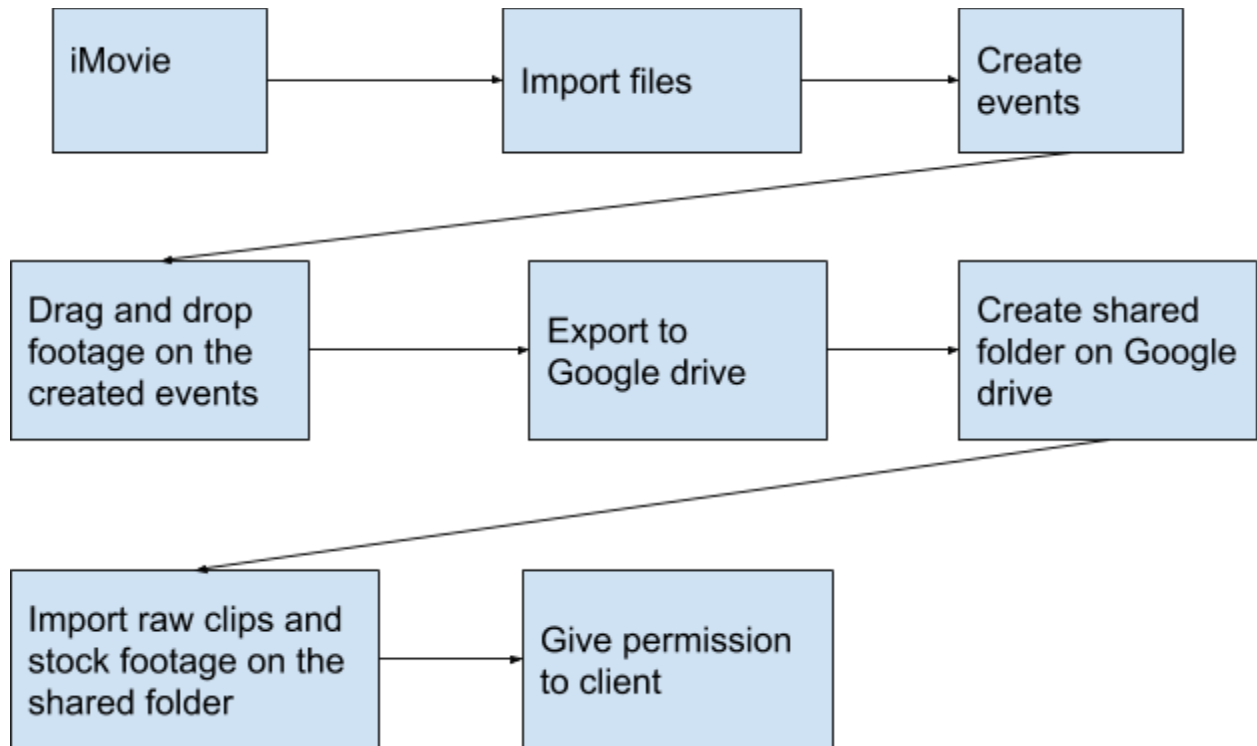
A. Technology Structure and Flow

Figure 2: Early Design of Storyboard

B. Required Technologies & Programs

One of the programs we used was iMovie which is Apple's program to create and edit movies on Macs. This program was designed to be user friendly and has many features such as importing footage using FireWire interface or MiniDV format digital cameras or using computers USB port. This program also allows videos to be formatted in different ways such as quality, size of file and type of file as well.

A technology that is also required would be a Mac, or any device compatible with iMovie.

The camera in use to create the footage was a Canon HF M52 with a provided shotgun mic. The HF M52 has a 3-inch LCD display, as well as a genuine Canon HD video lens with 10x advanced zoom and superRange optical image stabilization. The Canon HF also has a built in 32-GB memory and a additional SD/SDHC/SDXC memory card slot.

Another piece of equipment that helped stabilize our footage was a 60-inch lightweight Tripod. This is a tripod with adjustable-height-legs and rubber feet. This is a standard tripod that is compatible with most video cameras, digital cameras and GoPro devices. The tripod has two built-in bubble view levels and a 3-way head to allow for tilt and swivel motions that can be used for both portrait or landscape views.

C. Inventory of Files

The below information is information pertaining to our Files that is collected within Google Drive.

Memory Masterclass Raw Videos

Clip 1.MTS, which is 325 MB. This clip pertains to Susan (former student) giving her testimonial.
Clip 2.MTS, which is 666 MB. This clip is another take with Susan's testimonials.
Clip 3.MTS, which is 226 MB. This clip contains Sara (the teacher of the Masterclass) doing the introduction.
Clip 4.MTS, which is 1 GB. This clip is another take of Sara doing both the introduction and describing the class.
Clip 5.MTS, which is 16 MB. This is Sara's second take on the description of the Memory Masterclass.
Clip 6.MTS, which is 151 MB. This is Sara's third take on the description of the Memory Masterclass.
Clip 7.MTS, which is 913 MB. This clip is Illa (director of ADS) giving a description of the birth of Memory Masterclass.
Clip 8.MTS, which is 243 MB. This is a clip of Illa doing a closing statement.

Memory Masterclass Edited Clips

Within the memory Masterclass Edited Clips folder, we have two main folders which contain all of our work.

Final edit folder

Final Cut.MP4, which is 483 MB. This contains our final rendition
ADS Promo Video.MP4, which is 498 MB. This video contains our final video without any color corrections or transitions.
MMFinal.MP4, which is 517 MB. This video is our final video that contains the Memory Masterclass Promo video.

iMovie Library

iMovie Library.zip, this is a zipped folder that contains one of our editor's entire library of footage that has been edited within an event created in iMovie.

Memory Masterclass Stock Videos

This folder contains all our approved stock footage.

List of Files:

Old man Walking.mp4, which is 10 MB. This clip is a senior citizen walking at a park.

Park.mp4, which is 16 MB. This clip is two senior citizens walking down a park.

Pexels Video 3682.mp4, which is 5 MB. This clip is of an older couple looking at a beautiful view of a house.

Pexels Videos 1538129.mp4, which is 2 MB. This clip is a senior citizen who is playing with children.

Pexels Videos 1538131.mp4, which is 2 MB. This clip is individuals sitting around a table discussing a topic.

Hahn Footage:

00029.MTS, which is 8 MB. This video is a shot of a participants arriving at the Memory Masterclass.

00031.MTS, which 25 MB. This video is a shot of Sara Amos teaching the course from a back point of view.

00037.MTS, which is 8 MB. This video is a shot of Sara Amos teaching the course with a front view.

00044.MTS, which is 6 MB. This video is a clip of class participants listening to Sara with a back view.

00054.MTS, which is 13 MB. This video is of class participants taking notes.

00056.MTS, which is 9 MB. This video is a shot of sara teaching with a front view.

ClassPan.MTS, which is 4 MB. This video is a pan shot of the entire class.

GroupDisc.MTS, which is 8 MB. This video is a shot of the participants discussing from the back.

IntroWhatIsMMC.MTS, which is 13 MB. This video is a clip of Sara discussing what the Memory Masterclass is all about.

LadiesKnodding.MTS, which is 13 MB. This video is a clip of class participants talking and nodding.

LifestyleExercises.MTS, which is 30 MB. This video is a clip of Sara talking about the lifestyle exercises that the course teaches.

SaraFront2.MTS, which is 30 MB, which is 23 MB. This clip is of Sara talking to the class with a front view.

ManAsksQuestion.MTS, which is 10 MB. This clip is a shot of a class participant asking Sara a question in the middle of the clas.

PracticalLifestyleStrats.MTS, which is 16 MB. This is a clip of Sara talking about how exactly they can use the lifestyle strategies that they go over the class.

SaraDiscussion.MTS, which is 6 MB. This clip is a clip of Sara one on one with a student from the course.

SaraLaughing/Teaching.MTS, which is 14 MB. This clip is of Sara laughing and teaching with the class.

SaraRightSide.MTS, which is 8 MB. This clip is of Sara teaching the class with a right point of view.

slowPan.MTS, which is 10 MB. This is a slow pan of the class starting with the left side.

TeachingCloseUp.MTS, which is 9 MB. This is a clip of Sara teaching the course with a closeup of Sara.

WhatisMMC.MTS, which is 29 MB. This clip of sara is her talking about what exactly is the Memory Masterclass.

Writting.MTS, which is 7 MB. This clip is of the students taking notes zoomed in.

YImplementing.MTS, which is 15 MB. This clip is of the strategies that are taught would be useful for the students.

ZoomedWritting.MTS, which is 7 MB. This clip is of the students taking notes but only shows them taking notes.

ZoomWhatDOESMMC.MTS, which is 28 MB. This clip is of Sara talking about who Memory Masterclass is, with a different camera angle.

Hahn Outdoor Footage:
00003.MTS, which is 9 MB. This clip is of three participants walking down a path.
00006.MTS, which is 19 MB. This clip is of three participants sitting on a bench talking.
00007.MTS, which is 13 MB. This clip is a pan of the three participants sitting on a bench.
00008.MTS, which is 7 MB. This clip is of the three participants from the back.
00010.MTS, which is 7 MB. This clip is of students sitting outside participating in a group discussion.
00011.MTS, which is 1 MB. This clip is of students sitting outside participating in a group discussion from the back.
00013.MTS, which is 13 MB. This clip is of students sitting outside participating in a group discussion from the left side.
00014.MTS, which is 9 MB. This clip is of students sitting outside participating in a group discussion from the front.
00016.MTS, which is 18 MB. This is a clip that shows three students talking on a bridge next to a pond.
Bridgepart1.mp4, which is 20 MB. This clip is of three students on a stone bridge.

bridgeZoomin.mp4, which is 20 MB. this clip is of three students on the bridge but zoomed in.

Walking.mp4, which is 6 MB. This is a side shot of three students walking away.

VIIII. Future Work

This is a short list of future applications for this project. Another team could continue working with Adult Day Services to provide them with these deliverables in the future.

A. Adult Day Services General Promotional Video

Early on in the project, probably at the first client meeting, our client mentioned the possibility of us doing a promotional video for Adult Day Services as a whole. The was just a potential idea that was loosely thrown around if we had time towards the end of the semester. This video wasn't a requirement, and therefore it was low on our priority list after the 4-minute and 90-second videos. We focused on completing the 4-minute video and therefore were not able to start working on another promotional video. However, another group could follow this report, our User Manual, and our Developer Manual to create a another promotional video in the same way that we have created this first one.

B. 90-Second Video

During a previous meeting where we discussed the outline for the 4-minute video, we also presented a very short preliminary outline for the 90-second video. This outline is available to another group who would like to continue working with ADS. The outline has already been approved, but probably should be reviewed with the client to make sure the requirements are still the same. The group working on this in the future would have complete access to our inventory system of raw footage. They would not need to reshoot any scenes, but could just work from the outline of our 4-minute video and condense that to the most important pieces of information.

C. Future Enhancements to Video

Currently, our client is pleased with the final product. However, we believe that if in the future they want to make the video better, they could film the interviews again with a clip-on microphone to reduce noise as well as use a light kit to be able to control the light and make it more cohesive throughout the video.

Another iteration of the video could also use a higher quality camera to go beyond 1920 x 1080**.**

X. Acknowledgements

We would like to acknowledge our main clients, Sara Amos and Ila Schepisi, for being the source of this project as well as their participation and help coordinating schedules in the process. Sara's contact information is sara17@vt.edu, and Ila's contact information is schepisi@vt.edu.

We would also like to acknowledge Ben Katz, a professor researching cognitive training who also participated in filming. His contact information is katzben@vt.edu and 540-231-9816.

We would also like to acknowledge Susan, a former members of Memory Masterclass who was willing to share her experiences on camera.

Finally, we would like to acknowledge Adult Day Services as a whole for the care they provide and for the use of their facilities as filming locations. Their main point of contact is Ila at schepisi@vt.edu and through their office at 540-231-3161.

XI. Lessons Learned

Formatting Files/Exporting .MOV files

One of the issues our team came across was actually exporting the .MOV files from iMovie itself. The clips that were color corrected and audio enhanced were in a library within iMovie. Since, at the time we were not in the same location, exporting them to our shared Google drive became difficult. When one of our editors was exporting their iMovie library the other team members could not zip the file and download it properly. The solution we came up was after many trials and errors was actually zipping up the file before we export it to our shared Google drive. Once the file was uploaded to the drive as a zip file, the other individual could unzip the file within the Google drive and properly download the library.

Videography Skills

Two of the team members never had experience with videography, so there was a learning curve. Some of the things these two team members learned was how to work with a tripod setup and learning how important filming angles would be to make a video more professional. Having a consistent video angle allows the video to look more seamless especially when you edit in transitions between clips. Another aspect of videography that these team members learned, is thinking about little things like lighting and audio in the filming process and doing specific things to help yourself later on in the editing process. Another key aspect that we learned while filming this was how to setup a room, such as moving chairs, desks placing decorations so the shot itself looks more lifelike.

Video Editing Skills

Most of the team did not have any experience video editing. Most of our team members learned how to add transitions, how to create events and place imported files in. We also learned how to import and export MP4 files and format them from .MOV files to .MP4 files. We learned how to do voice overs on top of clips, and how to add transitions while you have these voice overs. We learned how to split clips and make sure when you split that the audio does not get cutoff. We also learned tricks such as placing clips in between two split clips that come from the an original clip which iMovie doesn't allow.

Communication

Towards the beginning of the project, we struggled with consistent communication with our client. This was mostly due to extremely busy and varying schedules. Communication with our client was very important because we needed to meet in person multiple times to really nail down the project goals, our plan of implementation, and especially to establish filming locations, times, and subjects. When we approached the project, we expected a more consistent level of communication with our client, but instead experienced delays in responses. In reality, we were only able to meet about once a month with our client and our whole team. Instead of letting this set us back, we learned to have as much information ready to present as possible when we did finally get a face-to-face meeting. This involved coming up with outlines and recommendations before the meeting and doing as much work as we could on our end, instead of going in cold to each meeting. This allowed us to be a lot more prepared for each of the meetings and also made it easier for our client to just tweak details and make minor suggestions.

We also learned the importance of communication between our group members. This was especially important when working remotely on the collaborative parts of the project, specifically iMovie and Google Docs. There were definite challenges to this since the bulk of our work was done in separate locations due to busy schedules, however we were able to work around this issue by clearly assigning roles and responsibilities and keeping each other accountable through text message.

Documentation

As we were compiling the video, we learned the importance of documenting our progress as well as carefully detailing exactly what files we were uploading. We had a great number of clips (over 40) that were uploaded to our team Google drive, and it was very important to have a naming convention that was easily understandable by all team members.

Documentation for how to use iMovie is also very important for someone who is attempting to edit a project previously started by another group member. It was very important for us as teammates to be able to document exactly what we edited and exactly what needed to be completed in the future.

Time Management & Decision-Making

Originally, we planned to deliver a 90-second video in addition to the 4-minute video. However, we ended up running out of time to be able to deliver this. Part of this was because there were many unforeseen pieces of feedback and details that the client needed changed that ended up taking more time to re-film and edit than predicted.

This required us to learn how to better manage our time and a team and determine exactly how much energy, time, and resources we wanted to allocate to each task. Throughout the whole process, we learned to make decisions and clearly communicate those decisions with each other and our clients. This helped us stay on track and not waste time.

XI. References

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- Videvo.net*, www.videvo.net/. Accessed March 28, 2019.

"The Best Free Videos Shared by the Pexels Community." *Free Stock Photos*,
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Video Equipment Rental:

Office: Media Design Studio A
Location: Torgersen Bridge, Virginia Tech
Phone: (540) 231-8533
Email: mediastudio@vt.edu
Website: https://spaces.lib.vt.edu/mediastudio/

Appendix A: Team Member Individual Contributions

These are the main roles and responsibilities each team member took on over the course of this project. Each team member had equal amounts of responsibility but specialized in different areas depending on availability and skill level.

Pablo Castillo
- Main contact with client
- Filming direction
- Video editing
    - Cutting non-usable footage
    - Color correction
    - Noise reduction

Maddie Kulik
- Secondary point of contact with client
- Attended all client meetings
- Documentation
- Videographer
- Video Editor

Jose Zurita
- Secondary point of contact with client
- Attended all client meetings
- Documentation
- Video Editor
- Videographer

Appendix B: 4-Minute Video Outline

From our document titled "Promotional Video Preliminary Outline":

4-Minute Video

Introduction [30 seconds]
- Voiceover: Ila S.
- Introduce problem - awareness/MCI
- Option: people doing everyday activities [Kroger]

Why [30-45 seconds]
- Explain why people should do the class
- Interview with Ben [somewhere in ADS]

How [45 sec - 1 min]
- Provide an in-depth description of what the class is: Sara
- How does the curriculum help?
- Film ADS, might have to stage a [fake class]

Testimonials [30 sec - 1 min each] - Sara is securing
- Person 1: what improved, show this person doing an outdoors activity
- Person 2: what was your experience, show this person indoors interacting with others
- Person 3? - depends on time restrictions/whether we need more content

Closing
- Promotional message for signing up
- Interview with Ila [office]
- How to contact
- Why go to Memory Class at VT's ADS? What makes the program unique? Sell class to the participants

Appendix C: 4-Minute Video Script

Script for the Four Minute Video

Introduction: Sara

So, our hope is that students will leave feeling really empowered that there is a lot they can do to support their brain health. A lot, of students will leave the class saying wow! I didn't know there was a lot I can do day to day to help my brain.

Raising Awareness of Memory Master Class: Illa

At adult day services we realized that people were discovering our services a little later in their progression of dementia and Alzheimer's. So, we decided to do some research and find what programming was available to people with mild cognitive impairment in our local community and we discovered there was a gap in services, no one was providing services to this population. Then, we wrote a grant in order to provide the programming itself, and that's how memory masterclass came to be.

Testimonial by Former Student: Susan

I decided to take this class because I have a family history of Alzheimer's both my mothers and fathers' side. My mother lived or didn't live with it for quite a while. So, on her diagnoses I decided to put myself in a research project so I could help my own children because that's a generation out. Being in a research project is okay but you don't learn anything because it's a real research project and they can't tell you things, so I'm just a number. So, I wanted to learn things to help myself so I could hopefully not go down this track.

Memory Master Class Explanation: Sara

In our class we discuss how memories are made what is the process of making a memory and what are each step and how can we improve each step. We also, talk about what are some normal changes as your brain changes, is it normal to experience memory changes or is that a sign of something worse. We discuss memory strategies that we can implement to take some of the workload off our brains'. We also discuss diet, healthy diet, getting a lot of color and variety in your diet. We discuss exercise, making sure that

your moving and keeping your body active because its really good for your brain. We discuss social engagements, how those connections with your family and friends actually really help keep your brain working at an optimal level. We also, discuss cognitive engagement you can do throughout the day.

Testimonial by Former Student Continued: Susan

One of the most important things to me that I learned is how memories are learned. I never thought about things like how you must encode it first, because if you don't take it in and store it then it's not going to be there and how often we don't make a deliberate habit of putting things in our brain. Also, how important that is now that I'm seventy-two years old.

Memory Master Class impact: Sara

So, we are really excited that we are empowering students to take what they learned in our class and implement it to really be able to see the benefit of it later on.

Testimonial by Former Student Continued: Susan

This class gave me permission and really encouraged me to do things for myself. When we grow up as a mother and grandmother, we get busy doing things and we are doing things for others. So, to me this was good getting focused and doing things for myself.

Closing: Illa

After seventeen years working at adult day services, we just realized that the earlier you start working on your brain health the better it is.

Appendix D: Feedback on 4-Minute Video

These are some quick notes that Maddie jotted down during our client meeting in which we reviewed the first draft of the 4-minute video.

Feedback from 4-Minute Video
Ila likes how she was framed - tight shot, off to the side - this was appealing to look at
Sara and Susan - wider span, too much dead space
Is there a way to zoom in on these frames
Don't worry about editing Sarah - Sara would like to redo hers on an outdoor backdrop

Disperse the stock videos throughout the video instead of just having it all at the beginning
Take out the footage of the bar
Focus on older people, take out anyone under 55
Make sure it looks like America

Music throughout the video to make it homey
Music to lead in and lead out

They have the memory masterclass image logo
Fade this in and out

Follow up on days to film the outside shots
2 classes - lecture and outdoor activities

Ben katz (?)

Follow up on potential filming dates
Wednesday: 2-3:30 and 4-5:30 - come and set up before 2
Film the participants as well as Sarah actually teaching (students heads with powerpoint)
If we come at 1:30 we can refilm Sarah

Keep the 3-4 minute length

Some of the interviews felt a little bit long (?)
Split up clips - cut in half

The last bit of Ila's interview felt misplaced

Call to action at end - need a voice over

Music with a few last clips so people have time to reflect

Appendix E: Feedback on 4-Minute Video II

Ila and Sara liked our final version of the video and even went on to share it with other groups.

We asked if there were any further changes they wanted us to make, but they did not have any further improvement ideas.

The project is therefore completed to the client's standards.

Appendix F: User Testing Criteria & Results

Feedback From iCAT Day Presentation

Group 1 [Maddie]
This group was comprised of four people: 3 high-school-aged students and one middle-aged woman. I received feedback from both age groups. Here are some comments that they made:
- Had a personal connection with ADS in a different location
- Clearly identified with the message that the video communicated
- For the younger students who weren't familiar with ADS, they said that the information that the video presented was clear and easy to understand

Group 2 [Maddie]
The second presentation I conducted was for just 1 woman. Here are some comments on the dialogue that we had:
- Audio quality was a little bit hard to hear at certain places - I explained to her that the differences were unavoidable with the camera quality that we used
- Seemed to communicate message concisely
- The speakers did a great job with their lines, they were really clear and understandable

Group 3 [Maddie]
The second presentation I conducted was for just 1 man. Here are some comments on the dialogue that we had:
- Videography skills were good - the transitions were clean in most places
- The shots were nice and clear
- The stock footage of the actual class was a nice accent

Group 4 [Jose]
The first presentation I had was with a group of 3 women, they were a mix of ages, here is some comments of dialogue:
- I should sign up my father for this class
- Some of the transitions are noticeable
- The video of the classes was a good idea

Group 5 [Jose]
The second presentation I conducted was for just 2 man. Here are some comments on the dialogue that we had:
- Are these classes being offered anywhere else?
- The parts with outside class looked peaceful
- The use of an online stock footage popped out compared to the rest of the video

Appendix G: 90-Second Video Outline

From our document titled "Promotional Video Preliminary Outline":

90-second Video

Introduction [30 seconds]
- Voiceover: Ila
- Introduce problem - awareness/MCI

How/Why [30 seconds]: Sara
- Still use the "active" footage
- Condense the information from longer Why and How sections - might have to record a completely separate shorter version

Closing
- Interview with Ila

Appendix H: Links Associated with Four Minute Video

Youtube Link - Preliminary Version:
https://youtu.be/KaYp24qFciw

Youtube Link - Final Version:
https://youtu.be/BsRHywMN-lk

Google drive:
https://drive.google.com/drive/u/0/folders/1TwDNYsVpUyn4Yws4ga-WP7wu5otzLfUH