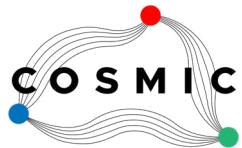
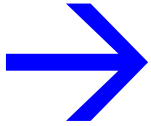


→ USING MEMOREKALL VIDEO ANNOTATION APP FOR CIRCUS SCHOOLS



TEACHING AND LEARNING TOOLKIT



The writing of this pedagogical toolkit is part of the COSMIC project led by the FFEC and the FEDEC. This project has been funded with support from the European Commission. This publication reflects only the author and the Commission is not responsible for any use that may be made of the information contained therein.

This document is made available under license CC BY-NC 4.0.

Editor:
Clarisse Bardiot

COSMIC coordinator (FEDEC):
Sarah Weber

Contributors:

Adeline Avenel - CRAC de Lomme (FRA), **Stevie Boyd** - FLIC (ITA), **Maira Hunt** - Circomedia (GBR),
Domingos Lecomte - CRAC de Lomme (FRA), **Ines Lorca** - Move to Circus (ISR),
Mei Menassel - UPHF (FRA), **Alexandre Michaan** - University of Saint Étienne (FRA),
Fabio Pinna - INAC (PRT), **Mélanie Rodier** - CADC Balthazar (FRA), **Eva Schubach** - Codarts (NLD).

Proofreader:
Nicolas Young - Circomedia (GBR).

Graphic design :
Manu Blondiau, Neutre.be

Rennes 2 University, October 2022



Introduction

This teaching and learning toolkit is designed for teachers in circus schools who wish to use video annotation as part of their pedagogy. The video annotation tool used is the free and open-source web application MemoRekall (www.memorekall.com). The toolkit is the result of the work carried out within the framework of the COSMIC project (CO-creating and Sharing digital Methodologies In Circus Education), funded by the ERASMUS+ program. This project was led by the FFEC (Fédération Française des Écoles de Cirque) and FEDEC (Fédération Européenne des Écoles de Cirque Professionnelles/European Federation of Professional Circus Schools) from 2020 to 2022.

Its objective is to introduce European professional circus schools to the use of digital technology and develop innovative teaching methods that complement traditional ones. If you want to know more about the project's approach, a white paper is available on the FEDEC website (www.fedec.eu).

The first part of the toolkit concerns teaching and learning scenarios. The design of these scenarios was the subject of various laboratories in professional circus schools. We have selected nine main scenarios developed by teachers from these schools. They are explained here in the form of templates and illustrated by capsules created with the students. For each scenario, the target audience, teaching goal, video content and annotations, different steps, and integration in the pedagogy are specified. Feel free to adapt the content of these scenarios to your practice, to your own needs, and to invent others.

The second part of the toolkit gives MemoRekall users tutorials for the advanced functions of MemoRekall (the basic functions are presented in the form of video tutorials on the site www.memorekall.com). They can be handed out to students so that they can work in the application by themselves.

Learn Something New

Target audience:
Students.



Annotations:

Text and visual annotations to describe more precisely what you see on the video; photos showing the wheel positions; links to other videos showing common errors or variations.

In the classroom:

This is a capsule you can create as a teacher, filming the steps and simultaneously guiding the student through them. Once created, you can ask other students to study it outside the class. If you identify more variations or errors, record them, upload them on YouTube, and link them to the capsule.

Teaching goal:

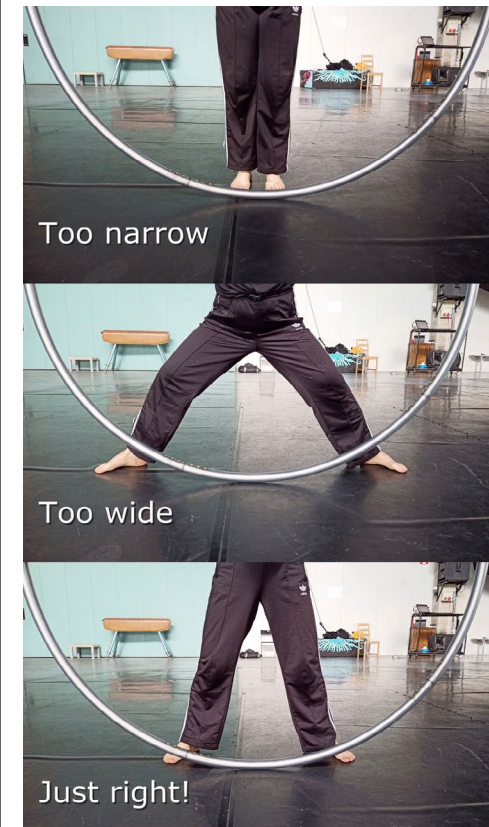
To help a student to learn something new, paying attention to the different steps, the most common errors, and proposing variations.

How to:

Choose a very precise movement you want to explain; separate out the different steps; film it; edit the video (you can add a title at the beginning + credits at the end); upload the video on YouTube; create the capsule; add text and visual annotations to give more explanation; take pictures of the positions; upload photos and add comments; identify common errors; film + edit + upload on Youtube; create the links; add the credits; share.

Video:

The video was created especially for the capsule. It presents the four different steps of the principles of falling from or dropping a Cyr Wheel.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/inac---cyr-wheel-falls---introduction>

Understanding a technical trick

Target audience:
Students and teachers.

Annotations:
Short explanations on screen captured using visual annotation to break down the exercise into different steps; explanations and integration of links/photos/notes into the capsule.



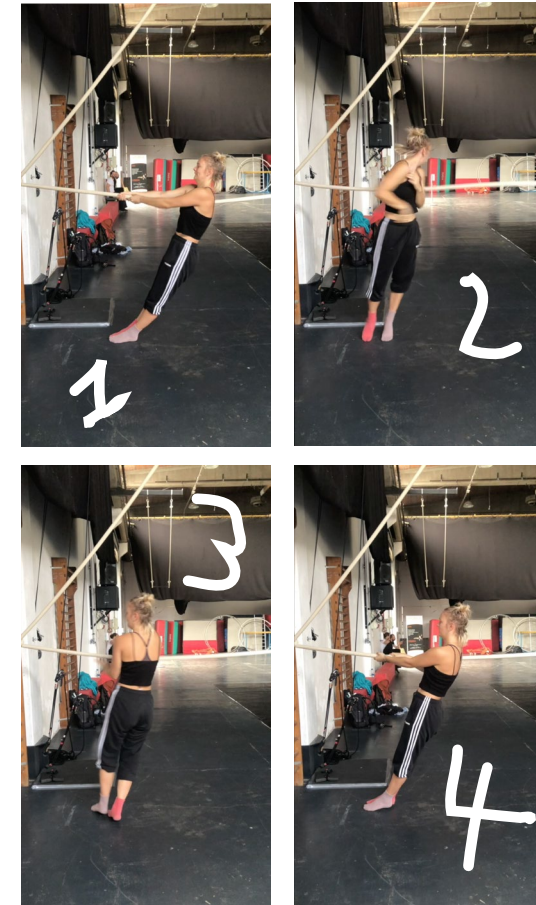
Teaching goal:
To break down a complex acrobatic movement into different steps (reverse engineering). Finding the moments where the focus is on the details of individual steps, and others where it is on introductory exercises and specific physical preparation.

Video:
The video was created especially for the capsule. Firstly it shows the technical trick (this first part can be borrowed from an existing video) and then the different steps of the movement.



How to:
Identify the trick that you wish to study and carry out an analysis of the movement. The key steps, with explanation, should be developed first on paper (key steps, focus on specific moments/details, external links); subsequently create the video content in the training space; edit it in the required sequence using an external video editor; add short annotations directly to the video in the editor or with the MemoRekall visual annotation tool; upload the video on YouTube; create the capsule; add more specific details with other links/photo stills/videos.

In the classroom:
The format can vary depending on whether it is a student-led or teacher-led project.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/fedec-video>

Exercise Routine

Target audience:
Students.

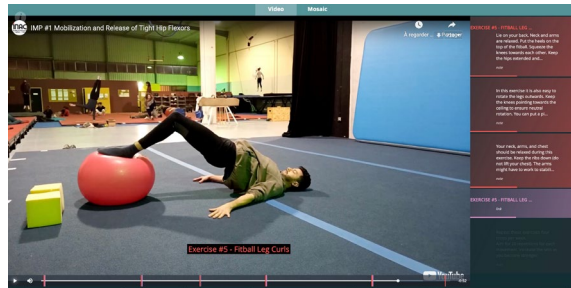


Teaching goal:
To share a specific sequence of exercises with a student to make them able to reproduce it on their own by following the video without the presence of a teacher.

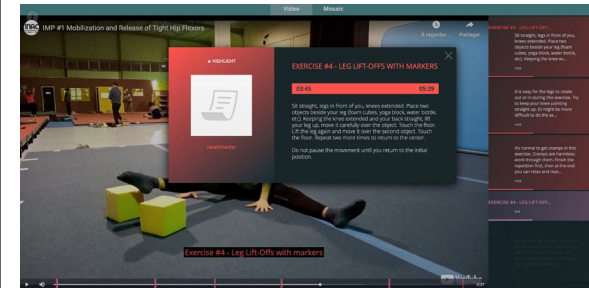
Video:
The video is created especially for the capsule. It presents a sequence of exercises to achieve physical preparation and prevent injury.

Annotations:
Highlighted text annotations provide names for each exercise; for each section, additional videos are available that show the same exercise being executed from a different angle; still images can show critically important details (angles/alignment); text documents can be added to explain in writing some of the finer detail of the exercise or provide anatomical information.

How to:
Choose the subject of the video and prepare the appropriate sequence of movements; film the main sequence from a static angle in a single take; film the individual exercises from one or more points of view; edit the main video if needed (you can add a title at the beginning + credits at the end); upload the video on YouTube; create the capsule; add text annotations to the different parts of the video to give a name to the various exercises; add the secondary videos; add the support material (text and still images); share.



In the classroom:
This is a capsule you can create as a teacher/coach/trainer. You can film the sequence executed by yourself or by a student. You can talk the student through the execution or prepare everything in advance so that the video is silent. Once created, you can share the capsule with other students so they can perform the exercises outside of class by following the video when it's convenient for them. This style of capsule is relatively static once produced. If you discover that some details are not clear you can return to the capsule to add clarifying material - videos, text, images, and links.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/inac---injury-management-and-prevention-1>

Reading Circus

Target audience:
Students.

Annotations:

The annotations show more detailed information about the “reading circus” method as well as more in-depth information about the personal creative process of the student.

In the classroom:

With this capsule, the teacher/director can apply the “reading circus” method to their class/creation OR create a how-to guide to let students work by themselves with the method the teacher wants them to use.

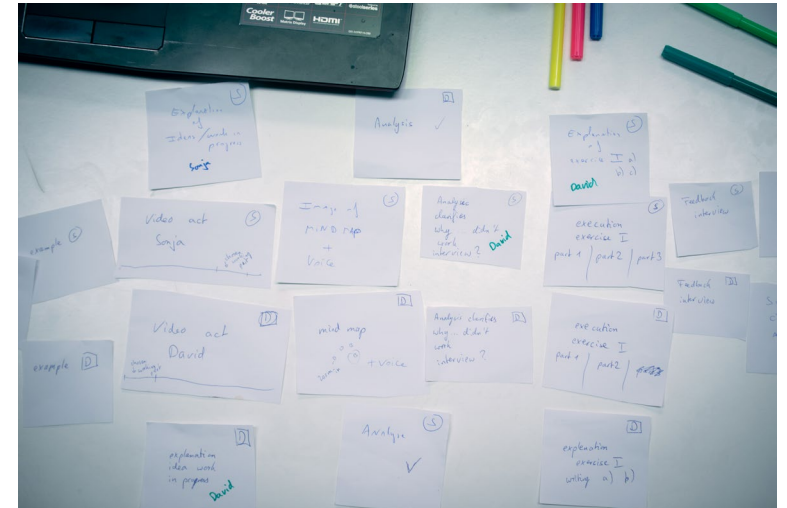


Teaching goal:

To use the “reading circus” methodology of Franziska Trapp to study the outcome of a creative process (<https://www.YouTube.com/watch?v=rvSIGJSDg4M>). It can be used to learn the method as well as how to document a step-by-step working plan to feed your creativity.

How to:

Either: use this capsule to understand a part of Franziska Trapp’s “reading circus” method and apply it to your own creative process OR: go through the steps provided in the capsule with your creation and document the changes and thoughts behind it. You might need to start from a shorter video and replace the video later on if you added more steps OR: document your own method to make a how-to guide. For this, it is essential to make a clear overview of the steps and decide what needs to be visible in the capsule itself first and decide what is better to attach as an annotation or other document after.



Video:

The video can be created especially for the capsule or an existing YouTube/Vimeo video recording can be used.



EXAMPLE: <http://project.memorekall.com/en/capsule/preview/reading-circus-methodology-example-1>

Document a Creative Process

Target audience:

Students, teachers, artists, directors, and audience.



Annotations:

Highlighted text annotations label the different stages of the creation process. More (non-highlighted) text annotations document the process and describe the work done daily. For each day, additional material can be included: photos of the notes taken by the performer, videos of the exercises/methods used for research, audio recordings of the various discussions that happen during creation, or photos to document different moments of the day.

Teaching goal:

An accompaniment to the creation process. It can be made purely as a “documentary” or used to feed the creative process.

Video:

The video is created especially for the capsule. It shows a montage of the different stages of the creation process. It begins with the finished act, then shows various “drafts” of the same act, each recorded at the end of each day of creation and presented in chronological order. Since the finished act was unavailable at the start of the process, the capsule was initially made with a placeholder video (a 10 minutes long black screen), which was later switched for the final edited video.

How to:

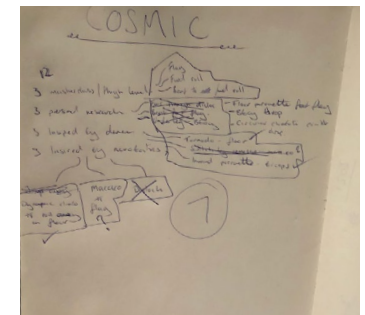
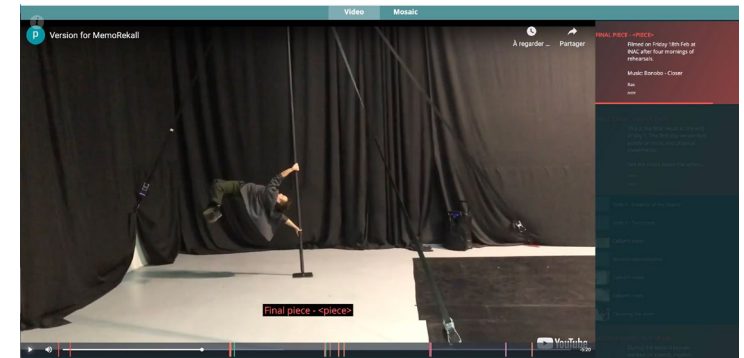
Choose a placeholder video to begin the capsule; start the creation process; document as much as you can during creation – photos, videos, audio recordings, texts, books, or other sources quoted; record each draft of the piece. As the creation proceeds, you can attach the material to the capsule as you go without worrying about timestamps or placement. Once the creation period is over, edit the video: put the final version of the piece/act at the beginning, and follow it with each draft that you want to show. Finally, switch the placeholder video in the capsule with your edited video and go through the attached material to adjust the timestamps so that each annotation/file/link appears where you want it on the timeline.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/inac-cosmic-lab-4---callums-creation>

In the classroom:

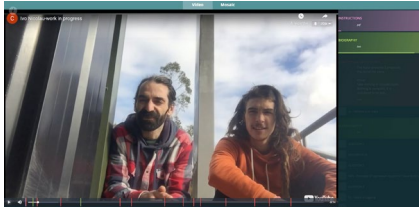
This is a capsule that the performer, the director, or an assistant can create. It can be used to show the students what to expect from a creation process as future performers or directors, or why some decisions have been made; as a source of inspiration; to share the creative experience with a new performer that enters an already existing group; to rehearse the same creation with a different performer.



Feedback at a Distance

Target audience:

Students, teachers, and artists.



Teaching goal:

To help a student or artist receive feedback at a distance from an external eye or a director during the creative process.

Video:

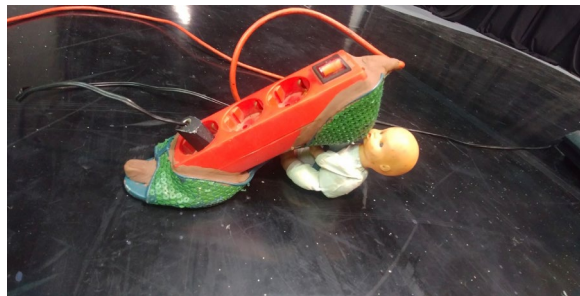
The video is created especially for the capsule. The example is the creative process of a student (final year project) but a performance rehearsal could be used. It can start with a presentation by the teacher or the company and then one or more steps in the creative process.

Annotations:

Three stages of notes. 1: notes by the student and teacher to present the project, the school, and the curriculum (all documents to help understand the project); 2: notes by the student with questions; 3: notes by an external eye answering the questions and giving feedback to the student. All the people involved can be tagged with their names to identify the contributors.

How to:

Choose what kind of feedback you require: the whole performance, a part of it, the evolution of a process, etc; film according to this choice; edit the main video if needed; upload the video on YouTube; create the capsule; add notes from the first and second stages; share the capsule with the people who will give the feedback; wait and see their comments.



In the classroom:

This is a capsule for students preparing their final project or collective performance. The teacher or teaching team may supervise it. The external eye can be outside the school and chosen by the teacher or student. Create several capsules during the creative process to get a timeline or journal of your project.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/ivo-nicolau-work-in-progress-20>

Analyse a circus number/show

Target audience:
Individual students or student groups (teacher-led).

Teaching goal:
To analyse a circus show. This project can be developed over a period of weeks, depending on the nature and complexity of the educational aim. The project in the example was developed over three weeks to give the students time to research, develop their thoughts, create the content as homework, and then present the video.

Video:
Video of an existing performance, full length if possible, not a trailer.



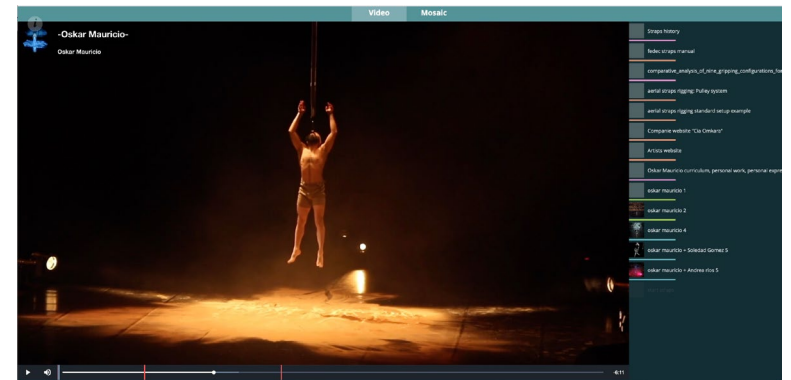
Annotations:
Using the tasks as set out by the teacher, the students add the following annotations to the capsules, using any format that may be required: history (at the beginning of the capsule, a brief introduction to the history of the discipline); biography of the artist in the video (if found); photographs of the artist in different shows; discipline used (other examples of styles); link to website (if any); link to companies (if any).

How to:
The teacher asks the students to search for a video of their discipline online on YouTube/Vimeo. They create a capsule. Then the teacher gives them tasks they need to complete over weeks (depending on the teaching aims and plan set out by the teacher). These tasks result in annotations (texts as pdf or doc files, web links, images, drawings, audio files with comments, etc.)



In the classroom:

The first part of this project can be a home study, with the second part of the project aimed at presenting the capsule and group discussion around it. The example is the introductory lesson, which could be developed much further (in various steps if needed) over an arc of months/years to do a full study/analysis of a complete circus show, including dramaturgy, show description, lighting, stage design, scenography, etc.



EXAMPLE: <https://project.memorekall.com/en/capsule/preview/project-analyse-video-cercio>

EXAMPLE: <https://project.memorekall.com/en/capsule/preview/oskar-mauricio-vakuum-aerial-mouthpiece-straps>

Present your performance

Target audience:
Students, teachers.



Teaching goal:
To document a performance for touring or to reflect on a creative process to inform the next development.

Video:
The video is created especially for the capsule, if possible, with professional resources.

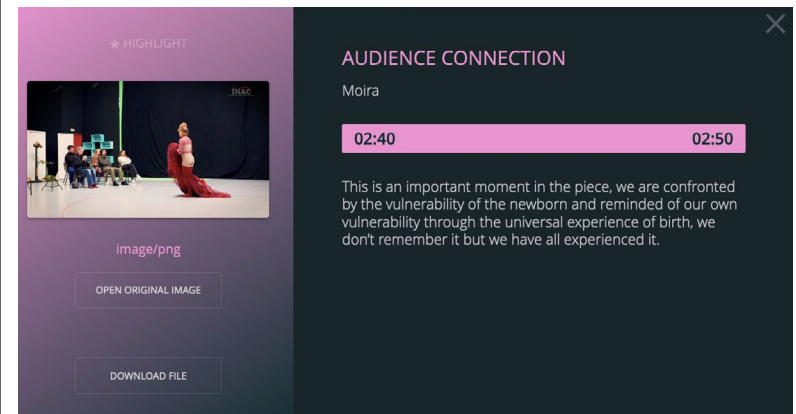
Annotations:
There are essentially three types of annotation.
1: technical notes, descriptions of movement, and why specific moves have been chosen;
2: dramaturgical notes on narrative, character, and content;
3: documents for production and touring like the technical rider, set design plans, press package and tour dates.

How to:
Film your performance, if possible, with professional resources and edit it (it could be a trailer or the complete performance); upload the file on YouTube/ Vimeo; create the capsule; add annotations according to your needs (for example, you can add visual annotations for lighting effects if its important on tour); share and update it for the tour (for example with a new technical rider or new dates).



In the classroom:

This is a capsule presenting the student's final project. The teacher can set the students a series of tasks that will allow them to reflect on their creative process and present this in the capsule. It can also be used to teach them how to video record a performance and what documents are required by professionals for touring.

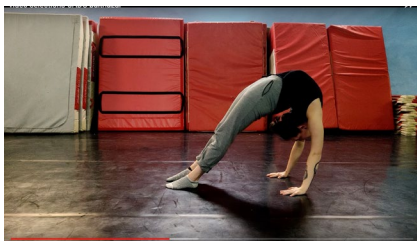


EXAMPLE: <https://project.memorekall.com/en/capsule/preview/synaesthesia>

Submit your application for an audition

Target audience:

Candidates for professional programmes and teaching teams in schools.



Annotations:

The annotations include all the documents that candidates need for their application. For example, application forms, curriculum vitae and videos (self-presentation, exercises, choreography, etc.). It presents an example of the video and all documents needed for the application.

In the classroom:

The capsules are viewed by the pedagogical team to select candidates.

Teaching goal:

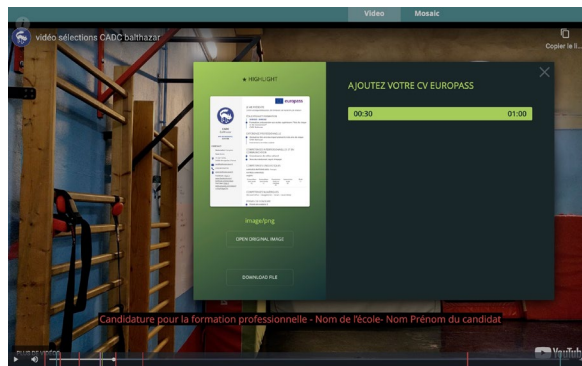
To provide an online application template for candidates and schools.

How to:

Create the video following the set format with all the figures required; upload the video on YouTube; create the capsule; add all the documents needed — in the order requested; send the capsule link to the school for application.

Video:

The video is created especially for the capsule. The capsule shows an example by the school. Each candidate will have to replace it with their own video following the template.



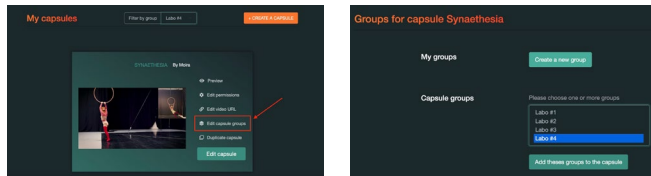
EXAMPLE: <http://project.memorekall.com/en/capsule/preview/584910d4-2f97-417f-89d2-cc9e8e0b967e>

Tutorials

For the basics, see the video tutorials on www.memorekall.com

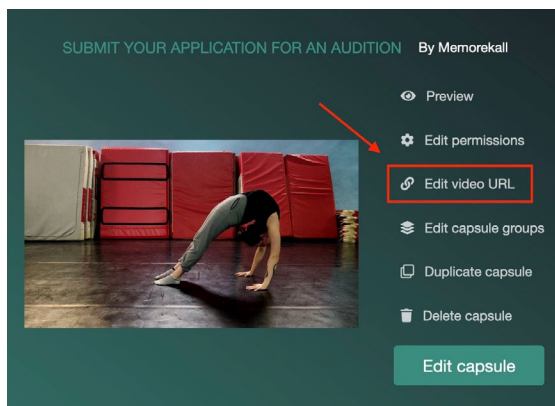
USER SPACE

Capsule groups



Associate your capsules with different groups. Create groups and manage them from your user space. One capsule can be associated with various groups. And when groups are defined, add capsules to groups:
screen capture
Filter capsules by groups:

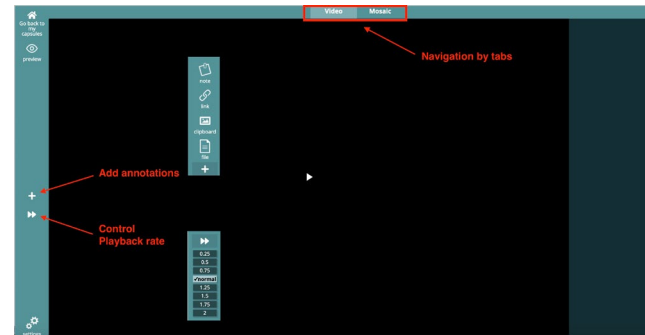
Change the video of a capsule



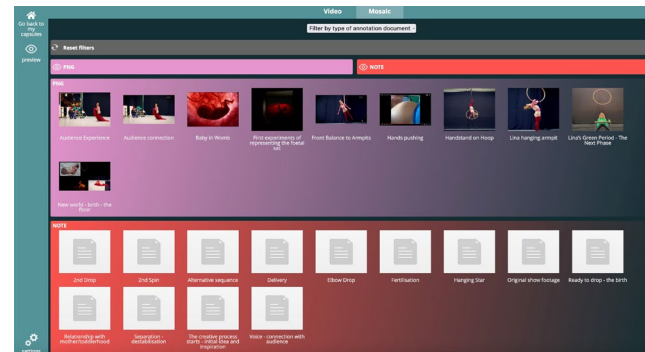
A new video can be set for an existing capsule. All annotations are kept in place.

CAPSULES

New sidebar organisation

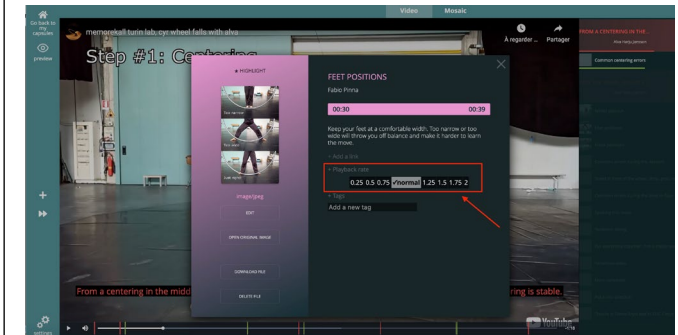


Mosaic view



The annotations of a video can be displayed in a dedicated mosaic view. In this mosaic view, you can group and filter the annotations according to criteria such as file type and user-defined tags.

Control playback rate

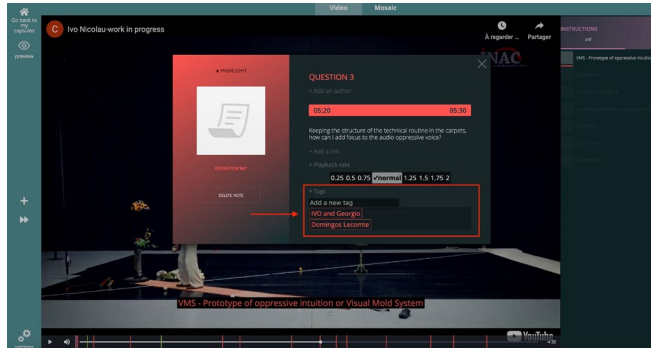


You can control the playback rate of the video in two ways:

- First, define the playback rate in any annotation. Then, MemoRekall will play the part of the video corresponding to this annotation according to the playback rate chosen. This way, it's possible to slow or accelerate only one section of the video without editing it.
- Second, override the current rate using a dedicated control in the sidebar menu. This playback rate will be defined for the whole video length.

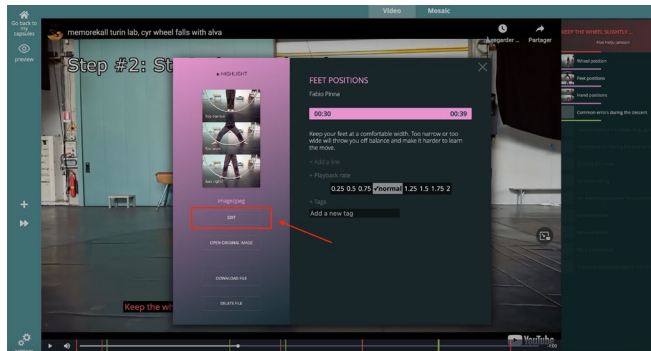
Tutorials

Define tags for annotations



Define and add custom tags to any annotation. Then, use those tags to filter annotations in the mosaic view. For example, you can tag people, types of annotations, techniques, performance analysis, feelings, etc.

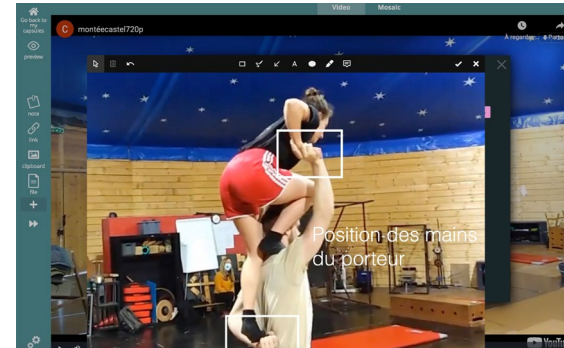
Visual annotation



Edit any image with overlay drawings or texts to create visual annotations.

You can open a modified image anytime to change the visual annotations. The original image remains accessible.

Visual annotation on a video frame



Draw on a frame of the video and add it as an annotation. The typical workflow would be :

- Pause the video
- Take a screenshot with your favourite tool (the “Print Screen” key, for instance) or with the clipboard button.
- Add the screenshot as image annotation, either with the “add file annotation” or with the “add clipboard annotation,” depending on where your tool puts your screenshot (on macOS, it is saved as a file, on Windows, it is saved to clipboard).
- Draw and or add texts on the screenshot annotation as explained above.

Tutorials

VIDEO EDITING (SHOTCUT)

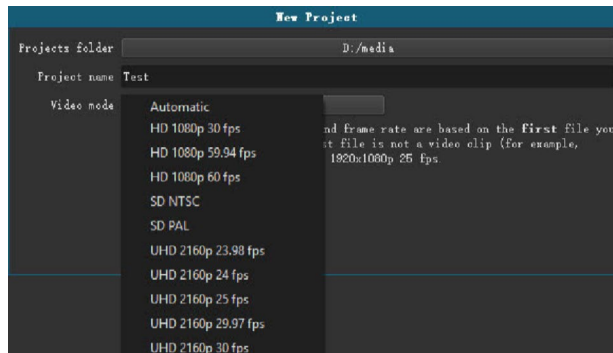
Sometimes, it can be helpful to edit the video first before importing it to MemoRekall. Here are some free tools :

- Video editing:
Shotcut <https://shotcut.org/> (see below)
- Sound editing and treatment:
Audacity <https://www.audacityteam.org/>
- Online video editing : Youtube studio (directly on youtube when you upload your video).
Tutorial: <https://www.youtube.com/watch?v=UHEBB1-vPf8>
- Merge several video clips together online without any software: <https://airmore.com/fr/merge-video-online>

The main steps to edit a video in Shotcut, a free open-source video editing software available for Mac and PC, are below.

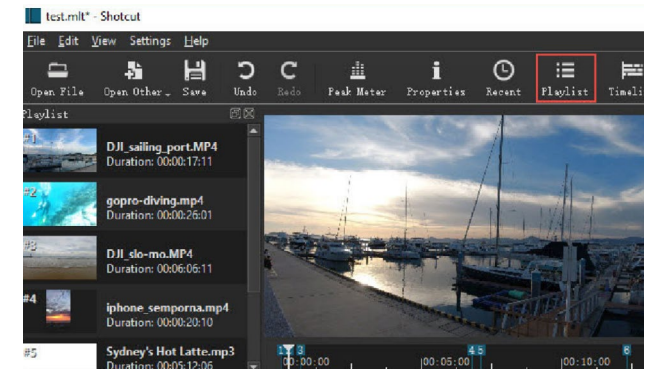
Step 1: Create a new project

To create a new project, set a project folder path > name it > select one of the video modes (SD, HD or UHD, for instance “HD 1080p 30fps” for the basic standard) > Start.



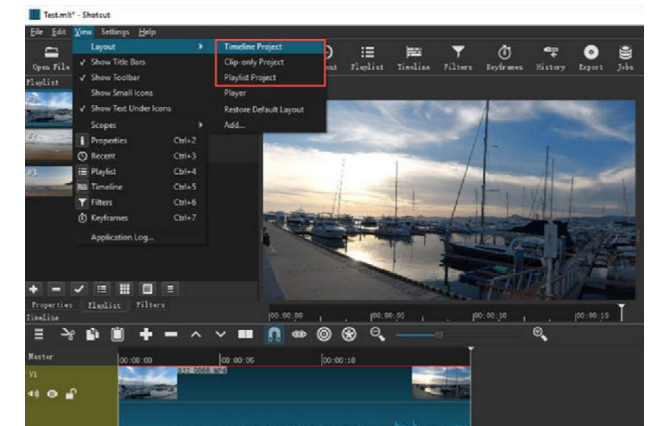
Step 2: Set the video editing layout

There are four types of editing layouts inside Shotcut: Timeline Project, Clip-only Project, Playlist Project and Player. Each of them shows you different options in the interface. For video editing, choose Timeline Project.



Step 3: Import the media files

- Method 1. File
> Open File
> select one or several video clips
> open.
- Method 2. View
> enable «Show toolbar»
> click «Open File» in toolbar
> select video files
> open
- Method 3. Click «Playlist» in toolbar
> drag and drop your video files there.

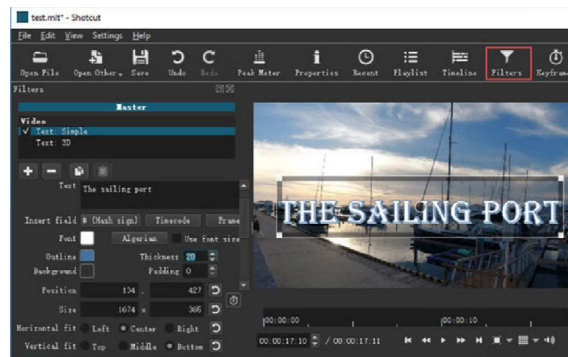


Then drag the videos in the Playlist to Timeline area for editing. Better enable the «Toggle snapping» option to be able to zoom in or out the timeline.

Tutorials

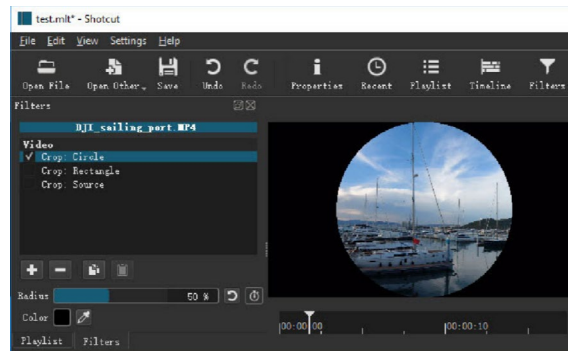
Step 4: How to add text

Click «Filters» in the toolbar.
Switch from 'Favorite' to 'Video' tab
> scroll down to find 'Text'
> scroll down to find 'Text'
or search 'Text' directly.
Choose 'Text: Simple'
Type in the Text box,
choose a font, adjust the size and color.
More options: adjust outline color and thickness, choose background color, change the Text position, etc.



Step 5: How to crop video

Click 'Filters' in the toolbar
> Video
> Crop (circle, rectangle or source).

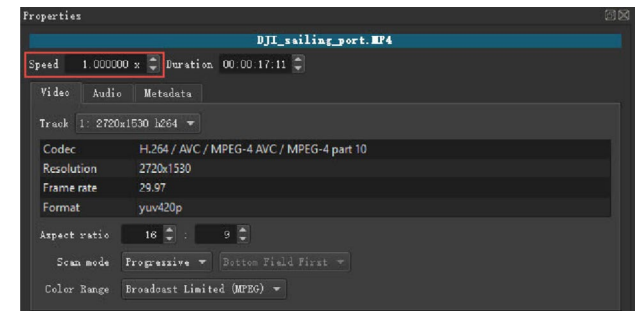


Step 6: How to split video

Move down to the Timeline area and slide the playhead to where you want to split.
Click 'Split At Playhead' (right beside the 'Toggle snapping' button, or simply press S)

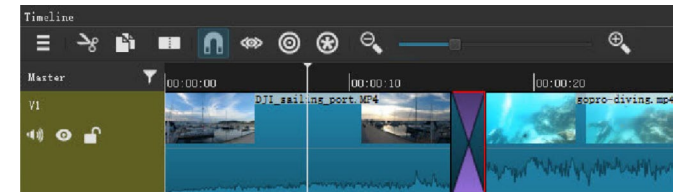
Step 7: How to speed up video

Click 'Properties' in the toolbar to open video parameter panel.
Find 'Speed' option under the comment box.
To speed up video, change speed to any value higher than 1x (up to 50x).
To make slow motion effect, set speed value lower than 1x, like 0.5x, 0.1x, etc.



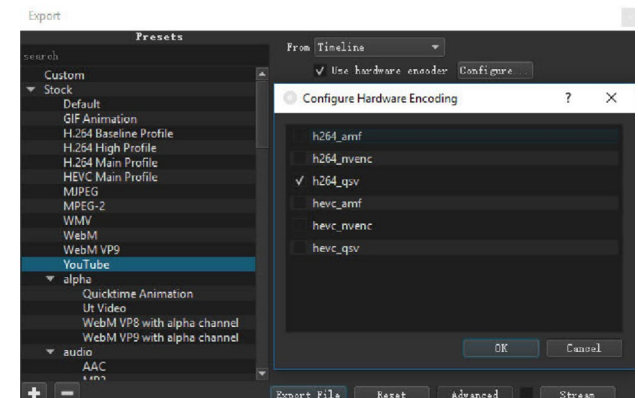
Step 8: How to add transitions

Drag two or more video clips into the same video track. There shouldn't be any gap between the clips. Get two videos overlapped and then the transition zone appears. Choose a transition type in 'Properties', like Dissolve, Cut, etc.



Step 9: Export videos

Go to 'File' and then 'Export video'. Choose YouTube for uploading online, H.264 Main Profile (most widely compatible codec). Click into 'Advanced' if you need to change video resolution, frame rate or aspect ratio, and then press 'Export File'



Tutorials

VIDEO RECORDING TIPS

You will find a lot of tutorials on the web. One example of such tutorials is that one: <https://teaching-resources.delta.ncsu.edu/best-practices-and-tips-for-shooting-smartphone-videos/>
Go for a horizontal orientation, using a good quality telephone.
Recording from a low angle is not recommended.
Be aware of the lighting (if you have the light behind the subject while you film, it can burn out the image)
Clear audio (no loud background, no change of level of the voice)
Clear image (no people in the background, stable...)
Everyday Clothes : please avoid T-shirts with logos. Wear colours that will render well on video, favour solid colours, avoid solid white and especially patterns such as stripes.

For interviews, or oral presentations :

- 10 seconds “empty” before speaking + 5 seconds still/mute after the speech (it will help with transitions in the post-production).
- If possible, use a dedicated microphone so that your sound quality is maximised.
- Try to limit gesticulations as much as possible, these will not render well on the camera.
- You can download some free app to help you. We suggest:
Android: <https://play.google.com/store/apps/details?id=norton.five.teleprompter>
iOS: <https://apps.apple.com/us/app/teleprompter/id941620509>

Credits: you can begin the video with a title and end it with credits (director, performers, supports, etc.). It's very important if your video is being seen on YouTube or Vimeo, outside MemoRekall (for example for a trailer). Otherwise you can add credits as a note in MemoRekall (at the very beginning or at the end of the capsule).