

## LEARNING CARD

# Making a video review of a book (without spoilers)

**Description** This activity is based in a previous didactic card ([Making a video review of a book with spoilers](#)), but in this case, the students have to re-make their discourse considering an audience outside the classroom that has not read the book.

**Tag**

- Social Media
- Video
- Youtube

**Skills**

**PRODUCTION**

- Create and modify audiovisual productions
- Use filming and editing tools
- Manage content dissemination and sharing

**SOCIAL MANAGEMENT**

- Participate in social media
- Collaborate
- Coordinate and lead

**INDIVIDUAL MANAGEMENT**

- Self-manage

**PERFORMATIVE**

- Act

**MEDIA AND TECHNOLOGY**

- Evaluate and reflect

**NARRATIVE AND AESTHETIC**

- Interpret
- Understand the story, storytelling, etc.
- Recognise and describe
- Evaluate and reflect
- Take action and Apply

**IDEOLOGY AND ETHICS**

- Evaluate and reflect

**RISK PREVENTION**

- Recognise and describe
- Take action and apply

**Learning areas**

- Foreign Languages
- Language

**Card language**

- Spanish
- English

## Structure

**Sessions** 2 + homework (Variable)

**Duration** 50' (variable)

**Number of participants** 10-30

**Age**

- 10-13
  - 14-16
  - 17-18
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**Materials**

- Reading material
  - Smartphone or videocamera
  - Computer with editing software
  - Internet connection
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## Process

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### Key questions

- How do the characteristics of the audience determine the video discourse and content?
- What are the characteristics of the audience you are communicating with?
- Using Umberto Eco's category of "model reader", who is your video reader?
- How can you modify the video you made previously to fit this new audience?

### Development

**NOTE:** This activity can work on a personal level or in pairs or small groups. Re-group the teams from the previous work ([Making a video review of a book with spoilers](#)) and set the rules for the new project: To make a new version of the book review without spoilers. **(20')**

Explain to the group Umberto Eco's concept of "model reader", giving examples and discussing how this can be translated to the audio-visual context. **(30')**

Each group must produce a video-review of the selected book following the guidelines discussed previously. Students should design their videos for a new type of audience that has not read the book. **(Homework).**

Each group must upload their videoreview to YouTube, following the instructions discussed before. Encourage your students to view and comment on each other's videos. **(Homework).**

The activity finishes with a discussion about how the different kinds of audiences change the media content. **(50')**

### Evaluation

Students are encouraged to give feedback to other teams in the comment section of their video.

In the final discussion, you should also give positive feedback about the projects that accomplished the learning goals and clear advice in areas of improvement.

### References for professors

- Better Than Food: Book Reviews:  
<https://www.youtube.com/channel/UCrY6MKSkOIKDBISvM2zEgoQ>
- Don Quixote - Thug Notes Summary and Analysis (Wisecrack):  
<https://www.youtube.com/watch?v=PvkzxDJo9-Y>
- Literature playlist on YouTube:  
<https://www.youtube.com/playlist?list=PL8dPuuaLjXtOeEc9ME62zTfqc0h6Pe8vb>

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