

Brian Fuller Observation 10/12/21 ART414 *Lighting & Sound Design*

All students in this course work collaboratively on a class-wide video project. Professor Fuller had individual responsibilities for the numerous production aspects divided-up among the students similarly to industry practices. Having been previously assigned different roles such as color adjustments, audio enhancements, sound mixing, etc, they took turns projecting and explaining their progress on the large screen in the front of the classroom. All students have a stake in each of their classmate's progress, and they were fully engaged by the detailed analysis and editing process that proceeded while they watched.

Professor Fuller initiated the process by having the students duplicate their projects so that classroom work was applied to copies of their original files, and he gave clear explanations of technical computer preference settings that might be slowing down their workflows. He gave detailed explanations of complicated workflow procedures such as organizing the six different audio dialog tracks for each character, and gave examples of extending dialog from a second speaker without interrupting (or "ping-ponging") the video back and forth between two speakers.

He offered advice from professional experience about making editing choices, for example: sometimes better continuity between cuts can override the stand-alone merits of individual clips, and accordingly compromises can often make for a better result in the end. The students had recently taken a field trip to see "Citizen Kane," and he referred to a particular character whose vocal characteristics were enhanced along the lines of the audio adjustments being demonstrated. He emphasized that the technical adjustments are always being made to bring out the story-telling impact of the characters and the plot-line, and therefore were ultimately being done towards maximizing an audience's engagement with the project.

Professor Fuller also provided an impressive online reference sheet detailing a well-organized workflow for the project, and he had the class working within a timeline that would keep the project on track to be completed by the end of the semester. I was very impressed with how motivated and engaged the students appeared to be, and he clearly has established a very positive and energetic rapport with the class.

In summary, Professor Fuller appears to be doing an excellent job of keeping his students fully engaged with a very complex, often highly technical learning experience that functions in much the same multiple skill set, collaborative way as the field they aspire to enter. He keeps their ultimate goal of telling a story front and center and the whole process is understood to be in the service of making it into a compelling story.

Fred Scruton,
Assistant Professor, Edinboro University