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Ms. Mallory and I experienced some communication and planning problems last week. Ms. Mallory seemed to be busy with other commitments and exhausted when we finally spoke. Despite this, we kept working on our educational videos, which had been our main priority for the preceding two weeks.

One of the most challenging components of developing educational films is choosing relevant images to complement the information. This is especially tough when working with a small team and a tight budget. We were researching Ancient Nubian Pharaohs, which made finding photographs much more difficult. Furthermore, we had to guarantee that all of the photographs we utilized were in the public domain, which limited our possibilities even further. Ms. Mallory understood the value of having high-quality photographs in our movies and went out of her way to obtain copyright-free images from the Metropolitan Museum's Egyptian display. She traveled nearly three hours from her home in Albany to get these images.

This degree of attention and commitment to our project was motivating and aided us in moving forward despite the obstacles we encountered. The Nubian Kingdoms, which were located in modern-day Sudan, were ruled by ancient Nubian pharaohs. These kingdoms coexisted with, and at times competed with, Ancient Egypt. Because of this competition, Ancient Nubian pharaohs were frequently left out of historical documents and photos, making them difficult to investigate and find images of. Images of Ancient Nubian pharaohs that do exist are typically kept in private collections or museums, making getting them for use in educational programs difficult. There are also, strong copyright restrictions governing the usage of photographs, making it difficult to locate copyright-free images of Ancient Nubian pharaohs. We had to be diligent in our search for photos to guarantee that our educational movies were legally compliant and respected copyright regulations. This meant that we had to find photographs in the public domain, which may be difficult given the restricted amount of images available. Ms. Mallory's effort to getting photos from the Metropolitan Museum's Egyptian display was

critical in helping us to select relevant images for inclusion in our movies. Despite various obstacles, Ms. Mallory remained determined to producing fascinating and educational documentaries on Ancient Nubian pharaohs. She hopes that by doing so, she may shine light on this often-overlooked element of history and give these monarchs the attention they deserve.

As we proceeded to work on the videos, we recognized that polishing the final result was crucial. We agreed that improving the transitions between different portions of the videos would significantly enhance their overall quality. Ms. Mallory was especially fascinated in transitions that looked like curtain peels or melted into checkerboard. I suggested that these transitions could look out of date and unprofessional. I wanted to make certain that our movies were taken seriously and presented properly. She agreed and I believe that the idea to do fancy transitions is no longer being implemented. To improve the overall quality of the films, I spent time polishing Ms. Mallory's video by adding sound effects and improving its general look. I also made sure to properly reference all of the photographs we used, including those she shot at the museum. By doing so, we assured that our movies were legally compliant and that all photos were correctly attributed. T

The processes of us citing images in a video entails providing information about the image's source as well as acknowledging the original artist. This information is usually mentioned in the video's caption or in the credits. The name of the author or copyright owner, the title of the image, the date it was made, and other relevant identifying information, such as the Website or museum accession number, should all be included in the citation. In our video, we decided to include the citations while the image itself is being displayed and at the end of the video as well. This was largely due to Ms. Mallory being very worried about getting her video taken down. Inside of our video, we really did not spend too much time doing anything other than including links. Again, because the images are so rare to come by, most of them do not have official names or even the name of the original artists attached to it. It is almost as if the images were uploaded anonymously and lost to time.

I actually wound up enjoying this project and working with Ms. Mallory a lot more than I initially expected. This project involves producing educational videos about Ancient Nubian pharaohs, a subject that is not usually taught in most schools. I have learned so much about the historical legacies of these monarchs by participating in this project, which can broaden their awareness of the ancient world and give a more complete picture of history. I believe this will also assist me in improving their communication and teamwork abilities. Working with a team to create the video allows me to learn how to successfully convey their ideas and collaborate to reach a common objective. Not to mention that in today's age, making educational films may be an important talent. The capacity to generate interesting and informative films is becoming increasingly vital in a variety of industries, including business, advertising, education, and journalism. By participating in this project, I will receive significant experience in making high-quality video material, which will be useful in their future employment.