

Audio/Video Production II

Level: 3

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Course Catalog Description

Develops students' digital audio and video production skills through hands-on, project-based work using industry-standard digital equipment, editing platforms, file-based workflows, and collaborative media production software.

Summary

Develops students' technical, creative, and professional skills in digitally based audio and video production through hands-on, project-based experiences. Students analyze industry trends, digital safety practices, ethics, legal responsibilities, and career pathways while strengthening leadership, collaboration, and professional communication. Using industry-standard digital equipment, editing software, cloud-based organization tools, and file-based production workflows, students plan, produce, edit, manage, and evaluate audio, video, and broadcast projects with attention to production quality, workflow efficiency, digital asset management, and audience purpose. Emphasis is placed on digital pre-production planning, studio and field production systems, broadcast standards, business and operational practices, and career readiness through portfolio development, CTSO participation, and authentic digital production experiences, including studio crew support for school or district productions.

Notes

The updated course expands significantly beyond the original A/B version by moving from a primarily task- and production-based structure to a more comprehensive, industry-aligned curriculum. The original course focused on core production skills such as camera operation, audio capture, editing, and participation in production activities, emphasizing hands-on technical development and collaboration in studio or field settings. In contrast, the revised course organizes these skills into clearly defined learning strands that reflect the full production workflow (pre-production, production, post-production) while strengthening professional expectations, safety practices, and technical proficiency. Additionally, the updated version incorporates structured components such as portfolio development, leadership, work-based learning, and a final assessment project, which were not explicitly defined in the original. These enhancements improve alignment with current CTE standards by emphasizing real-world application, documentation, career readiness, and progression toward postsecondary and industry pathways, while still maintaining the foundational audio/video production skillset.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will evaluate and refine career pathways in cinematography and audio/video production by analyzing professional roles, tools, work environments, certifications, ethical and legal expectations, professional organizations, and Colorado postsecondary education options to plan for advanced training and industry participation.*

- 1) Identify employment opportunities in various fields with a focus in the area of cinematography and film/video production
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Industry Evolution and Current Trends

Objective: *Students will analyze the evolution and current trends of the audio and video production industry by examining historical developments, emerging technologies, platforms, and workflows, and evaluating how industry changes influence content creation, production practices, and career opportunities.*

- 5) Explain the historical development of the audio and video production industry and its major technological milestones.
- 6) Analyze current trends in audio and video production, including emerging technologies, platforms, and workflows.
- 7) Evaluate how industry trends influence career opportunities, content creation, and production practices.

3. Safety and Risk Management

Objective: *Students will apply advanced safety and risk-management practices by identifying hazards, resolving safety issues, following workplace regulations, and responding appropriately to emergency procedures in audio and video production environments.*

- 8) Apply personal and workplace safety rules and regulations specific to audio and video production environments.
- 9) Identify and resolve potential safety hazards related to equipment, cables, lighting, and production spaces.
- 10) Demonstrate correct responses to emergency procedures and safety protocols.

4. Leadership, Collaboration, and Professional Conduct

Objective: *Students will demonstrate leadership and professional collaboration skills by organizing and facilitating meetings, providing constructive feedback, mentoring peers, managing emotions and teamwork dynamics, and supporting productive, inclusive production environments.*

- 11) Demonstrate effective teamwork skills by providing constructive praise and feedback while valuing diversity and managing emotions.
- 12) Plan and prepare for meetings by setting goals, developing agendas, and organizing materials.
- 13) Conduct and participate in meetings to accomplish production tasks, including documenting decisions, next steps, and meeting outcomes.
- 14) Apply mentoring skills to support, guide, and inspire peers in collaborative production settings.

5. Ethics, Laws, and Responsible Media Use

Objective: *Students will apply ethical, legal, and professional standards in media production by using copyright, fair use, trademark, and privacy laws appropriately, modeling respect for intellectual property, and adhering to professional etiquette and acceptable use policies.*

- 15) Explain ethical standards related to collaboration, attribution, and professional conduct in media production.
- 16) Apply copyright, fair use, trademark, and privacy laws to audio and video projects.
- 17) Model respect for intellectual property and responsible media creation.
- 18) Demonstrate appropriate professional etiquette and adherence to acceptable use policies.

6. Efficiency, Organization, and Productivity

Objective: *Students will enhance production efficiency and workflow management by applying time-management strategies, using technology to improve organization and productivity, and optimizing project workflows to meet production goals and deadlines.*

- 19) Apply planning and time-management strategies to complete production tasks efficiently.
- 20) Use digital technology effectively to enhance productivity, organization, collaboration, and project workflow.

7. Audio and Video Production Systems and Equipment

Objective: Students will demonstrate proficient operation of audio and video production systems by configuring and troubleshooting equipment, differentiating analog and digital formats, operating tapeless and tape-based systems, and applying industry-standard terminology and quality-control practices.

- 21) Demonstrate understanding of standard digital audio and video production systems, including setup, operation, troubleshooting, file management, and configuration.
- 22) Differentiate between analog and digital recording formats and explain their appropriate uses.
- 23) Describe tape-based and tapeless media formats and their applications.
- 24) Operate recording equipment by properly metering signals, maintaining equipment, and ensuring audio and video quality.
- 25) Apply industry-standard terminology accurately in production settings.

8. Pre-Production Planning and Creative Development

Objective: Students will plan and manage complex media productions by analyzing purpose, audience, and distribution methods; creating schedules, budgets, and production documents; coordinating talent and crew; analyzing contracts and releases; and working effectively within budget constraints.

- 26) Analyze purpose, target audience, and distribution methods during the pre-production phase.
- 27) Create and manage production timelines and schedules.
- 28) Develop budgets that account for cast, crew, equipment, and location costs.
- 29) Produce production documents including treatments, storyboards, rundowns, and scripts using correct formatting.
- 30) Identify production requirements such as talent, crew, equipment, locations, props, and sound effects.
- 31) Analyze how music selection impacts emotional tone and storytelling.
- 32) Evaluate production goals to determine appropriate recording and distribution formats.
- 33) Apply strategies to work effectively within budget constraints.
- 34) Conduct auditions and coordinate talent and crew for successful productions.
- 35) Analyze contracts and releases related to talent, crew, locations, and distribution.

9. Business and Operations of the Production Industry

Objective: Students will analyze the business and operational structures of the production industry by examining production team roles, evaluating freelance and entrepreneurial practices, and assessing the demands, costs, and logistics of studio, field, and live productions.

- 36) Explain and analyze the roles, responsibilities, and relationships among production team members.
- 37) Evaluate freelance and entrepreneurial opportunities, including self-promotion, proposals, billing practices, and professional technology tools.

- 38) Analyze the unique demands of live production, including time accountability, back-timing, and budgeting.
- 39) Identify costs, equipment, and strategies required to support studio and field productions.

10. Regulatory Guidelines and Broadcast Standards

Objective: *Students will apply broadcast regulations and technical standards by identifying content guidelines, differentiating regulatory agencies, analyzing signal types and equipment, and applying national and international broadcast standards to audio and video productions.*

- 40) Identify content guidelines based on distribution platforms.
- 41) Differentiate between regulatory agencies such as the FCC, NPR, and other governing bodies.
- 42) Apply knowledge of broadcast standards and formats.
- 43) Explain differences in data signals and equipment for analog and digital technology.
- 44) Identify and describe broadcast standards such as HD, SDTV, NTSC, PAL, and SECAM.
- 45) Locate radio and television frequencies within the electromagnetic spectrum.

11. Evolution of Media Formats and Technologies

Objective: *Students will analyze the evolution of media formats and technologies by examining the transition from analog and tape-based systems to digital and compressed media formats and evaluating their impact on production quality, distribution, and audience access.*

- 46) Explain the evolution of media formats including tape, tapeless, film, and electronic formats.
- 47) Analyze the development and application of digital media formats and compression standards.

12. Portfolio Development

Objective: *Students will curate and refine a professional production portfolio by selecting representative work samples, documenting process and revisions, presenting technical and creative decisions, and using feedback to improve the quality and organization of portfolio artifacts.*

- 48) Curate a portfolio of audio and video production work that demonstrates growth, quality, and range of technical and creative skills.
- 49) Document and explain production roles, workflow choices, revisions, and reflections connected to portfolio artifacts.
- 50) Revise and present portfolio pieces using critique and feedback to improve technical quality, communication, and professional presentation.

13. Leadership

Objective: *Students will strengthen leadership capacity by applying communication, initiative, ethical decision-making, and service-oriented practices through classroom, production, and CTSO experiences that support team success and professional growth.*

- 51) Demonstrate leadership skills by setting goals, taking initiative, and supporting successful team production processes.
- 52) Apply effective communication, conflict resolution, and collaboration strategies in classroom and production environments.
- 53) Participate in CTSO, service, or leadership activities that promote professional growth, civic responsibility, and industry engagement.

14. Work-Based Learning

Objective: *Students will connect classroom learning to authentic professional practice by participating in work-based learning experiences, reflecting on workplace expectations, and applying technical, employability, and problem-solving skills in real-world industry contexts.*

- 54) Apply technical and employability skills in authentic or work-based learning experiences related to audio and video production.
- 55) Demonstrate professional workplace behaviors, including reliability, time management, communication, and responsiveness to feedback.
- 56) Reflect on work-based learning experiences to evaluate skill development, career interests, and next steps for postsecondary education or employment.

15. Final Assessment Project

Objective: *Students will complete a culminating assessment project that demonstrates mastery of audio and video production knowledge and skills through planning, production, revision, presentation, and reflection using professional standards and authentic audience expectations.*

- 57) Plan and produce a final digital audio and/or video project that demonstrates technical proficiency, creativity, effective project management, and mastery of digital production workflows.
- 58) Present and defend creative and technical decisions using appropriate production vocabulary, documentation, and reflection.
- 59) Evaluate final project outcomes using feedback, self-assessment, and established criteria to identify strengths and areas for improvement.

16. Career and Technical Student Organizations

Objective: *Using the [CTSO Resource Document](#), chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful [program of work](#) creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)
[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Audio and Video Production II

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in advanced production teams, manage specialized roles, follow complex verbal cues, and engage in formal critique to refine audio and video projects.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present project proposals, production workflows, and completed audio and video productions to peers, instructors, and authentic audiences.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply advanced informational texts including scripts,

			storyboards, technical manuals, production workflows, and industry standards.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts.	Students apply precise media production vocabulary and adapt language appropriately for technical teams, creative collaboration, and audience communication.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write detailed scripts, production notes, reflections, post- production documentation, and explanations of audio and video production decisions.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise scripts and written documentation and refine multimedia work to produce clear, coherent, and professional- quality final productions.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research and Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance.	Students research advanced production techniques, audiences, and media practices; evaluate sources.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (audio/video careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Film and Video Careers (career pathways, certifications, training programs)
<https://www.careeronestop.org/>
- Bureau of Labor Statistics – Media and Communication (industry roles, wages, job outlook)
<https://www.bls.gov/ooh/media-and-communication/>
- Film Independent (media careers, professional development, industry resources)
<https://www.filmindependent.org/>

2. Industry Evolution and Current Trends

- No Film School – Industry Trends (emerging technologies, production workflows)
<https://nofilmschool.com/>
- PBS MediaShift (media evolution, digital production trends)
<https://www.pbs.org/mediashift/>
- MusicTech (audio/video technology trends, production tools)
<https://musictech.com/>
- Adobe Blog – Video and Audio (modern workflows, industry changes)
<https://blog.adobe.com/>

3. Safety and Risk Management

- OSHA – Entertainment Industry Safety (workplace hazards, equipment safety)
<https://www.osha.gov/entertainment>
- Film Set Safety (on-set safety procedures, risk awareness)
<https://www.filmtvsafety.com/>
- Production Safety Institute (production safety training, emergency protocols)
<https://www.productionsafety.com/>
- Stage Directions – Production Safety (studio and location safety practices)
<https://www.stage-directions.com/>

4. Leadership, Collaboration, and Professional Conduct

- MindTools – Teamwork and Leadership (collaboration, feedback, leadership skills)
<https://www.mindtools.com/>
- StudioBinder – Production Teamwork (production meetings, collaboration workflows)
<https://www.studiobinder.com/>
- Harvard Business Review – Collaboration (professional communication, leadership strategies)
<https://hbr.org/>

- ScreenSkills (professional conduct, media leadership skills)
<https://www.screenskills.com/>

5. Ethics, Laws, and Responsible Media Use

- Creative Commons (copyright, licensing, attribution)
<https://creativecommons.org/>
- U.S. Copyright Office – Education Resources (copyright law, fair use)
<https://www.copyright.gov/education/>
- MediaSmarts (media ethics, credibility, responsible creation)
<https://mediasmarts.ca/>
- Stanford Copyright and Fair Use Center (ethical media use guidelines)
<https://fairuse.stanford.edu/>

6. Efficiency, Organization, and Productivity

- Trello Guides (project organization, workflow management)
<https://trello.com/guide>
- Notion Help Center (documentation, planning, organization)
<https://www.notion.so/help>
- Google Applied Digital Skills (productivity tools, workflow efficiency)
<https://applieddigitalskills.withgoogle.com/>
- MindTools – Time Management (planning strategies, productivity skills)
<https://www.mindtools.com/time-management>

7. Audio and Video Production Systems and Equipment

- Shure Audio Institute (audio systems, microphones, signal flow)
<https://www.shure.com/en-US/shure-audio-institute>
- Sweetwater InSync (audio/video equipment setup and troubleshooting)
<https://www.sweetwater.com/insync/>
- BandH Explora (camera systems, recording formats, equipment operation)
<https://www.bhphotovideo.com/explora>
- BBC Academy – Technology (broadcast and production systems)
<https://www.bbc.co.uk/academy>

8. PreProduction Planning and Creative Development

- StudioBinder – Preproduction Guides (schedules, budgets, production documents)
<https://www.studiobinder.com/blog/pre-production-film/>
- RocketJump Film School (planning, scripts, production strategy)
<https://www.youtube.com/@RJFilmSchool>
- BFI Filmmaking Guides (creative planning, production workflow)
<https://www.bfi.org.uk/film-academy>
- No Film School – Preproduction (storyboards, planning techniques)
<https://nofilmschool.com/>

9. Business and Operations of the Production Industry

- Wrapbook Blog (production operations, freelance practices, payroll basics)
<https://www.wrapbook.com/blog>
- Producers Guild of America (industry roles, professional practices)
<https://producersguild.org/>
- Film Independent – Producing Resources (business practices, production logistics)
<https://www.filmindependent.org/>
- No Film School – Film Business (freelancing, budgeting, operations)
<https://nofilmschool.com/>

10. Regulatory Guidelines and Broadcast Standards

- Federal Communications Commission (FCC) (broadcast regulations, compliance)
<https://www.fcc.gov/>
- NAB – Broadcast Standards (industry standards, media regulations)
<https://www.nab.org/>
- BBC Academy – Broadcast Standards (technical and content guidelines)
<https://www.bbc.co.uk/academy>
- Ofcom Media Literacy (content regulation, broadcast responsibility)
<https://www.ofcom.org.uk/>

11. Evolution of Media Formats and Technologies

- How Stuff Works – Media Technology (analog to digital media evolution)
<https://electronics.howstuffworks.com/>
- Science Museum – Media History (historical media formats, technology changes)
<https://www.sciencemuseum.org.uk/>
- Adobe Video Glossary (digital formats, compression standards)
<https://www.adobe.com/creativecloud/video/discover/video-format.html>
- BBC Bitesize – Media Technologies (media formats, production history)
<https://www.bbc.co.uk/bitesize>

12. Portfolio Development

- ArtStation Learning (portfolio development, showcasing creative work)
<https://www.artstation.com/learning>
- WeAreDevelopers – Portfolio Guide (portfolio building, project presentation)
<https://www.wearedevelopers.com/magazine/how-to-build-a-portfolio>
- Adobe Portfolio (professional portfolios, presentation of creative work)
<https://portfolio.adobe.com/>
- Frame.io Blog – Showreels and Portfolios (video portfolios, demo reels, feedback)
<https://blog.frame.io/>

13. Leadership

- MindTools – Leadership Skills (communication, decision-making, leadership strategies)
https://www.mindtools.com/pages/main/newMN_LDR.htm
- SkillsYouNeed – Leadership (team leadership, conflict resolution)
<https://www.skillsyouneed.com/lead/>
- TED Talks – Leadership (leadership perspectives, communication skills)
<https://www.ted.com/topics/leadership>
- National Society of Leadership and Success (leadership development, goal setting)
<https://www.nsls.org/>

14. Work-Based Learning

- CareerOneStop – Work-Based Learning (internships, apprenticeships, career exploration)
<https://www.careeronestop.org/ExploreCareers/learn/work-based-learning.aspx>
- Colorado Work-Based Learning (state-specific WBL guidance, employer connections)
<https://cdle.colorado.gov/work-based-learning>
- ACTE Work-Based Learning Resources (career readiness, employability skills)
<https://www.acteonline.org/professional-development/work-based-learning/>
- Xello – Work-Based Learning (career exploration, reflection tools)
<https://xello.world/en/>

15. Final Assessment Project

- PBS LearningMedia – Media Production Projects (project ideas, rubrics, assessment)
<https://www.pbslearningmedia.org/>
- Behind the Scenes – Media Projects (authentic production experiences, project planning)
<https://btshelp.org/>
- Film Riot (YouTube) (project-based filmmaking, production techniques)
<https://www.youtube.com/@filmriot>
- Rubistar (project rubrics, assessment tools)
<https://www.rcampus.com/rubistar/>



Technology Student Association – National Competitive Events

Digital Video Production

Objective: *Students will plan, produce, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.*

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the purpose, audience, distribution format, production requirements, and technical constraints before filming.
- Create pre-production documents such as treatments, storyboards, rundowns, scripts, schedules, budgets, or resource plans.
- Capture original audio and video using appropriate recording equipment, cabling, signal levels, camera techniques, and production crew roles.
- Edit the production using appropriate pacing, transitions, sound, titles, graphics, compression settings, and visual storytelling techniques.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Participate in an interview explaining the video concept, production process, technical decisions, creative choices, and theme connection.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>



Technology Student Association – National Competitive Events

On Demand Video

Objective: Students will work as a production team to create, edit, and submit an original short film during an on-site TSA challenge using required criteria revealed at the event orientation.

- Analyze the on-site video prompt, required criteria, filming restrictions, deadline, and submission procedures.
- Plan a short video concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production roles such as producer, director, camera operator, audio technician, editor, actor, production assistant, and file manager.
- Capture original footage and audio in approved locations while following TSA conduct, safety, copyright, and filming restrictions.
- Use effective camera work, audio recording, lighting, pacing, titles, graphics, and editing to communicate the story.
- Troubleshoot production issues related to equipment, sound, footage, file formatting, or submission requirements.
- Evaluate the final video using TSA criteria for creativity, communication, production quality, adherence to requirements, and overall impact.

Resources

- Technology Student Association – On Demand Video competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- Canva – Storyboarding, planning, and production graphics
<https://www.canva.com/>



Technology Student Association – National Competitive Events

STEM Mass Media

Objective: Students will research, write, produce, and revise STEM-focused news content that informs a public audience in alignment with TSA STEM Mass Media competition requirements.

- Research the annual STEM Mass Media theme and identify the key information needed for an informative news story.
- Determine the story’s purpose, target audience, segment structure, interview needs, and distribution format.
- Write news copy, interview questions, narration, voiceover, anchor scripts, or rundowns using appropriate broadcast formatting.
- Produce a digital news broadcast using crew roles, recording systems, lighting, sound, interviews, graphics, and editing.
- Apply broadcast production practices related to timing, signal quality, technical standards, content appropriateness, and audience impact.
- Revise the media product for accuracy, organization, sound quality, visual clarity, pacing, and professionalism.
- Evaluate the final media product using TSA criteria for accuracy, organization, creativity, communication, and technical quality.

Resources

- Technology Student Association – STEM Mass Media competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- NPR Training – Journalism, audio, and storytelling resources
<https://training.npr.org/>
- Poynter – Journalism and media literacy resources
<https://www.poynter.org/>
- Canva – News graphics and presentation design tools
<https://www.canva.com/>