

Instructional Design Project

Using Movie Maker Tools for Video Editing

Stefanie Brimacomb
EDTECH 503 (SPRING 2011)
Submitted to Dr. Jennifer Freed
April 4, 2012

Instructional Design Project - Brimacomb

Table of Contents

Synthesis Reflection Paper	3
Part 1. Topic	6
1a. Goal statement	6
1b. Audience description	6
1c. Rationale	6
Part 2. Analysis Report.....	6
2a1: Needs assessment survey	6
2a2: Needs assessment data	6
2b1: Learning context description	7
2b2: Transfer context description	7
2c: Description of Learners	7
2d: Task Analysis Flow Chart.....	7
Part 3. Planning.....	7
3a: List of instructional objectives	7
3b: Objectives matrix table	8
3c: ARCS Table.....	12
Part 4. Instructor Guide	13
Part 5. Learner Content.....	24
5a: Learning materials	24

Instructional Design Project - Brimacomb

5b: Assessment materials	24
5c: Technology tool rationale	27
Part 6. Formative Evaluation Plan.....	27
6a: Expert review plan	27
6b: One-to-one review plan	27
6c: Small group evaluation plan	27
6d: Field trial plan.....	27
Part 7. Formative Evaluation Report	28
7a: Evaluation survey	28
7b: Report of expert review	28
7c: Designer's response to review	28
Part 8. Standards Grid.....	28

Synthesis Reflection Paper

Smith & Ragan dedicate a large portion of their text defining various instructional strategies. Specifically, they focus on declarative knowledge instruction, conceptual learning, learning procedures, principle learning strategies, problem-solving, cognitive strategy, attitudes, and skill sets.

The authors refer to Gagne' and Briggs (1979) three subtypes of declarative knowledge: labels and names, facts and lists, and organized discourse. According to Smith & Ragan, each of these subtypes requires learners to process the information in different ways, although all three subtypes indicate the learner understands a concept, and assessment takes place in the form of a declaration to describe, explain, summarize or list in a manner that allows prior knowledge to be combined with new information. One challenge instructional designers face is technological limitations, or the inability for computers to draw contextual inferences in similar wording, so if a learner must apply a fact, he or she must be able to bring it easily to mind in the context in which it best transfers to the new information.

Organization is a key component to successfully linking prior knowledge with new information. Most organizational tools (e.g. reviewing prior materials, metaphorical connections) are generated by the student. , but advance organizers are more supplantive in nature, and are often used in providing a review while simultaneously previewing the lesson at hand.

Three techniques that are used for processing information in this strategy are clustering and chunking or the use of mnemonics(frequently used for labels and names), learner or instructor generated imagery (facts and lists), and graphic organizers (organized discourse).

Declarative knowledge differs from another learning type, conceptual learning, in that it requires an association between two ideas, symbols, etc. whereas concepts are more specific to a given set of concrete or abstract groupings that share characteristics. Concept learning is the ability to identify a group of devices as "computers" whereas declarative knowledge would identify "HP laptop," "Dell desktop" and "Acer notebook." Concepts are often overgeneralized initially, such as a toddler pointing to every moving vehicle and gleefully pronouncing "Truck!" As time passes, the learner becomes more discriminating and is able to distinguish differences to form new concepts.

Concept learning may be achieved through a generative inquiry approach, or through a more supplantive expository approach.

Learning procedures are identified as simple or complex. Problem-solving (addressed later in this review) and decision making are often procedural in nature and follow given processes. Assessment is fairly straightforward - either the learner is able or unable to complete the steps of the process. Initially the steps can be assessed independently until the learner is able to identify situations that call for a given procedure, then be able to identify or perform each given step.

Instructional Design Project - Brimacomb

More complex procedures may require decision making before moving on to another step. For example, paramedic students learn to gather information as they go to determine the nature of illness or chief complaint and the necessary pre-hospital treatment. Through many practice runs of “if yes, then....” Or “if vitals are below x/y (z), then” they are paired with licensed paramedics in the field to observe and practice the procedures. It is not until they have successfully demonstrated their ability to recognize a situation and identify when one would not perform certain treatments that they are finally approved for pre-hospital patient care.

Principles describe a relationship between two concepts and are taught as a cause and effect relationship. One of the basic tenants of geography is that *if* a three sided figure has equal sides, *then* the angles will also be equal. When designing a lesson for principle learning, those relationships can be capitalized to capture interest to the new subject in an inquiry approach. In inquiry approach provides an overview of the lesson which might give the learners an opportunity to resolve a dilemma, or solve a puzzle. Once solved, evaluative feedback provides information to the learners about whether their solution ties with the key concepts of the principle and if it is correctly applied.

Problem solving learning is complex in nature in that it synthesizes “previously learned principles, procedures, declarative knowledge, and cognitive strategies in a unique way within a domain of content to solve previously un-encountered problems.” (p218) whether highly structured, or unstructured - which are more authentic. Learners must have the ability to apply principles, declarative knowledge, and cognitive strategies in varying degrees.

The problem-solving approach can be supplantive or generative, depending on the problem to be resolved, but the problem should be presented in a simple manner that can be moved into the more complex as the lesson unfolds. The instructor is responsible for the focus to remain on the problem in what the authors identify as the “problem space” by identifying relevant information, constructing relationships between the variables in the given vs. the goal states (diagrams are useful here), analyzing relationships for recognizable patterns that lend to the given set of problems, and identifying the unknown and helping learners discern where inferences can be made, or where more information is necessary. Assessment is more complex because of time constraints, or lack of sufficient evidence that students will be successful in resolving similar problems in the future. Smith and Ragan suggest one way designers can overcome this is to provide partial problems that offer learners an opportunity to evaluate the validity of a given solution.

Cognitive strategies are learner-centric and are often referred to as learning strategies (those that support learning) and thinking strategies (“generic problem-solving skills” (p. 144)). Learning strategies are categorized in the cognitive domain and affective domain. The cognitive domain addresses the process of *thinking* and the affective domain addresses *attitude toward the learning topic*. Thinking strategies are developed to help learners solve general problems and come up with new ideas.

Just as the problem solving activities in the cognitive strategy domain are simplified when compared to the procedural problem solving domain, another learning domain is attitude learning. Often social programs such as the D.A.R.E. education target attitudinal changes that motivate the learner to change a behavior or lifestyle.

Instructional Design Project - Brimacombe

Attitude learning affects the cognitive, behavioral, and affective components so learners know how to do something, are motivated to do it, and know why they do it. Because of the learner oriented nature of attitude learning, assessment is most effective when the learner is his or her own evaluator.

Psychomotor learning can be thought of as gaining new skills. These new skills might be gained by physical practice in whole or in steps, but practice is a primary factor that influences the success of psychomotor learning. When steps are performed independently, there is a chance of disconnect between the integration of the separate steps. Mastery is assessed through observation and feedback.

Reflection:

I was hit with the difference in creating a lesson plan as a teacher and identifying the differing strategies that best serve the learning objective as an instructional designer. As a result of this course thus far—especially after reviewing the taxonomies identified above-- my teaching practice has changed. I now look at my lesson plans through the lens of student motivation and try to offer a wider spectrum of activities to meet the needs of my learners. The outcome has been positive. Learning goals are better realized, and students seem happier.

Where I am really excited to implement these strategies is in an EMT course that I will co-teach this summer. It will be exciting to see how these strategies impact adult learners.

Instructional Design Project - Brimacomb

Part 1. Topic

1a. Goal statement

Given workstations with Windows Moviemaker and access to previously captured video clips and still photos, the learner will select editing tools to generate a five-minute video. The product will display evidence of using titles, captions, credits, special effects, and transitions.

1b. Audience description

The learners consist of junior high learners with little or no experience in video editing. The learners should have understanding of video terminology, and experience recording video and transferring it to a network drive.

1c. Rationale

Teachers across content areas are using video technology for expanded understanding and assessment purposes. Middle school students find video projects motivating. (Expand)

Part 2. Analysis Report

2a1: Needs assessment survey

To determine the level of stakeholder support, an online survey tool will be provided to learners grades 6-8 and a random selection of middle school teachers. The survey will focus questions to reveal attitudes and aptitudes regarding ease-of use, prior experience with digital video cameras, prior experience with PCs and video editing software.

2a2: Needs assessment data

Other than basic questions about experience operating a video camera, computer, editing software, etc., some specific survey items might include:

(Using a 5 point ranking as follows: 0 - "never (or never before)," 1 - "rarely," 2 - "Sometimes," 3 - "regularly", 4 - "frequently")

I enjoy watching advertisements on TV.

When watching advertisements, I think about the way each scene was made.

Advertisements make me want the featured product.

I want to know how to make my pictures look like a movie.

I enjoy writing.

I enjoy taking pictures.

I use computers at home.

My home has high speed Internet.

I use Microsoft Word to type letters.

I learn best by doing.

Friends and family ask me to help them solve computer problems.

I use Microsoft Movie Maker.

I have uploaded videos to a streaming video site (such as YouTube).

Instructional Design Project - Brimacomb

2b1: Learning context description (expand)

2b2: Transfer context description (expand)

2c: Description of Learners

The learners consist of junior high learners with little or no experience in video editing. Even though the learners will likely share learner characteristics, the design will most likely cater to differences, offering a number of tools to address styles of learning (Smith, 2005), differing aptitudes, and a teen's insatiable need to stimulate sensory connections.

2d: Task Analysis Flow Chart



Part 3. Planning

3a: List of instructional objectives

Learners can....

1.create a new video project, using existing video clips and photographs, and save it to a network folder
 - 1.1 Learner will login to network using his or her unique username and password
 - 1.2 After startup, learner will expand Start menu
 - 1.3 Learner will click All Programs to expand list of available programs
 - 1.4 Learner will click appropriate selection to launch Windows Movie Maker
 - 1.5 Learner will click "add videos and photos" icon to import video and pictures
 - 1.6 Learner will browse to appropriate network share folder to access video and photographs from the shared media folder.

Instructional Design Project - Brimacomb

- 1.7 Learner will ctrl click desired video and photos
- 1.8 Learner will click open
- 1.9 Learner will click MovieMaker drop down box in the top left corner of the menu bar
- 1.10 Learner will click “save project as” option
- 1.11 In the save as dialog box, learner will type the network path to his or her network folder
- 1.12 Learner will type in name of project as *[Lastname]Video1*
- 1.13 Learner will use a mouse to click the word save
2. ...give examples of raw and edited video clips.
 - 2.1 Instructor will provide a checklist to each learner
 - 2.2 Instructor will instruct learners to follow along as directions for the worksheet to mark “raw” or “edited” are read aloud.
 - 2.2Instructor will display 10-12 video clips, some of which have been edited
 - 2.3 Video clips 1 and 2 are for example purposes and will depict 1 raw and 1 edited video
 - 2.4 Instructor will point out features of raw and edited videos
 - 2.5 Instructor will instruct learners to watch remaining videos to determine whether raw or edited.
 - 2.6 Learners will watch remaining videos and use the check list to demonstrate understanding
3. ...identify menu bars and associated ribbons in Microsoft Movie Maker Live (Windows 7).
 - 3.1 Instructor will provide a 10-minute demonstration of the menu bars in the MovieMaker program.
 - 3.2 Learners will launch Microsoft Movie Maker Live
 - 3.3 Using a handout, learners will label the ribbon bars and their associated tools.
4. ...identify Movie Maker’s text editing tools and differentiate between titles, captions, and credits.
 - 4.1 Instructor will provide a 10-minute demonstration of the text editing tools in the MovieMaker program
 - 4.2 Learner will navigate to the beginning of the project.
 - 4.3 Learner will click on the Title Icon (Upper-right most selection in the Add box of the Home menu ribbon)
 - 4.4 Learner will think about and type in a one to four word title appropriate for his or her project using default settings
 - 4.5 Learner will click the play button to preview the title.
 - 4.6 Learner will click on a specific frame within his or her chosen files.
 - 4.7 Learner will click on the Caption Icon (Directly under the previous “title icon” in the Add box of the Home menu ribbon)
 - 4.8 Learner will think about and type in a three to six word caption for this slide using default settings
 - 4.9 Learner will navigate to the last slide
 - 4.10 Learner will click on the Credits Icon (Directly under the previous “caption icon” in the Add box of the Home menu ribbon)
 - 4.11 Learner will type in “This film was edited by *[student name]*” using default settings
5. ...select the appropriate transition(s) for the video message.
 - 5.1 Learner will navigate to the Animations tab
 - 5.2 Learner will click on the scroll window of the tab and select a single transition appropriate for his or her message and click the “apply to all” check box.
6. ...determine added or reduced timing for special effects and transitions.
 - 6.1 Learner will click the duration drop down box located to the right of the transitions options.

Instructional Design Project - Brimacomb

- 6.2 Learner will experiment with three different timings by clicking on each and previewing the results.
- 6.3 Learner will select the timing that best suits the message of his or her video.
- 6.4 Learner will click the “apply to all” checkbox.
- 6.5 Learner will close the transitions.
7. ... analyze existing timeline to determine what video clips and photographs are key to communicate the message of the final product.
 - 7.1 Learner will click on video clips and photographs to preview each in the preview window
 - 7.2 Learner will click the play button in the preview window
 - 7.3 Learner will right click on undesired video segments
 - 7.4 Learner will select “delete” from shortcut menu
8. ...decide what segments of a video clip contribute to the intended message of the finished video.
 - 8.1 Learner will click the play button on the timeline preview
 - 8.2 Learner will think about what footage and photos contribute to the intended message.
 - 8.3 Learner will note desired beginning and ending frames for message
9. ...use frame advance/back controls to determine split frames.
 - 9.1 Learner will navigate to the green video tools tab and click to activate the tools options
 - 9.2 Learner will click the play arrow in the preview box
 - 9.3 Learner will analyze the clip and think about the message to be delivered and click the pause bars at the approximate desired start point of the clip
 - 9.4 Learner will click the blue advance/back arrows to set the exact point for the split
 - 9.5 Learner will click the split video button in the editing box
 - 9.6 Learner will click the play arrow in the preview box
 - 9.8 Learner will think about how much of the segment is necessary for the intended message and click the pause bars at the approximate desired stop point of the clip
 - 9.9 Learner will click the blue advance/back arrows to set the exact point for the second split
 - 9.10 Learner will click the split video button in the editing box
 - 9.11 Learner will delete the trimmed segments and keep the desired segment
10. ...identify file size and resolution necessary for production needs.
 - 10.1 Learner will save the project with a shortcut key ctrl+s
 - 10.2 Learner will navigate to the share box and click the “Save Movie” icon
 - 10.3 Learner will select the “for Computer” setting
 - 10.4 Learner will browse to the “movie” folder within their personal documents folder
 - 10.5 Learner will save the movie as *[lastname]movie*
 - 10.6 Learner will save as type Windows Media video file
 - 10.7 Learner will preview the final video after saving
 - 10.8 Learner will click MovieMaker drop down box in the top left corner of the menu bar
 - 10.9 Learner will save the project
 - 10.10 Learner will click the red box in the upper right corner to close out of Movie maker
11. ...give examples of raw and edited video clips and reflect on learning.
 - 11.1 Instructor will provide a checklist to each learner
 - 11.2 Instructor will instruct learners to follow along as directions for the worksheet to mark “raw” or “edited” are read aloud.
 - 11.3 Instructor will display 10-11 video clips, some of which have been edited
 - 11.4 Learners will watch videos and use the check list to demonstrate understanding
 - 11.5 Learners will think about the video editing process and reflect on how the process contributes to the message being developed.

Instructional Design Project - Brimacomb

3b: Objectives matrix table

Learning Objective (a)	Blooms Taxonomy Classification (b)	Strategy to be employed to teach the objective (c)	Type of Learning (d)
INTRODUCTION			
1			
1.1	Application	Supplantive	Procedural
1.2	Application	Supplantive	Procedural
1.3	Application	Supplantive	Procedural
1.4	Application	Supplantive	Procedural
1.5	Application	Supplantive	Procedural
1.6	Application	Supplantive	Procedural
1.7	Application	Supplantive	Procedural
1.8	Application	Supplantive	Procedural
1.9	Application	Supplantive	Procedural
1.10	Application	Supplantive	Procedural
1.11	Application	Supplantive	Procedural
1.12	Application	Supplantive	Procedural
1.13	Application	Supplantive	Procedural
2			
2.1	Comprehension	Supplantive	Procedural
2.2	Comprehension	Supplantive	Procedural
2.2	Comprehension	Supplantive	Procedural
2.3	Comprehension	Supplantive	Procedural
2.4	Comprehension	Supplantive	Procedural
2.5	Comprehension	Supplantive/Generative	Procedural/Problem Solving
2.6	Comprehension	Supplantive/Generative	Procedural
3			
3.1	Knowledge	Supplantive	Procedural
3.2	Knowledge	Supplantive	Problem Solving
3.3	Knowledge	Supplantive	Procedural
7			
7.1	Application	Supplantive	Procedural
7.2	Application	Supplantive	Procedural
7.3	Application/Analysis	Generative	Problem Solving
7.4	Application	Supplantive	Procedural
8			
8.1	Application	Supplantive	Procedural
8.2	Evaluation	Generative	Problem Solving
8.3	Application	Supplantive	Procedural
9			
9.1	Application	Supplantive	Procedural
9.2	Application	Supplantive	Procedural
9.3	Evaluation	Generative	Intellectual/Cognitive
9.4	Application	Supplantive	Procedural

Instructional Design Project - Brimacomb

9.5	Application	Supplative	Procedural
9.6	Application	Supplative	Procedural
9.8	Evaluation	Generative	Intellectual/Cognitive
9.9	Application	Supplative	Procedural
9.10	Application	Supplative	Procedural
9.11	Application	Supplative	Procedural
5			
5.1	Application	Supplative	Procedural
5.2	Application	Supplative	Procedural
6			
6.1	Application	Supplative	Procedural
6.2	Analysis	Supplative	Procedural
6.3	Evaluation	Supplative	Problem-solving
6.4	Application	Supplative	Procedural
6.5	Application	Supplative	Procedural
4			
4.1	Application	Supplative	Procedural
4.2	Application	Supplative	Procedural
4.3	Application	Supplative	Procedural
4.4	Knowledge/Analysis	Supplative/Generative	Intellectual/Cognitive
4.5	Application	Supplative	Procedural
4.6	Application	Supplative	Procedural
4.7	Application	Supplative	Procedural
4.8	Knowledge/Analysis	Supplative/Generative	Intellectual/Cognitive
4.9	Application	Supplative	Procedural
4.10	Application	Supplative	Procedural
4.11	Application	Supplative	Procedural
10			
10.1	Application	Supplative	Procedural
10.2	Application	Supplative	Procedural
10.3	Application	Supplative	Procedural
10.4	Application	Supplative	Procedural
10.5	Application	Supplative	Procedural
10.6	Application	Supplative	Procedural
10.7	Application	Supplative	Procedural
10.8	Application	Supplative	Procedural
10.9	Application	Supplative	Procedural
10.10	Application	Supplative	Procedural
11			
11.1			Procedural
11.2			Procedural
11.3			Procedural
11.4	Evaluation	Supplative	Procedural
11.5	Comprehension	Generative	Intellectual/Cognitive

Instructional Design Project - Brimacomb

3c: ARCS Table

Goal Statement: Given workstations with Windows Moviemaker and access to previously captured video clips and still photos, learners will select editing tools to generate a one to three-minute video. The product will display evidence of using titles, captions, credits, special effects, and transitions.

Prior to the start of this project, students have reflected on past events and circumstances in their lives to choose a topic for which they will create their own public service announcement, learned to create a storyboard, record video, and capture recorded video to network folders.

ARCS TABLE

Categories & Subcategories	Process Questions
<p>ATTENTION</p> <p>A.1. Perceptual arousal</p> <p>A.2. Inquiry arousal</p> <p>A.3. Variability</p>	<p>Show the UK texting while driving PSA (4:15 minutes).</p> <p>Ask students to discuss the PSA in groups of three and report back as to what elements in this PSA made the message effective.</p> <p>Students will complete a Needs Assessment Survey on Survey Monkey.com demonstrating their prior knowledge of using Microsoft Movie Maker. This survey will give them an opportunity to “show what they know.”</p>
<p>RELEVANCE</p> <p>R.1. Goal orientation</p> <p>R.2. Motive matching</p> <p>R.3. Familiarity</p>	<p>Students will watch Seventeen Magazine’s award-winning public service video clip regarding driving while distracted (1:31 minutes:seconds).</p> <p>Ask students to brainstorm ways that they can develop their raw footage into a powerful message. Giving them a choice will further motivate them.</p> <p>Show 10 short (30-45 seconds) video clips with audio muted, and analyze them using a checklist handout to indicate which have been edited and which are raw footage (links to video clips are included in instructor guide).</p>
<p>CONFIDENCE</p> <p>C.1. Learning requirements</p> <p>C.2. Success opportunities</p>	<p>Explain to students that this project within the PSA unit is where they will see their PSA begin to take shape as they clip unnecessary footage, add titles and captions, and enhance it with transitions and special effects.</p> <p>Ask students to measure their progress with benchmarks throughout the project. Some will be student-centered, others will be feedback from the instructor.</p>

Instructional Design Project - Brimacomb

C.3. Personal control	Ask students to analyze their footage and determine where to make the edits to project a clear and focused message. Review each step of the editing process as the project progresses.
SATISFACTION	
S.1. Natural consequences	Let the students know that the finalized PSAs will be published online for them to share with family members and friends.
S.2. Positive consequences	Feedback from instructor, peers, and family members
S.3. Equity	Provide a venue for all PSAs to be published together with moderated comment sections. Encourage students to comment in a positive manner about their peer's handiwork.

Part 4. Instructor Guide

Outline For Instructor Guide

Introduction

(Day 1) Gain Attention

Gain learner attention by showing them the [UK texting while driving](#) public service video from YouTube (04:16) using the teacher computer, projector, and interactive white board. Keep the video staged for re-viewing key video angles and shots.

Inform the students that over the next four days, they will finalize the PSA that they have been developing over the past three weeks by learning to use the video editor Microsoft Live Movie Maker.

Establish Purpose

Ask students to discuss the PSA in groups of three and report back as to what elements in this PSA made the message effective (5 minutes). Brainstorm what elements of the video were critical to reinforcing the message (1 minute or less). Ask groups to remember other video PSAs and when editing reinforces the message or when raw cuts have reinforced the message, having learners defend their positions with evidence if necessary (5-8 minutes).

Announce to the class that they are going to learn how to use both raw and edited video to create effective messages, save a movie file, and publish the saved file to the Internet.

Instructional Design Project - Brimacomb

Stimulate Learners' Attention/Motivation

Direct students to the [Needs Assessment Survey](#) on Survey Monkey.com demonstrating their prior knowledge of using Microsoft Movie Maker. This survey will give them an opportunity to “show what they know” (10 minutes)

Preview the Learning Activity

Instruct students to log on to the network and launch Windows Live Moviemaker. Assist them in their login or launching the software if necessary. Perform each step with the students while projecting your results on the interactive whiteboard.

Explain that Windows Live Moviemaker is a video editing tool that will allow students to compile the video footage that they have recorded in previous class periods, trim irrelevant footage, add titles, credits, captions, transitions, or special effects and customize the video to the learner's preselected theme. For example, as the instructor, you might say:

In this lesson, you will learn how to use the video editing software included in the Microsoft 7 O/S called Windows Live Moviemaker. I notice from your needs assessment that (number) of you have used Moviemaker (ask any who have identified themselves as MovieMaker users to describe their favorite creation). As you progress through the lesson, you will analyze your existing video and still photographs for relevance to your message. You'll learn how to trim excess video footage and how to highlight key aspects of an image using captions, transitions, and special effects. Your resulting movie will be published online via YouTube. Once you gain these video editing skills, you will be able to create videos for your classes in coming years.

Announce that the students are going to import their footage and photo files to preview their raw data and save the resulting project in a project file in the same folder.

Steps:

- Ask students to navigate to their saved video footage in the network share folder by clicking “add videos and photos” icon to import video and pictures.
- Instruct them to ctrl+click on desired file names to select by hand video and photo files created for this project and then click the “open” button to import the files.
- Instruct the learners to click the MovieMaker drop down box (located in the top left corner of the menu bar) and save the project as a MovieMaker project in the same folder as their media files are located.
- Once the project is saved, ask students to exit MS Live MovieMaker and log off the computers.

Body

(Days 2-3) Recall relevant prior knowledge

Use the teacher computer, projector, and interactive white board to access YouTube.com and show Seventeen Magazine's award-winning public service [video clip](#) regarding driving while distracted (1:31).

Remind students of prior day's brainstorming session and determine whether this shorter version includes the elements found in the UK texting and driving message.

Present information and examples

Students will first determine whether or not video editing is required to make his or her PSA meaningful. To make a better choice, students will review both raw and edited videos for ways in which the video elements add to, or distract the viewer from the message.

Provide Handout 1 – Video Checklist.

Show brief segments (30-45 seconds) of 10 video clips [with audio muted](#), and analyze them using the Checklist 1 to indicate which have been edited and which are raw footage. Use videos 1 and 2 as “example” videos, pointing out editing features in video 1. Instruct students to complete the remaining portion of the checklist independently and turn it in for grading at the end of this segment (allow 8-10 minutes for this activity).

[Video 1 Start to 00:30 \(Edited using shape transitions and titles\)](#)

[Video 2 Start to 00:30 \(Raw\)](#)

[Video 3 Start to 00:30 \(Edited using cross fades, titles, credits\)](#)

[Video 4 \(Raw\)](#)

[Video 5 Start to 00:30 \(Edited with title, cross fades, caption\)](#)

[Video 6 \(Edited with title, cross fade, credits\)](#)

[Video 7 Start to 00:30 \(Edited with title, captions, cross fade, pan, zoom\)](#)

[Video 8 Start to 00:30 \(Raw\)](#)

[Video 9 Start to 00:30 \(Edited with title, cross fade, zoom\)](#)

[Video 10 Start to 00:30 \(Raw\)](#)

Instructional Design Project - Brimacomb

Next, learners will learn how to complete video editing steps. This content will be provided in an sequential manner, such as, “After raw video footage is imported, it is ready for trimming. Trimming requires forethought as to which kind of transitions are desired (overlapping fade may require an extra .75 second on each end to wash from one clip to the next), what text will be added (in the form of titles, captions, and credits), and in which format the final video will be saved.

Focus

Attention

Explain to students that this project is where they will see their PSA begin to take shape as they clip unnecessary footage, add titles and captions, and enhance it with transitions and special effects.

Provide the students with a handout 2 - note-taking graphic organizer that depicts a screenshot of the MovieMaker window. Announce that you are going to display on the interactive white board the Windows Live Movie Maker stage and timeline tutorial. Before you begin projecting, encourage students to explore in their own Microsoft Live Movie Maker window while watching the [Getting started tutorial](#) found in YouTube (5 minutes).

Once students have completed watching the tutorial, ask them to analyze the photographs and video clips within their storyboard and ask the following questions:

Is video editing required?

What cues indicate when one step should be initiated, and when it has been completed correctly?

List the steps in editing a video using the video trim, transitions, special effects, and textual references (title, captions, credits).

When is trimming appropriate, and what cues are provided to know it has been done successfully?

When is a title appropriate – are there times it is not? What cues are provided to know it has been done successfully?

When is the use of captions appropriate, and what cues are provided to know they are being used successfully?

Why use credits? What cues are provided to know they have been done successfully?

Employ Learning Strategies (Handout 2)

Instruct students to log on to the network, launch Microsoft Live MovieMaker, and open the project they saved in the previous day’s class. Assist students who need reminders of how to login, open the video editing software, or navigate to their shared folder on the network.

Instructional Design Project - Brimacomb

Encourage students to analyze the video clips and photographs in their project and compare them with the storyboards they created in a previous lesson. Allow students to create a diagram indicating which film clip or photograph correlates to each storyboard screen.

Provide for and Guide Practice (Handout 3)

Announce to the students that they are going to first analyze each raw video clip for the “pearl” – a segment of a video clip that portrays key information. For example, on a clip of a football game, the pearl might be the milliseconds leading to an interception, or the expression on the coach’s face when the opponents run the ball to his team’s touchdown zone. Allow ample time for students to put this concept into practice. Give them an opportunity to use the slide edit as demonstrated in the tutorial. Instruct them to write down beginning and ending time stamp codes on the appropriate columns in Handout 3 – Video edits.

Is video trimming required? If not, skip to next step.

What transitions, if any, will best enhance the message?

What special effects, if any, will best enhance the message?

What textual references (title, captions, credits), if any, are needed to enhance the message?

Evaluate Feedback or Provide Feedback

Ask students to analyze their footage and determine where to make the edits to project a clear and focused message. Review each step of the editing process as the project progresses.

Provide motivational and informational feedback.

Provide positive reinforcement and constructive information.

Provide feedback to the learners during practice. Allow learner to determine if he or she is performing the steps correctly, and periodically have him or her explain why they choose to make certain edits.

Conclusion

Summarize and review

Instruct the students to list the steps involved in video editing. Allow the students 10 minutes to create a diagram illustrating the flow of editing from raw video to published movie.

Enhance transfer

Ask students what skills they have gained that will transfer over to their daily lives. Document their observations to review at a later date.

Remotivate and Close

Let the students know that the finalized PSAs will be published online for them to share with family members and friends.

Assess Learning or Conduct Assessment Evaluate

Provide feedback on learners' progress. Allow peer review with positive and constructive feedback.

Provide Handout 1 – Video Checklist (final).

Show brief segments (30-45 seconds) of 10 video clips with audio muted, and analyze them using the Checklist 1 to indicate which have been edited and which are raw footage. Use videos 1 and 2 as “example” videos, pointing out editing features in video 1. Instruct students to complete the remaining portion of the checklist independently and turn it in for grading at the end of this segment (allow 8-10 minutes for this activity). Return to the students their own checklist completed earlier in the week.

Ask students to reflect on the change in their responses at the beginning of the week, and at the end of the week and to write a two or three paragraph journal entry reflecting their growth in video editing, and the ability to recognize a raw vs. an edited video.

Provide Feedback and Remediation

Instructional Design Project - Brimacomb

Provide a venue for all PSAs to be published together with moderated comment sections. Encourage students to comment in a positive manner about their peer's handiwork. After two weeks revisit the published videos and review feedback from instructor, peers, and family members

Instructional Design Project - Brimacomb

Handout 1 - Video Checklist

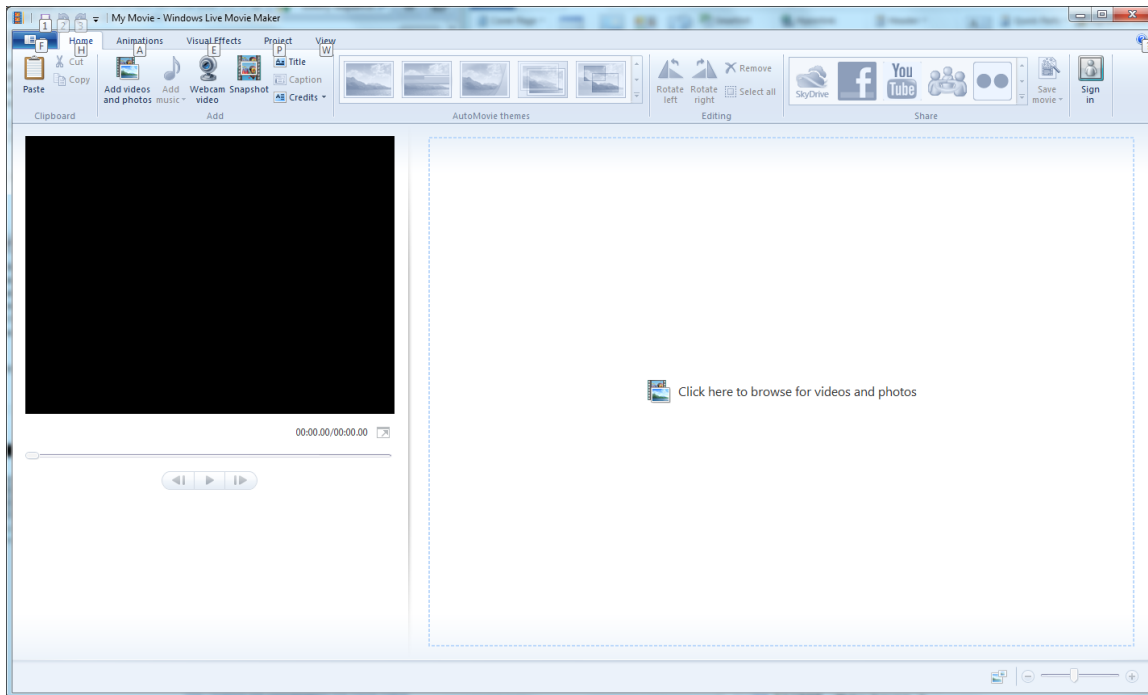
Name _____

After watching each video clip, place a check mark (✓) in the “raw” or “edited” column indicating which type video you watched. If you determine it was edited, list any indicators in the comments section.

Video	Raw	Edited	Comments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Instructional Design Project - Brimacomb

Handout 2 - Notetaking Graphic Organizer (For use with YouTube <http://youtu.be/3ZZij3NNyVg>)



Write notes regarding each window below:

Home

Animations

Instructional Design Project - Brimacomb

Visual

Effects

Project

View

Instructional Design Project - Brimacomb

Handout 3 - Video Edit Times

Name _____

Review each video segment in your project. Use the split tool to isolate “pearls” in each clip, and then record the beginning and ending time stamp for each clip.

Video	Start	Stop	Comments
1	:	:	
2	:	:	
3	:	:	
4	:	:	
5	:	:	
6	:	:	
7	:	:	
8	:	:	
9	:	:	
10	:	:	
11	:	:	
12	:	:	
13	:	:	
14	:	:	
15	:	:	
16	:	:	
17	:	:	

Instructional Design Project - Brimacomb

Part 5. Learner Content

5a: Learning materials

Workstations with Windows Moviemaker and access to previously captured video clips and still photos

5b: Assessment materials

Objective Learners can....	Bloom's Taxonomy Classification	Format of Assessment	Description of test form	Sample items
1. ...create a new video project, using existing video clips and photographs, and save it to a network folder	Synthesis	Performance	Observation of entry level skills: (Peer-to-peer check list)	Students will log on to the network using the lab workstations, launch Windows Movie maker, import video and still photographs from a common (shared) file, and save the project to their own folder within the course folder using standard network path file names and associations.
2. ...give examples of raw and edited video clips.	Comprehension	Written	Recognition (preassessment) Check list (Raw/Edited)	While watching 10 video clips, indicate on the handout provided which clips are in raw form, and which you think have been edited. (the featured clips will be edited using video editing tools that students will be using in this assignment).
3. ...identify menu bars and associated ribbons in Microsoft Movie Maker Live (Windows 7).	Knowledge	Written	Recognition Labels	(After 10 minutes of demonstration, and 20 minutes of discovery application, a handout depicting a number of MSMovieMaker windows is provided). Label the following elements in each screen shot.
4. ...identify Movie Maker's text editing tools and differentiate between titles, captions, and credits.	Knowledge Analysis	Performance	Instructor Observation Check list (Yes/No)	(After 10 minute demonstration and 10 minutes of discovery application). Apply a title, 1 caption, and credits to a short video clip.
5. ...select the appropriate transition(s) for the video message.	Application	Performance	Instructor Observation Oral presentation	(After 3-5 minute demonstration and 10 minutes of discovery application). Select one or

Instructional Design Project - Brimacombe

				more video transitions for a sequence of short video clips/photographs and verbally explain their choice in relation to the message.
6. ...determine added or reduced timing for special effects and transitions.	Application	Performance	Instructor Observation Checklist (Yes/No)	(After 5-7 minutes of demonstration and 10 minutes of discovery application). Demonstrate your ability to locate the appropriate toolbar and successfully edit the timing of special effects and transitions.
7. ... analyze existing timeline to determine what video clips and photographs are key to communicate the message of the final product.	Application Analysis	Performance	Peer observation Checklist (Yes/No)	In teams of two, determine if the video clips and photos your partner has selected is relevant to the message he or she is trying to convey.
8. ...decide what segments of a video clip contribute to the intended message of the finished video.	Evaluation	Written	Written	Given your storyboard developed in prior lessons, and stored video clips recorded in prior weeks, analyze your video and still photographs for significance in their message. In numbered order, explain in writing why you selected each clip/photograph in relation to your message.
9. ...use frame advance/back controls to determine split frames.	Application	Performance	Observation	(After 2-3 minute demonstration and 2-3 minutes discovery learning). Using one of your video clips, demonstrate your ability to use frame advance/back controls to determine where you will split frames.
10. ...identify file size and resolution necessary for production needs.	Application	Performance	Observation Check list	(After 2-3 minute demonstration). Publish your video as two file types: 1) to save for a web display 2) to save on your computer for a high resolution DVD that will be burned to disc at a later time.
11. ...give examples of raw and edited video clips	Comprehend	Written	Recognition (post assessment)	While watching 10 video clips, indicate on the

Instructional Design Project - Brimacomb

and reflect on learning.			Check list (Raw/Edited) Essay reflection	handout provided which clips are in raw form, and which you think have been edited (<i>The featured clips will be edited using video editing tools that students have used in this assignment</i>). Describe how your observations have changed in a one-paragraph reflection essay.
--------------------------	--	--	--	--

Student Peer Assessment

Project: Windows Live MovieMaker

Participants: _____

Due Date:

I contributed to my group's success by:

Next time, I would:

Instructional Design Project - Brimacomb

On a scale from 1 to 5, rate your group on the following items.

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Couldn't agree more!

All members contributed equally to the project.

Our group worked well together.

Disagreements were settled quickly and politely.

Our group met deadlines and did not procrastinate.

I felt encouraged by my group members to work on the project.

I would like to work with this group again.

5c: Technology tool rationale

Part 6. Formative Evaluation Plan

6a: Expert review plan

6b: One-to-one review plan

6c: Small group evaluation plan

6d: Field trial plan

Instructional Design Project - Brimacomb

Part 7. Formative Evaluation Report

7a: Evaluation survey

7b: Report of expert review

7c: Designer's response to review

Part 8. Standards Grid

Instructional Design Project - Brimacomb

Bibliography

Smith, P. a. (2005). *Instructional Design* (3 ed.). United States of America: John Wiley & Sons, Inc.