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.

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 <u>with audio muted</u>, 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).

Stefanie Brimacomb: Intro to Microsoft MovieMaker Live Video Editing Tools

[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)](#)

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.

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 <u>with audio muted</u>, 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

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

Stefanie Brimacomb: Intro to Microsoft MovieMaker Live Video Editing Tools

Handout 1 – Video Checklist

Name_____

Handout 1 - Video Checklist:

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			

Stefanie Brimacomb: Intro to Microsoft MovieMaker Live Video Editing Tools

Handout 2 – Notetaking Graphic Organizer (For use with YouTube http://youtu.be/3ZZij3NNyVg)
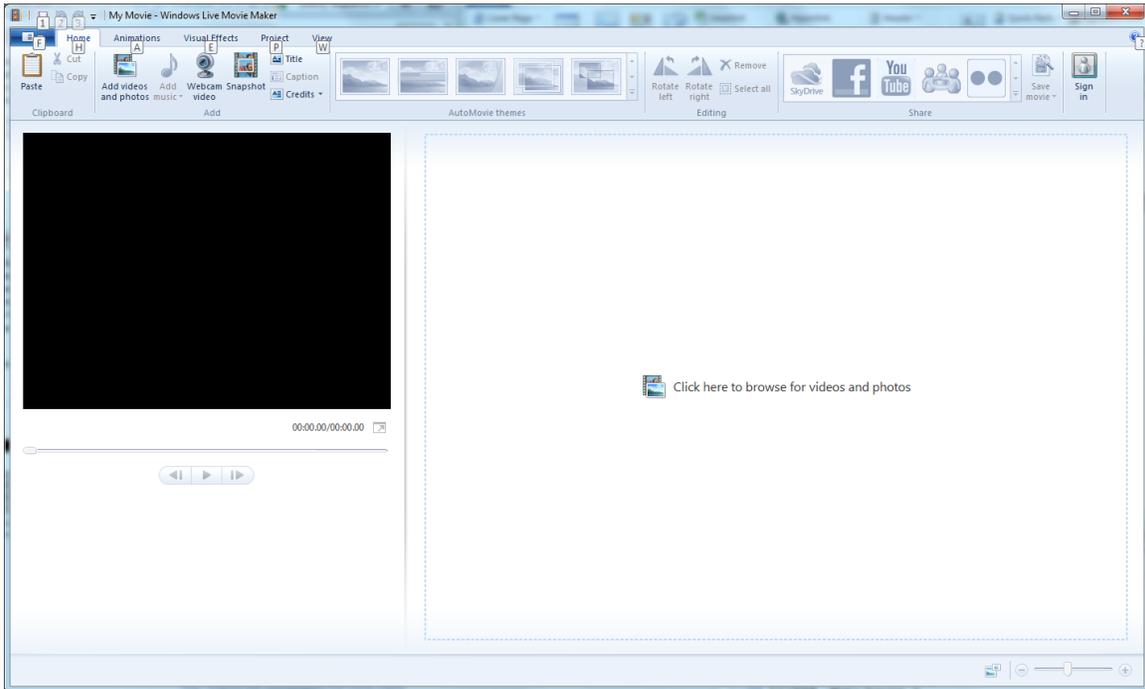
Write notes regarding each window below:

Home

_____
_____
_____

Animations

_____
_____
_____

Visual Effects

_____
_____
_____

Project

_____
_____
_____

View

_____
_____
_____

Stefanie Brimacomb: Intro to Microsoft MovieMaker Live Video Editing Tools

Name_____

Handout 3 - Video Edit Times:

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

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

Stefanie Brimacomb: Intro to Microsoft MovieMaker Live Video Editing Tools