

CeLTIE Windows Movie Maker Workshop Instructor Materials



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Overview

The Video Editing Workshop is a 3-hour hands-on interactive workshop designed to teach language instructors how to edit raw video footage, pictures, and sound files into usable, pedagogically effective instructional material for use in their language classrooms.

The workshop was designed based on expressed needs of the target audience and their own self-reported comfort with technology, and assistance from a Subject Matter Expert with over 30 years of experience leading technology workshops at a center designed specifically to support language instructors, graduate students, and students.

The instruction itself is designed to take 1.5-2 hours, with 1-1.5 hours of practice time for individuals to apply the instructional objectives they have learned.

Target Population

The intended audience for the Video Editing Workshop is higher education language instructors and graduate assistants. Participants generally teach a wide range of languages (including English as a Second Language (ESL)) at varying levels of proficiency. The Video Editing Workshop assumes that most participants are generally comfortable with using new technologies, but do not consider themselves proficient in technology.

The Video Editing Workshop also assumes that the participants have a strong foundation of Best Practice Teaching Methodologies for language teaching, and have a good understanding of the importance of incorporating accessible authentic materials into their classroom materials and curriculum.

Instructional Objectives

The Video Editing Workshop is divided into three parts, covering 10 instructional objectives:

Part 1: Pre-Editing Production

1. Given a video and/or picture on a camera or phone and computer with compatible software, upload a video or picture from the camera or phone to the computer, ensuring the transferred item is transferred as a 100% complete item.

Part 2: Editing

2. Starting with an unedited video and Movie Maker Live software, trim down the content to three 10-15 second clips.
3. Given 3 video clips and Movie Maker Live software, combine the short clips into a longer video using a transition effect, adjusting the necessary attributes of the transition (length, direction, etc.).

4. Given either two video clips or two pictures, insert a slide for transitioning purposes. The transition point must offer either: a flow between two topics, a contrast between two different images, or a teaching point being further expounded upon.
5. Given a video clip, take a still picture from the video, ensuring the picture is in focus and not blurred.
6. Given a video clip or picture, add text to the item. This will be done by adding, at a minimum, one caption, title, or credit.
7. Given a video clip and Movie Maker Live software, manipulate the video's sound, by either adjusting the volume, creating a fading volume, or by using sound to transition between scenes.
8. Given a video clip and Movie Maker Live software, and sound clip, add complementary sound to the video, by either (1) adding music to the video, (2) adding a sound effect to the video, or (3) adding a voiceover recording. Either choice selected must provide an enhancement to the video in some way and not be a distraction from the video content.

Part 3: Saving and Publication

9. Given a completed draft of a video or picture(s) and Movie Maker Live software, choose the correct format for publishing. The format chosen must include all the editing changes made and be able to be uploaded to a website or burned to a CD or DVD as directed.
10. Given a completed and formatted draft of a movie/video, publish the video. This will be done by uploading the media to YouTube or a DVD. The media will be published without any degradation or loss of information to the content or format.

Additional Content Covered

The Video Editing Workshop also includes a step-by-step Job Aid for how to sign up for a YouTube account, since participants will need a YouTube account if they do not already have one to complete Objective 10.

Organization

The Editing Video Workshop is designed to be delivered over one 3-hour long workshop. The workshop itself includes three major parts:

Introduction: Pre-instruction discussion where participants examine the importance of using good quality videos in their language instruction

Instruction: The instructor leads the workshop participants through each of the 10 instructional objectives. The instructional content is split up into three categories: *Pre-editing Production*, *Editing*, and *Saving and Publication*. Additionally, each instructional objective is then broken down into four parts: *Observation and Discussion*, *Instruction*, *Practice*, and *Feedback*.

Objectives are presented in a linear order of a true production process. Since there is no true order for editing objectives (like adding text or adding sound), those objectives are introduced based on building on prior knowledge and increasing complexity.

Practice: At the completion of the instructional portion of the workshop, the instructor will ask the participants to take what they have learned and practice editing together a 3-4 minute instructional video, which will be evaluated by the workshop instructors using the *Video Editing Evaluation Rubric*.

Materials

The Video Editing Workshop includes the instructor and participant materials listed below:

Instructor Guide: This guide includes the overview and explanation of the workshop instruction. The format is based directly on the step-by-step Student Instructional Materials, with built-in *Observation and Discussion* points, opportunities for *Practice*, and evaluation throughout via *Peer Feedback*.

- **Appendix A: Pre-Workshop Email.** Details to be sent to workshop registrants before the workshop. This includes information about what kind of multimedia materials to bring (including the appropriate cords if applicable), bringing a blank DVD, and a valid YouTube user ID and password.
- **Appendix B: Creating a YouTube account.** A job aid to be supplied to participants via email upon registration, to ensure successful creation of a valid YouTube user ID and password.
- **Appendix C: Editing Checklist.** An item checklist of all of the objectives participants should be able to demonstrate at the completion of the workshop.
- **Appendix D: Video Editing Evaluation Rubric.** The assessment criteria that will be used to assess participants' performance of the instructional objectives.
- **Appendix E: Post-Workshop Survey.** A survey giving participants the opportunity to evaluate their perception of the workshop effectiveness and a self-assessment of their acquisition of instructional objectives.

Student Guide: Contains the instructional text divided into three parts: *Part 1: Pre-Editing Production*, *Part 2: Editing*, and *Part 3: Saving and Publication*.

- **Appendix A: Creating a YouTube account.** Participants should have completed this registration prior to attending the workshop, but provided in case of need.
- **Appendix B: Editing Checklist.** Providing participants with an itemized list of skills they should have demonstrated by the completion of the workshop.
- **Appendix C: Video Editing Evaluation Rubric.** Providing participants with the assessment criteria that will be used to assess their performance, so that they understand how they will be evaluated.

Using the Instructor Guide

The **Instructor Guide** directly mirrors the **Student Guide**, however it includes the pedagogical breaks for *Observation and Discussion* (with suggested responses), *Practice*, and *Peer Feedback*. Each section also includes a *Projected Time Breakdown*, to give the instructor a sense of efficient pacing.

Observation and Discussion:

As part of introducing new objectives, the instructor will first call attention and then direct participants to consider relevance and application of each objective using *Observation and Discussion*.

These breaks will begin with *Observation*, introducing examples and/or non-examples of editing techniques via short videos. This will be followed by *Discussion*, leading participants in a constructive conversation about the pedagogical implications and/or design importance of the editing techniques being observed. The instructor can also build participant confidence and further activate prior knowledge by asking them to share relevant anecdotes or experience with similar examples.

EXAMPLE:

OBSERVATION

Non-example of a video with no-captioning or poorly used captioning.

DISCUSSION

How would you suggest the editor make changes to this video?

- Only caption the most salient terms.
- Only caption using one language.
- Caption in the target language instead of English subtitles.
- Choose a font style and size that have a higher contrast, thus making it easier to read.

INSTRUCTION

Following *Observation and Discussion*, the instructor will model the steps of the instruction while the participants watch and take notes (if needed). During this process, the instructor should feel free to narrate while completing the tasks, and also to include any helpful tips or additional information.

PRACTICE

Following *Instruction*, the participants will practice the objectives on their own, using the instructors, their peers, and the instructional materials as references as necessary.

PEER FEEDBACK

After *Practice*, participants will be given immediate verbal feedback on their production by workshop instructors and/or their peers. For peer or self-evaluation, participants can use the *Editing Checklist* (Student Guide: Appendix B) or for more thorough feedback, the *Video Editing Evaluation Rubric* (Student Guide: Appendix C).

PROJECT TIME BREAKDOWN

Additionally, each objective will include a *Project Time Breakdown*. These are by no means firm times, they are merely approximates provided for pacing purposes. Instructors may use more or less time as needed.

Pre-Instructional Activities

Objective: Participants will come prepared to the workshop, ready to begin uploading, editing, and saving, and publishing.

MATERIALS

Pre-Workshop Email (Appendix A)
Creating a YouTube account (Appendix B)

PROCEDURES

A few days before the workshop, send out the *Pre-Workshop Email* to the participants with the *Creating a YouTube account* job aid as an attachment.

Introduction

Objective: Participants will consider their knowledge about best practice teaching methods and how that is related to editing choices when preparing instructional videos.

MATERIALS

1. Non-example videos
2. Example videos
3. Student Instructional guide (handed out)
4. Movie Maker and Photo Gallery installed from the Windows Essentials website
5. Extra USB cables (if needed)
6. Extra video clips, still images, and sound files (if needed)

PROJECTED TIME BREAKDOWN: 10 MINUTES

Observation: 5 minutes

Discussion: 5 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show participants an non-example video (a video that uses poor and/or no editing and is therefore not a pedagogically effective video for using in language instruction).

<http://www.youtube.com/watch?v=B5aul25kSb>

DISCUSSION

Ask participants to discuss elements of the video that work and elements that don't work.

- *Too long*
- *Lack of context (no title cards)*
- *Jumpy (poor transitions)*
- *Distracting elements (too much titling, too many, and/or too frequent transitions)*
- *Poor input (bad sound quality, unclear speech)*
- *Captions in L1 instead of target language*

OBSERVATION

Show an example of a well edited video. (Insert link)

INTRODUCTION

The subject of developing language learning materials can be controversial, because there are those who believe that *developing* materials in itself is not *best practice language teaching*, because any and all developed materials are inherently inauthentic.

Comparatively, there are those on the other side of the authentic materials camp that believe introducing some highly-situated videos in addition to purely authentic materials actually *strengthens* students' acquisition, by providing them with materials at the exact level of appropriateness (i+1).

However, the issue of determining the right level of authenticity for use in language learning materials is *not* one of the goals of this workshop.

Instead, this workshop assumes that all participants already know what level of authenticity they deem to be appropriate for their classroom and curriculum, and therefore the goal of this workshop is to help instructors create *the best, most effective videos possible* to meet their needs according to their own beliefs on the scales of authenticity.

This workshop can be valuable to all categories of instructors, because the goal of editing videos is to take any video (authentic or scripted) and make it more accessible to students by editing for length (make it manageable chunks of information), adding visual aids (title cards for preparing students' minds for the material they will be viewing, text for bringing their attention to most important aspects, captioning for providing them with aural and visual clues, etc.), improving audio quality (providing clear input), and publishing their materials (making it literally accessible).

Throughout the instruction, language instructor participants should keep in mind how the technical acts they are learning and practicing relate to the pedagogical knowledge they already know about language learning and integrating authentic materials into the language learning curriculum.

Part 1: Pre-Editing Production

Objective #1: Given a video and/or picture on a camera or phone and computer with compatible software, upload a video or picture from the camera or phone to the computer, ensuring the transferred item is transferred as a 100% complete item.

MATERIALS

Participants should have digital camera or phone with videos and/or movies to upload.

PROJECTED TIME BREAKDOWN: 10 MINUTES

Observation: N/A

Discussion: N/A

Instruction: 5 minutes

Practice: 5 minutes

Peer Feedback: N/A

OBSERVATION AND DISCUSSION

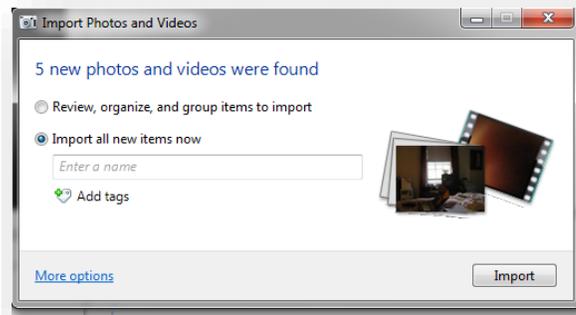
N/A

INTRODUCTION

*Tip: Remind students NOT to delete the original clips/pictures from their source.

Move video and still pictures from your camera to your computer.

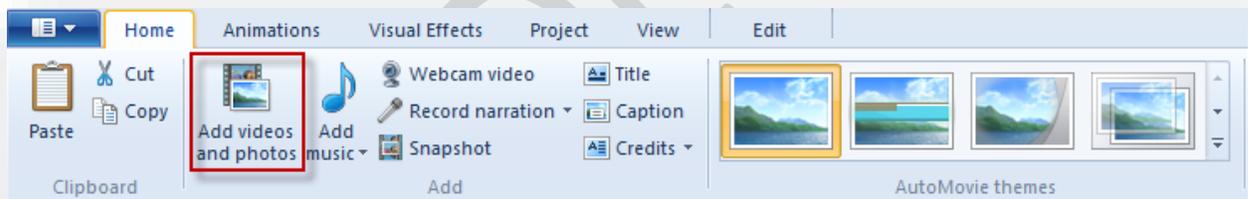
1. Open the Movie Maker program.
2. Connect your digital camera or phone to the computer using a USB cable.
3. In Movie Maker, click the Movie Maker menu button (the blue box on the top tool bar just left of Home) and click **Import from device**. You may receive a message that videos and photos will be imported to the Photo Gallery. Click **OK**.
4. Select the device you want to import videos or photos from then click **Import**.
5. Select **Import all new items now** and enter a name for the folder to hold the imported videos. Then click **Import**.



OR, Select **Review, organize and group items to import** and click **Import**. Then select the folders or individual pictures to be imported. Click **More Options** on the bottom left to change the target folder name and location. Click **Import** one last time.

Result: Your video clips and still images will be copied to your computer and can be found in the **Pictures folder**.

- In Movie Maker Home, click **Add videos and photos**. Then select the video clip or still photos you want to add and click **Open**.



Result: Your video will be imported into Movie Maker and divided into 10 second segments.

PRACTICE

Participants should practice on their own uploading their videos from the devices to the computer.

PEER FEEDBACK

N/A

Part 2: Editing

Objective #2: Starting with an unedited video and Movie Maker Live software, trim down the content to three 10-15 second clips.

PROJECTED TIME BREAKDOWN: 12 MINUTES

Observation: 2 minutes

Discussion: 2 minutes

Instruction: 3 minutes

Practice: 3 minutes

Peer Feedback: 2 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show a video clip that has obviously been trimmed down. Example:

<https://www.youtube.com/watch?v=Uarsn4ybucs&feature=related>

DISCUSSION

You can tell this video has been trimmed down some. Are there other places you would trim down further?

- Trim down the extended laughing break.
- The video is almost 6 minutes, maybe only focus on a few exchanges and then fade out.

Ask participants why it is important to trim out excess or non-relevant information.

- The longer a video, the less likely students will watch it all the way through
- Manageable chunks of information
- Losing students' attention
- Shorter videos have faster downloading and processing times

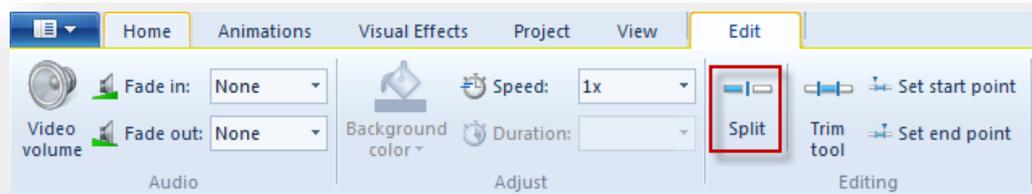
INSTRUCTION

Split a video

1. Look at a video clip on the right hand side of the screen. Find the black vertical marker at the left side (beginning) of the clip, and drag it along the video to position it where you want to create a split.

Note: Click the play icon in the preview area on the right to help find the point where the split will occur. There is a running timeline which can help with this task.

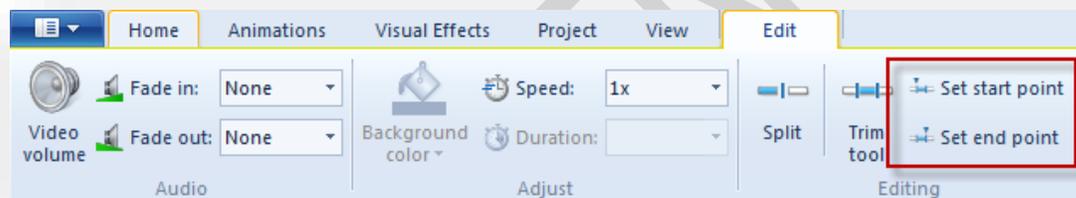
2. Click the **Edit** tab and then choose **Split**. A vertical row of small white circles which look like sprockets mark the new end and beginning points of the split video.



3. You can reposition the video by dragging it to a new location in the block of clips. (As you drag a video clip the marker shows where it will be placed when you release the mouse button.)

Trim a video

1. To trim a video clip, move the black vertical marker to the location on the clip where it should begin. Click **Set start point**. Then move the marker to the location near the end where the clip should finish and click **Set end point**.



PRACTICE

Participants should choose one or two of their practice videos and edit them down to 10-15 second tips. Instruct them that at this point of practice, not to spend too much time on content of the clips, the focus is on the actual editing technique.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate whether they successfully trimmed down the clips.

Objective #3: Given 3 video clips and Movie Maker Live software, combine the short clips into a longer video using a transition effect, adjusting the necessary attributes of the transition (length, direction, etc).

PROJECTED TIME BREAKDOWN: 15 MINUTES

Observation: 2 minutes

Discussion: 2 minutes

Instruction: 4 minutes

Practice: 4 minutes

Peer Feedback: 3 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show a non-example video clip where the transitions are poorly used. Example:

<http://www.youtube.com/watch?v=TL1Mj3OL9ww&feature=endscreen&NR=1>

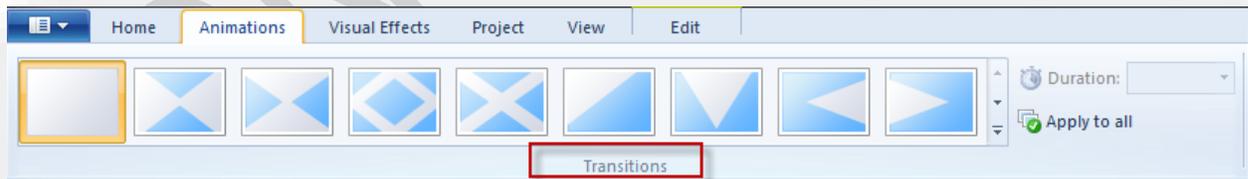
DISCUSSION

Ask participants to discuss elements of the video that work and elements that don't work.

- Too many transitions and/or transactions that flip too quickly make students dizzy
- Using too many kinds of transitions (instead of simple and consistent) are distracting to the viewer

INSTRUCTION

1. First reposition the clips by dragging each to the desired location in the sequence.
2. Position the black vertical marker between two clips.
3. Click the **Animations** tab on the Ribbon.

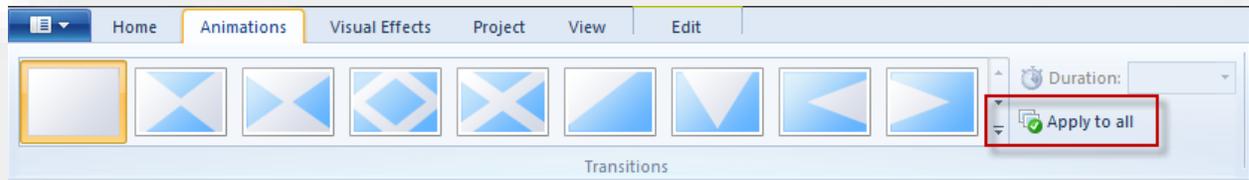


4. Hover over a transition to sample the effect. (Scroll the transitions box to see more choices by clicking the up or down scroll arrows.) Click on a desired transition to select it.

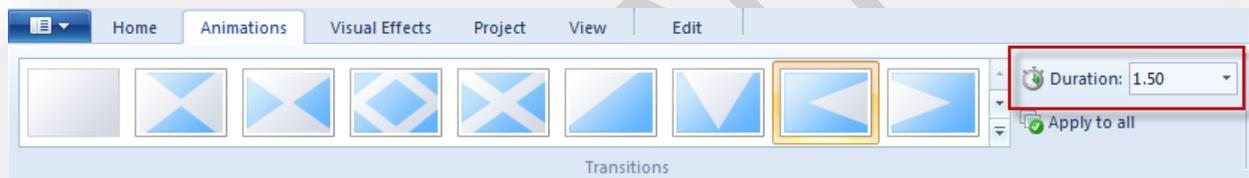
Result: The lower-left corner of the clip will show that a transition has been applied.

Note: Some transitions have a directional component, for example, a reveal could start on the left and move to the right, or start at the top and move to the bottom, or vice versa. Be sure to try each to select the desired effect.

5. Click **Apply to all** for a consistent set of transitions for the entire movie. Or, repeat the process to select different transitions for each break between two clips.



6. To change the default duration time of a transition, place the black vertical marker at a break where a transition is located and modify the time shown in the **Duration** window (either use the arrow drop down menu or manually key in the # of seconds desired). Again, you can choose to **Apply to all**, or manually modify each transition.



PRACTICE

Using the trimmed down clips from Objective 2, participants should practice merging clips together using transitions effects. Instruct them to play around with transition types and adjusting the speed.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate whether they successfully merged the clips and inserted transitions.

Objective #4: Given either two video clips or two pictures, insert a slide for transitioning purposes. The transition point must offer either: a flow between two topics, a contrast between two different images, or a teaching point being further expounded upon.

PROJECTED TIME BREAKDOWN: 15 MINUTES

Observation: 2 minutes

Discussion: 2 minutes

Instruction: 4 minutes

Practice: 4 minutes

Peer Feedback: 3 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show an example video clip where title cards make clear transitions between concepts, topics of scenarios.

Example: https://www.youtube.com/watch?v=IRDrlrbN_H4&feature=related

DISCUSSION

Ask participants to think back to what they know about the fundamentals of teaching, and to use that to consider why using titles cards is important.

- Sets a context for the learner
- Prepares the learner to expect the input, allowing them to focus on the language they encounter
- Activates multiple learning modalities by presenting the language visually in addition to aurally (when given in target language)
- Gives extra information, filling in the blanks the video left out

INSTRUCTION

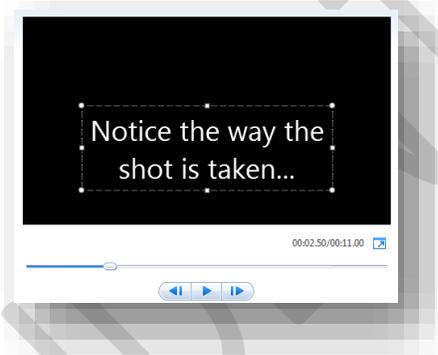
1. On the **Home** tab, click the **Add Title** button.



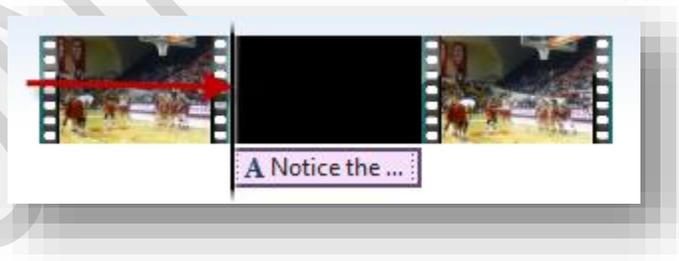
- The new title slide will be inserted at the beginning of the timeline.



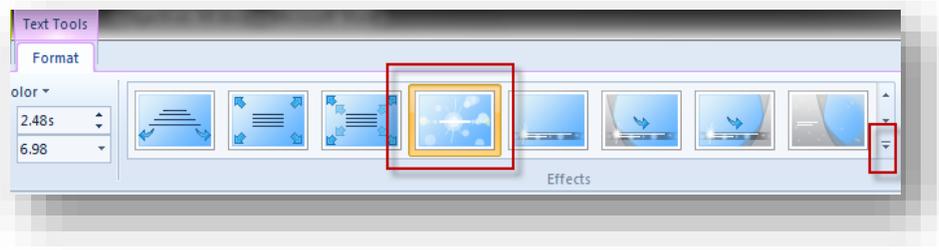
- Edit the text in the of the new slide by clicking in the text box of the edit screen and typing over the default text.



- Once the text is correct, click and drag the Title slide to the desired point in the timeline.



- Select an entry **Effect** for the text from the **Format** tab. Hover over an effect to see it happen before choosing it. Click the arrow in the bottom right of the **Effects** block to drop down the full set of effects.



PRACTICE

Using video merged together in Objective 3, participants should practice inserting title slides. Encourage them to also apply transitions to the title slides, making them merge more seamlessly into the video.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate whether they successfully inserted title cards.

CONFIDENTIAL

Objective #5: Given a video clip, take a still picture from the video, ensuring the picture is in focus and not blurred.

PROJECTED TIME BREAKDOWN: 8 MINUTES

Observation: N/A

Discussion: 2 minutes

Instruction: 2 minutes

Practice: 2 minutes

Peer Feedback: 2 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

N/A

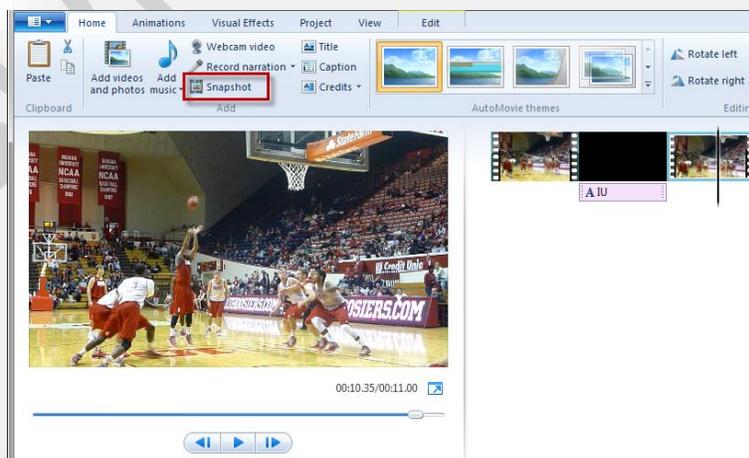
DISCUSSION

What are some advantages of being able to take still pictures from a video?

- To create study materials
- To create test items
- When creating videos from still pictures instead of live action clips
- You don't have to worry about stopping recording to take still pictures during the actual documenting process.

INSTRUCTION

1. Begin playing the video by clicking **Play**, the blue, middle arrow under the preview window.
2. When the video gets to the place where you want to take the still picture, click **Snapshot** to freeze that frame. You can also stop the video and use the slider to locate the shot you want, then click **Snapshot**. The still picture will be placed at the end of the video but it can be dragged to another location.
3. Rename and save the picture where you wish. It will default to the Pictures Library. It can then be uploaded into any video under construction.



PRACTICE

Using any of the clips used so far, participants should practice taking still images from the video.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate whether they successfully captured still images.

CONFIDENTIAL

Objective #6: Given a video clip or picture, add text to the item. This will be done by adding, at a minimum, one caption, title, or credit.

PROJECTED TIME BREAKDOWN: 15 MINUTES

Observation: 2 minutes

Discussion: 4 minutes

Instruction: 3 minutes

Practice: 4 minutes

Peer Feedback: 2 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show a non-example video clip with poorly used text or no text. Example:

<http://www.youtube.com/watch?v=zNOy1hA5cjQ>

DISCUSSION

Ask participants to discuss what they liked and didn't like about the use of text in the video.

- *The text was in the L1 instead of the target language.*
- *Too much text will cause students to just read the input, and really listen to it.*
- *The text wasn't readable (crazy font, too small, not enough contrast).*
- *Poor input: misspellings, poor grammar, etc.*

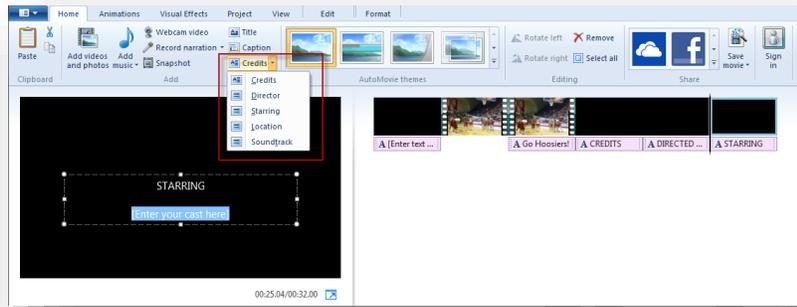
From a pedagogical standpoint, what are some pros and cons of using L1 vs. using the target language in instructional videos?

- *Using L1 instead of the target language is using the grammar translation approach instead of the communicative method.*
- *Using target language text reinforces their listening skills in the target language.*
- *Using L1 might make a more complicated video (abstract thinking, higher degree of complexity) more accessible to lower level students.*

INSTRUCTION

1. To add a title, position the vertical bar where you wish to insert the title slide. On the **Home** tab, click the **Title** button to add a title slide with a text box. Enter your title text.
1. To add a caption, select the video clip or still image. On the **Home** tab, click the **Caption** button to add text that displays over the selected video or photo. Enter your caption text.
2. To add a credit, on the **Home** tab, click to open the **Credits** pop-up menu and choose the type of credit slide to add. Credits are added at the end of the movie. Enter your credit slide text.

- To edit a title, caption, or credit, select the video clip or slide in the storyboard area. Then click on the clip or slide in the Preview box to show the text box. You can resize or move the text in the Preview box. To change the formatting and add animations click on the **Format/Text Tools** tab. To delete a title, caption, or credit, click on the slide or caption text that you want to delete, then press the **Delete** key on the keyboard.



PRACTICE

Using the video as developed in Objective 4, participants should practice inserting text. Encourage the student to play with the different options. Remind them that during this practice time it's really about learning the techniques, and they can focus on better design during the final practice session.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate whether they successfully inserted readable and accurate text into the video.

Objective #7: Given a video clip and Movie Maker Live software, manipulate the video's sound, by either adjusting the volume, creating a fading volume, or by using sound to transition between scenes.

PROJECTED TIME BREAKDOWN: 15 MINUTES

Observation: 2 minutes

Discussion: 4 minutes

Instruction: 3 minutes

Practice: 4 minutes

Peer Feedback: 2 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show a non-example video clip with poor sound attributes. Example:

<https://www.youtube.com/watch?v=cTv0hd4PciM&feature=endscreen&NR=1>

DISCUSSION

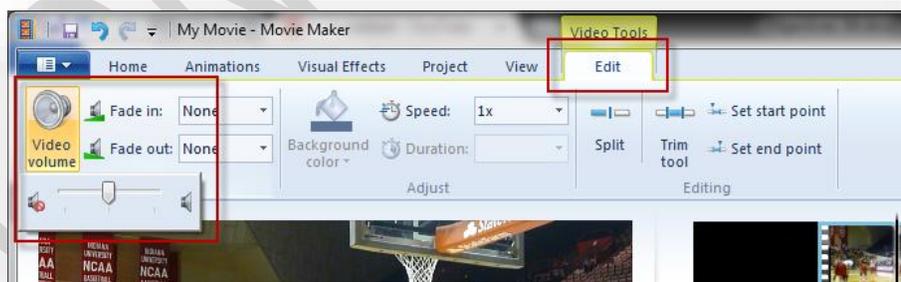
Ask participants what complaints they had about the sound of the video, and what things they would do to change it, if possible.

- *There was excess background noise (wind) - unfortunately this is a production problem*
- *One person (the waitress) in the video's speaking is not as loud as the others (the patrons)*
- *Students have to strain to hear input*

INSTRUCTION

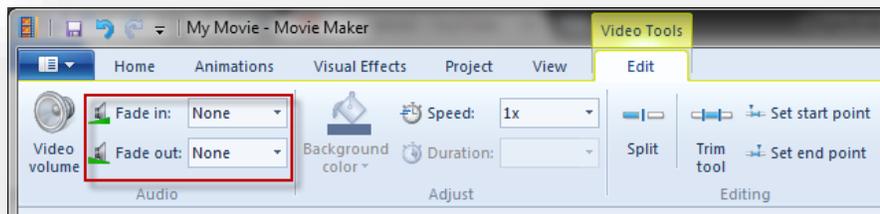
If editing the embedded video sound:

1. Click the **Edit** tab.



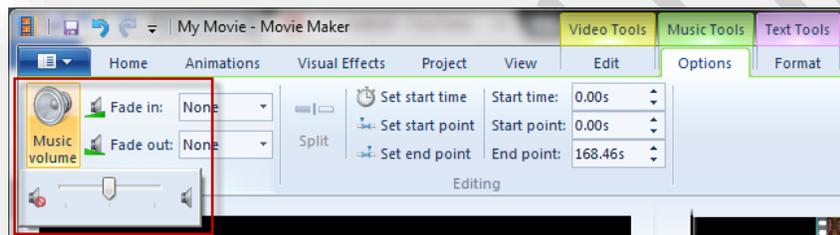
2. Click the **Video Volume** button. This will bring up a volume slider to adjust the volume of the embedded video sound.

- Use the **Fade in** and **Fade out** drop down boxes to adjust the fades.

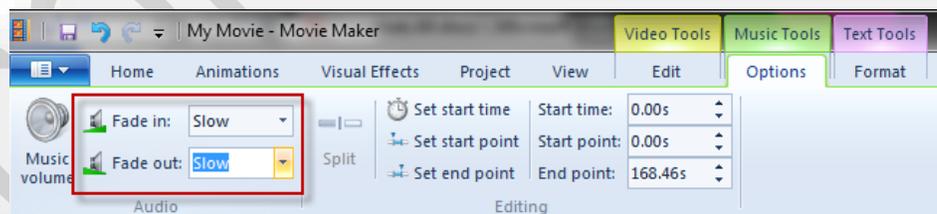


If editing the added music:

- After the desired music has been added to the video, click the **Options** tab.



- Click the **Music Volume** button. This will bring up a volume slider to adjust the volume of the added music.
- Use the **Fade In** and **Fade out** drop down boxes to adjust the fades.



PRACTICE (After the instructions)

Using the video as developed in Objective 6, participants should practice manipulating the video sound, including adjusting the volume and/or create a fading in or out effect.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate their sound manipulation.

Objective #8: Given a video clip and Movie Maker Live software, and sound clip, add complementary sound to the video, by either (1) adding music to the video, (2) adding a sound effect to the video, or (3) adding a voiceover recording. Either choice selected must provide an enhancement to the video in some way and not be a distraction from the video content.

PROJECTED TIME BREAKDOWN: 10 MINUTES

Observation: 2 minutes
 Discussion: 2 minutes
 Instruction: 2 minutes
 Practice: 2 minutes
 Peer Feedback: 2 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

Show an example video clip which demonstrates complementary sound that was added. Example: <http://vimeo.com/33688247>

DISCUSSION

What was good or bad about the way sound was added?

- The music adds ambience, however it is very light, non-distracting and does not overpower the language input from the video.
- Voiceover used on the recipe cards

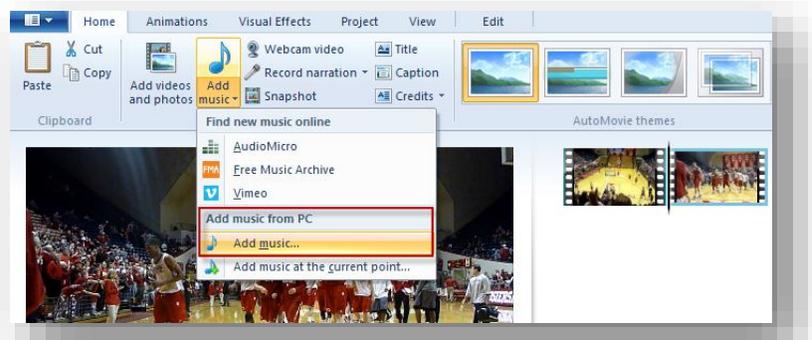
Ask participants to consider what some of the pedagogical implications are of adding sound.

- By adding voiceover, one could really use any images or video and make an instruction video in the target language by turning down the original sound. Great for narrations, descriptions, storytelling, etc.
- Adding a light (non-distracting or obstructive) culturally significant music track to a video passively adds another layer of cultural information

INSTRUCTION

To add music or pre-recorded sound:

1. Click on **Add music** button to reveal the dropdown menu.
2. Click the **Add music...** button located in the **Add music from PC** section.



3. Navigate to the desired sound file on your hard drive. Select the sound clip and press the **Open** button. The sound file will be automatically inserted into the movie. This is represented by the green sound waves at the bottom of the active clip.
4. You can now press the **Play** button and hear the newly added sound with your movie clip.

PRACTICE

Using the video as developed in Objective 7, participants should practice adding a music track, a sound effect, or a voiceover recording.

PEER FEEDBACK

Ask the students to work in pairs with their neighbors to evaluate their sound addition.

CONFIDENTIAL

Part 3: Saving and Publication

Objective #9: Given a completed draft of a video or picture(s) and Movie Maker Live software, choose the correct format for publishing. The format chosen must include all the editing changes made and be able to be uploaded to a website or burned to a CD or DVD as directed.

PROJECTED TIME BREAKDOWN: 10 MINUTES

Observation: N/A

Discussion: 2 minutes

Instruction: 3 minutes

Practice: 5 minutes

Peer Feedback: N/A

OBSERVATION AND DISCUSSION

OBSERVATION

N/A

DISCUSSION

Why is saving properly and in the correct format important?

- *If not saved properly, you might not be able to use the video the way you want.*
- *If you save with too high of resolution, it is unnecessarily slow to upload and processing speed.*
- *If you save with too low of resolution, it will affect the quality of the video, making it pixelated or blurry. This can affect students' ability to read inserted text and/or make smooth transitions appear rough and jumpy.*

INSTRUCTION

When you have completed your project, and you are ready to publish it, you will need to save your work as a Movie Maker project.

To save project:

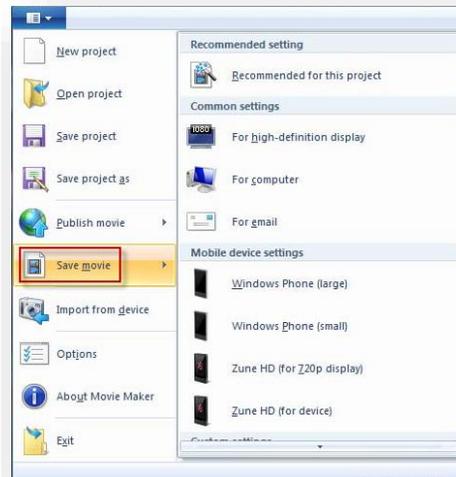
A **project** is a data file used to create a movie. It's the editable file that you will need to keep if you want to make changes to the movie later.

1. Click on the **Movie Maker Menu** button, at the top left of the Ribbon, to the left of the **Home** tab. Choose **Save Project As** in the drop down menu.
2. Type in an appropriate and descriptive name in the **File name:** box. Then click **Save**. Be sure to note where you are saving the file.

To save as a movie:

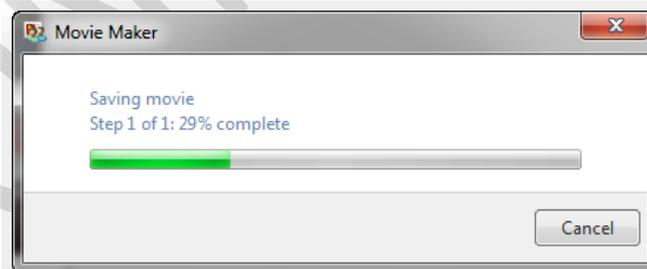
The **movie** is the actual media file that will play in any other context outside of Windows Movie Maker.

1. With your project saved, click the **Menu** button again, then choose **Save movie**.

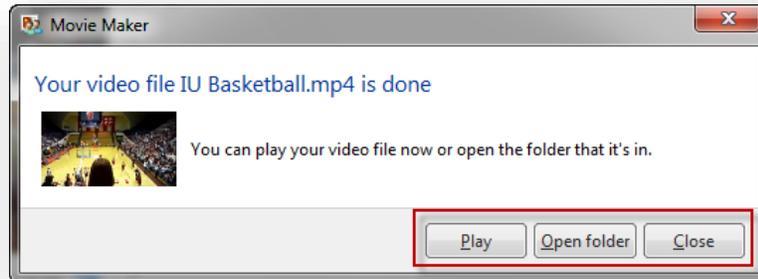


2. Here is where you need to know in what format you want to save your movie. Options for this class:
 - For computer
 - YouTube
3. Once you've decided on your format, click on it. Then type an appropriate and descriptive name in the **File name:** box. Then click **Save**. Make sure that you know the directory and folder in which you are saving your file, for accessing later.

Note: You will need to wait a few minutes for the project to be converted to the movie file.



- Once the movie conversion is completed, a dialog box will ask if you want to **Play**, **Open Folder**, or **Close**. Click **Play**, in order to test your video file.



- When you click the **Play** button, Windows Media Player will automatically open and begin playing your video. If the video does not automatically start playing, press the **Play** button in the bottom middle of the screen.



PRACTICE (After the instructions)

Participants should practice saving their practice materials as a movie to be published to the web.

PEER FEEDBACK

N/A

Objective #10: Given a completed and formatted draft of a movie/video, publish the video. This will be done by uploading the media to YouTube or a DVD. The media will be published without any degradation or loss of information to the content or format.

PROJECTED TIME BREAKDOWN: 15 MINUTES

Observation: N/A

Discussion: 2 minutes

Instruction: 4 minutes

Practice: 5 minutes

Peer Feedback: 4 minutes

OBSERVATION AND DISCUSSION

OBSERVATION

N/A

DISCUSSION

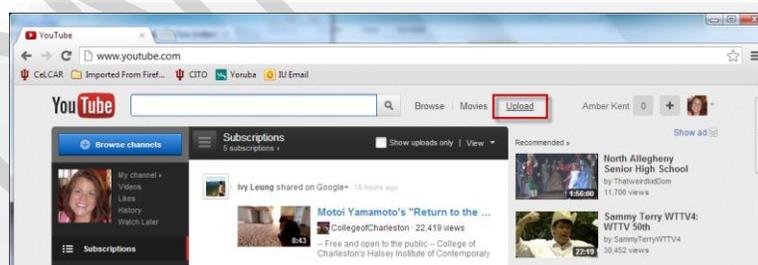
Ask participants to discuss the benefits of uploading a video online (to a site such as YouTube or Vimeo) versus saving to a DVD.

- *DVDs can be played in a DVD player and tend to have higher video quality, but burning DVDs for all of your students could get expensive.*
- *DVDs are not as portable and easily accessible as online materials.*
- *You can only access online materials when you have an internet connection*
- *Uploading to a public site (if you allow your materials to be viewed by the public), you are sharing your materials with other language learners and instructors to use*

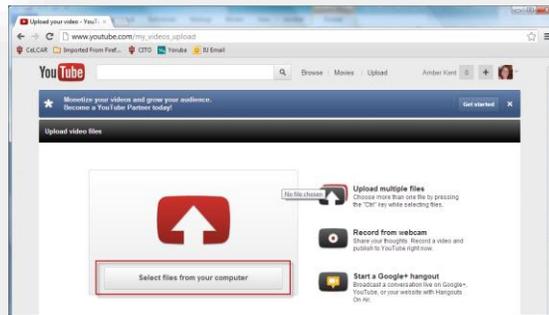
INSTRUCTION

Once you have saved your movie, you will need to decide how you want to use it. If you want to upload it to YouTube, follow these directions.

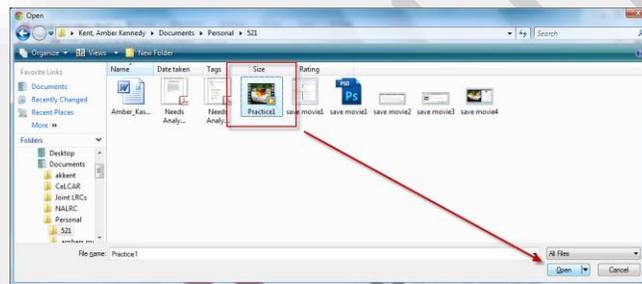
1. Log on to YouTube. On the main page, click **Upload**.



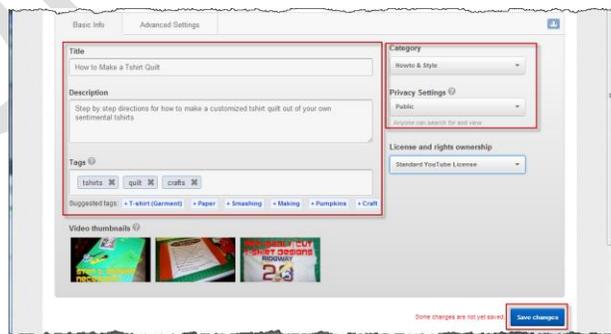
2. Click on **Select files from your computer**.



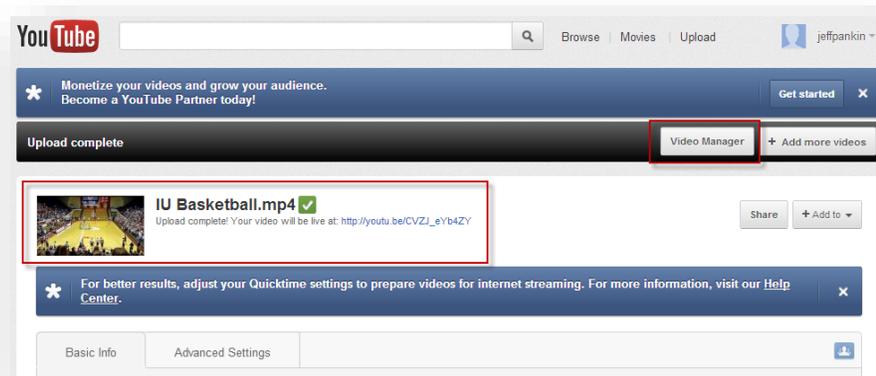
3. Find the directory and folder in which you saved your movie, then select the movie and click **Open**.



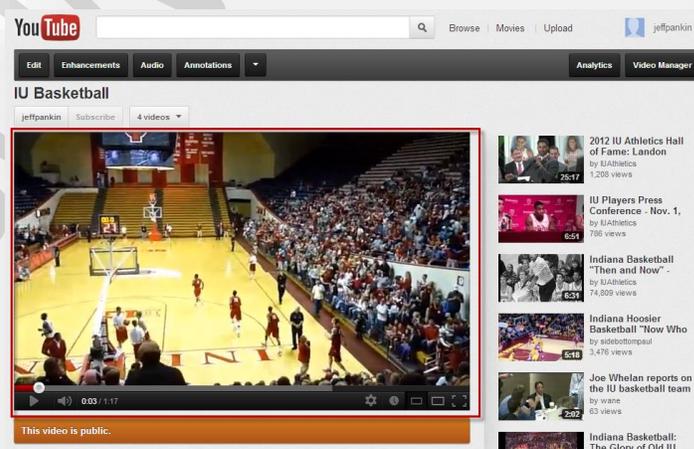
4. While you are waiting for the video to load, fill in the **Title**, **Description**, **Tags**, **Category**, and **Privacy Setting**, and then click **Save Changes**.



- Once the screen says **Upload Complete**, your video will be ready to watch. To test your video, click on **Video Manager**.

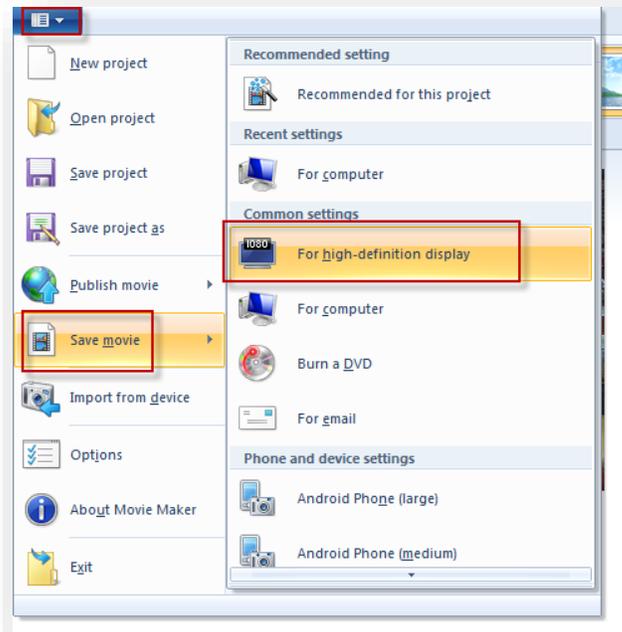


- When your **Video Manager** opens, click on your video link, and it will open in a new window and begin playing.

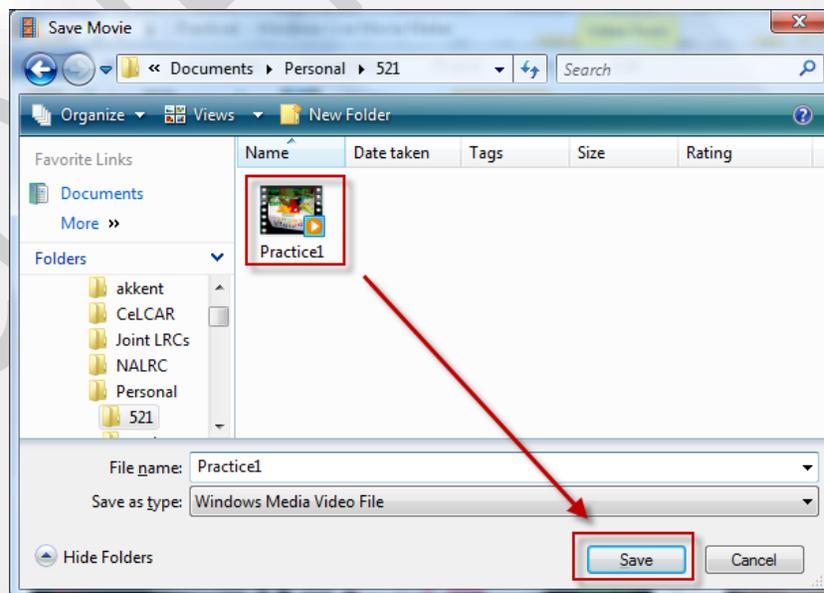


To save your movie to a DVD, follow these steps.

1. Click on the **Menu** button, the blue box on the top left of the Ribbon, to the left of **Home** tab. Then choose **Save movie** in the drop down menu. Click For **high-definition display**.



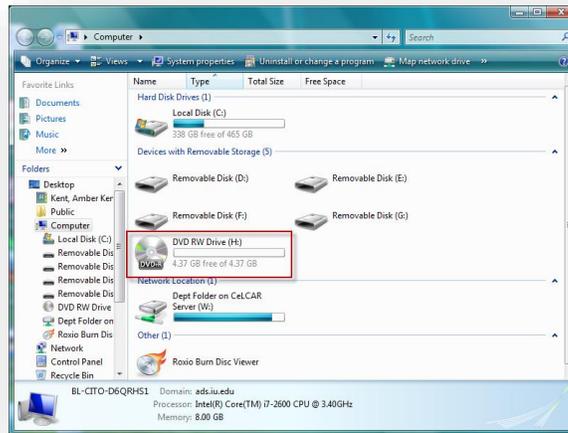
2. Type an appropriate name in the **File name** box then click **Save**. Make sure you know the directory and folder in which you are saving your file, for accessing later.



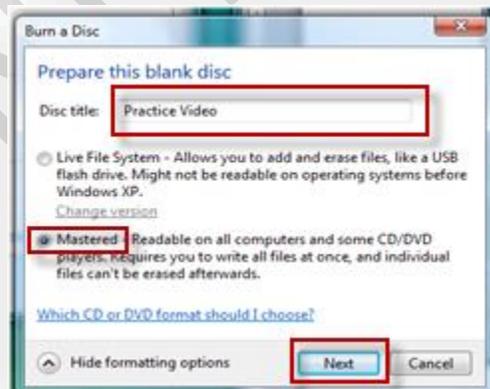
3. Insert a blank DVD RW into your DVD RW burning drive. If a window doesn't automatically pop-up, double click on the **Computer** icon on the desktop.



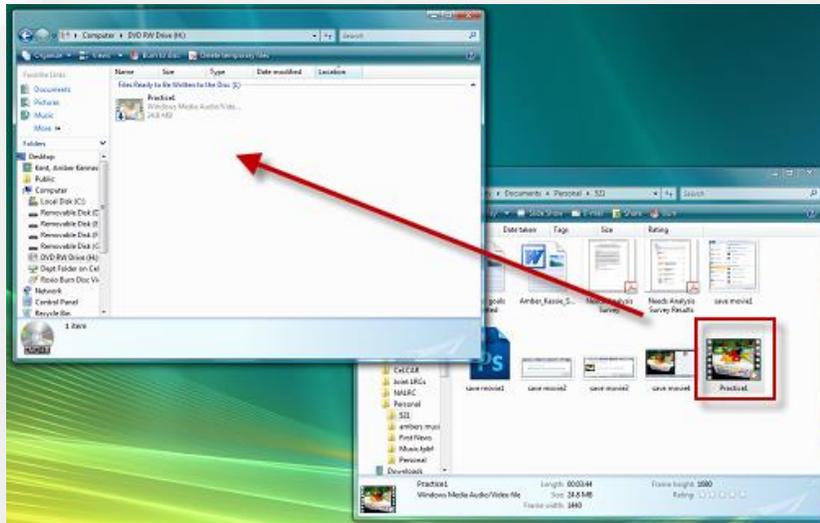
Then double click on the DVD RW Drive.



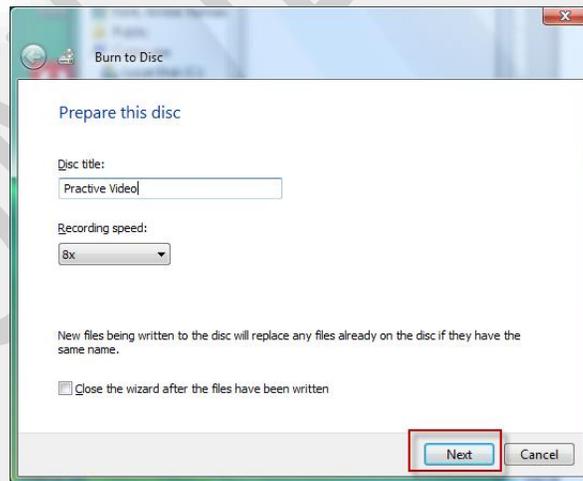
4. Give the DVD a name in the **Disc title:** box. Then choose the format you want. Choose **Mastered** if you want to be able to play it in a DVD player. If the formatting isn't visible, choose **View formatting options**. Then click **Next**.



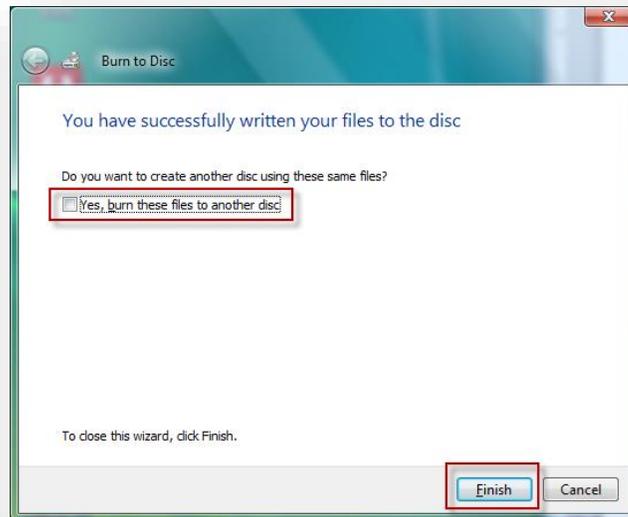
- Now, locate the video you want to burn. If that folder isn't already open, you will need to open it. Drag the video into the **DVD RW Drive's** window.



- In the **DVD RW Drive's** window, click **Burn to disc** on the toolbar. When the dialog box opens, click **Next**.



7. Once the data files have been written to the disc click **Finish**, it is ready to be played either in a DVD player or any computer that plays DVDs.



Optional: If you want to burn multiple DVDs of the same content, you can click on **Yes, burn these files to another disk**, and insert another disc for a quick re-burning.

PRACTICE (After the instructions)

Using the video saved in Objective 9, participants should practice uploading their video to YouTube. (We do not encourage asking them to save this video to a DVR, but rather wait until the more well developed version they will save in the next section of the workshop.)

PEER FEEDBACK

Ask the students to work in pairs, practicing accessing their partners' videos via YouTube.

Practice

Description of assignment goes here:

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Appendix A. Pre-Workshop Email

Dear Registrant,

Thank you so much for registering for the Video Editing Workshop being hosted at CeLTIE (Ballentine Hall 115) on Wednesday November 14th from 2:30-5:30.

In order to make the most efficient use of the workshop time, we ask that before Wednesday you do the following things:

1. Sign up for a [YouTube](#) account (if you do not already have one).
 - a. Attached are step-by-step directions for how to create a new YouTube account.
 - b. Record your user name and password and bring it with you to the workshop.
 - c. If you need technical help creating an account, please email Jeff Pankin at jeffpankin@gmail.com.
2. Bring some video clips and/or pictures.
 - a. You can bring a digital camera or smart phone with you to upload (**if so, make sure you have the appropriate power cables**) or bring materials on a USB or CD.
 - b. If you don't have video or pictures to bring, you may use the generic ones we will have available.
 - c. Videos clips should be **no more** than approximately 3-4 minutes in length.
 - d. Ideally videos should be relevant subject matter to your language classroom (people talking, an interview, cultural activity, etc.)
 - e. These videos should be YOURS so there should be no copyright infringement.
3. Bring a DVD-RW for burning your finished product.
4. Email Amber Kent at akkent@indiana.edu the following details about yourself:

In which department do you teach?

What language (and levels) do you teach?

Are you a native English speaker? If not, what is your native language?

Lastly, please understand that this workshop is a pilot workshop with a limited number of participants, and it is imperative that all participants be present for the entire workshop. So *if you must arrive late, leave early, or find you are unable to attend for any reason, please notify Amber Kent ASAP* so that she may find someone else to take your place.

Sincerely,

Amber Kent

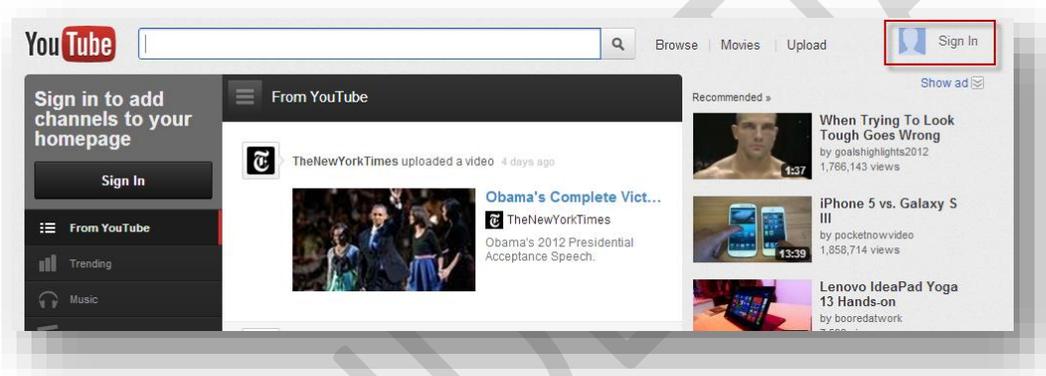
Appendix B. Create a YouTube Account

Pre-Workshop: If you do not already have a YouTube account, you will need to sign up for a free one. Follow the directions:

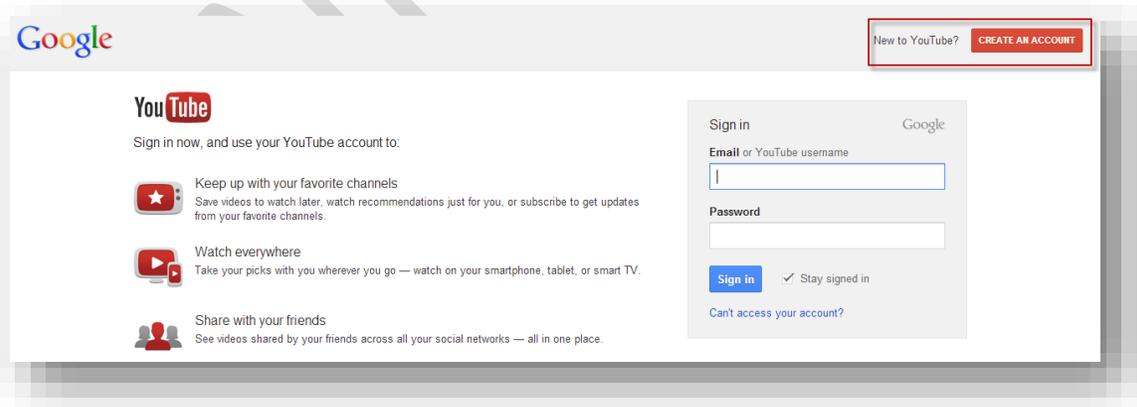
Note: You will be also creating a Google account at the same time. If you have an existing Google account, then you will be able to skip these directions and use your Google ID to sign into YouTube.

How to Sign up For a YouTube Account

1. Go to <http://www.youtube.com/>
2. Click on Sign In



3. Then click on Create An Account

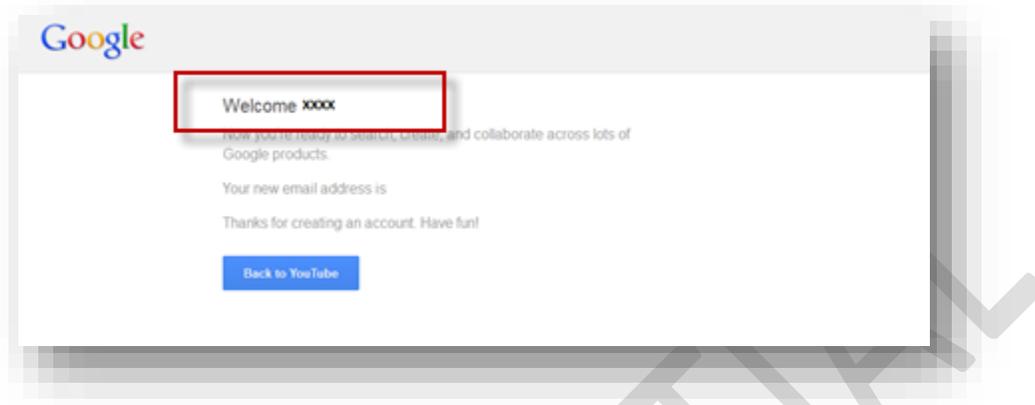


- Complete the form with the appropriate information. Then click Next Step

- You will be asked to enter a phone number so that you can be sent a verification code via voicemail or text message. Once you have entered your phone number, click **Next**.

- After you have received your access code, enter it in the box provided and click **Continue**. Once you have entered this code, you will not need it again.

7. You will then reach a welcome screen which confirms your user name.



Write down your YouTube username and password below.

Username: _____

Password _____

Appendix C. Editing Checklist

CeLTIE Windows Live Movie Maker Editing Checklist

	<u>YES</u>	<u>NO</u>	<u>N/A</u>
1. Uploaded all required videos or pictures to the computer	_____	_____	_____
2. Trimmed any video clip to 10-15 seconds in length	_____	_____	_____
3. Combined 2 videos, 2 pictures, or 1 video and 1 picture, using a transition	_____	_____	_____
4. Took a still picture from a video	_____	_____	_____
5. Added text to a video clip or a picture	_____	_____	_____
6. Added sound to a video either as a transition or to compliment the video	_____	_____	_____
7. Selected a format for publishing	_____	_____	_____
8. Published the video by uploading to YouTube or saving to a DVD	_____	_____	_____
9. Organization of video is logically formed and easily followed	_____	_____	_____
10. Completed project demonstrates creative thought	_____	_____	_____
11. Presents a consistent design balance and clear message content	_____	_____	_____
12. Transitions are clear, smooth and flow easily into next area	_____	_____	_____
13. Grammar and spelling are correct	_____	_____	_____
14. Pronunciation and word usage are correct	_____	_____	_____
15. Audio/Sound is audible yet not overpowering	_____	_____	_____
16. An effort is made to apply the ideas from the workshop to the creation of a video	_____	_____	_____

GENERAL COMMENTS:

Appendix D. Video Editing Criteria

Participant Name: _____

DESCRIPTORS	Poor	Fair	Good	Excellent	N/A	Score
Marks	1-2	3-4	5-7	8-10		
Organization	Minimal understanding of the video presentation because there is no sequence of information	Difficulty following video due to disorganization of information	Information is presented in logical sequence which an audience can follow	Information is presented in a logical, interesting sequence which an audience can follow		
Mechanics	Video has four or more spelling errors and/or grammatical errors	Video has three misspellings and/or grammatical errors	Video has no more than two misspellings and/or grammatical errors	Video has no misspellings or grammatical errors		
Graphics	Uses superfluous or unnecessary graphics	Uses graphics that rarely support video content	Graphics relate to presentation	Graphics explain and reinforce screen presentation		
Transition	Transition added at two seemingly unrelated points	Transition added at two related points but with blurring	Transition added at two related points with fairly clear resolution	Transition point is added at two related points and is clear, offering a flow or contrast		
Volume	Volume is too low, words are mumbled, and/or contains incorrectly pronounced words	Volume is low, containing incorrectly pronounced words	Volume is clear. Most words pronounced correctly	Volume is clear and easy to hear. Precise pronunciation of words		
Publishing	Video is neither saved to a CD or published to YouTube	Video is saved to a CD but not published to YouTube	Video is published to YouTube but there are problems with accessing the video	Video is published to YouTube and there are no problems in opening or playing the video		
General Comments:						

Appendix E. Post-Workshop Survey

CeLTIE Windows Movie Maker Workshop Survey

1. What was the most effective aspect of this workshop?

2. What was th

3. e least effective aspect of this workshop?

3. How effective was the workshop's content and activities in regards to authentic application?

___ 5 - Excellent ___ 4 - Above Average ___ 3 - Average ___ 2- Below Average ___ 1 - Ineffective

4. How effective were the requirements for the final product in regards to what you expected to learn from the workshop?

___ 5 - Excellent ___ 4 - Above Average ___ 3 - Average ___ 2- Below Average ___ 1 - Ineffective

5. What level of importance do you feel creating and using learning videos plays in your teaching?

___ 5 - Highly Important ___ 4 - Somewhat important ___ 3 - Neither important or unimportant
___ 2 - Somewhat unimportant ___ 1 - Unimportant

6. Do you feel the assistance given to you during the workshop was:

___ Excellent ___ Sufficient ___ Insufficient

7. Do you feel the information covered in this workshop and the student guide is beneficial in preparing you to produce videos for your students? If not, why not?