Creating Digital Media on a Budget

By Diana Hellson

Students learn free video editing software and edit videos created in Lesson 2.

Overview

Throughout this lesson, students will learn how to use a free video editing program. Students will practice editing the videos they created in Lesson 2.

Duration

2-3 Hours

Materials

- Video Editing Software Cheat Sheet Handout
- Device to Use Video-Editing Software (Computer, Laptop, Smartphone)
- Video Editing Rubric

Activate: Whole Class Brainstorm

Begin by asking the class to brainstorm as many examples as possible of types of digital media as well as their purpose. Answers may include educational/instructional videos to teach people, advertisements to persuade people to buy things, music videos to showcase talent etc.

Next, if possible, show the class Diana Hellson's website – www.rudegangent.com. Have them look through it to determine the purpose of her website and what services she provides. Ask students what website features they like (the animated background is pretty cool).

Acquire: "Creating Digital Media on a Budget" (Diana Hellson)

Have students read "Creating Digital Media on a Budget" by Diana Hellson, found on pages 12-17 of the Create to Learn textbook. Alternatively, students can watch her lessons here: https://tigurl.org/dmbudget

To debrief the reading, ask the class the following questions:

1. What does Diana say is one of the earliest known media in history?
2. Why is it important to have some knowledge of digital media?
3. What are some things you can do with film?
4. What tips does Diana give on how you can learn to use free software?

Apply: Learning to Use Video Editing Software

Teachers will want to do some research about which video editing software will be most appropriate for students to use. If your school has Mac Computers/Laptops then iMovie would be the recommended software (it usually comes installed on every Apple device, including the iPhone). Alternatively, if the devices students use at school are Microsoft, Windows Movie Maker is the iMovie equivalent. Additionally, Blender, Shotcut and Davinci Resolve can be downloaded onto any device.

Once it is decided which program students are going to use to edit their videos, handout the Video Editing Software Cheat Sheet. Inform students that they are going to watch a YouTube tutorial on how to use the software, and as they are watching they will write down the instructions on this cheat sheet. They can then refer to this cheat sheet while editing their videos.

The list below are some examples of easy-to-follow YouTube tutorials:

- iMovie Tutorial: https://www.youtube.com/watch?v=ljAWrpmEFoU
- Windows Movie Maker Tutorial: https://www.youtube.com/watch?v=O99NXVHfqMs
- Blender Video Editing Tutorial: https://www.youtube.com/watch?v=U4WlgU1I2Jg

- Shotcut Video Editor Tutorial: https://www.youtube.com/watch?v=P9pzmzXj03A
- Davinci Resolve Editor Tutorial: https://www.youtube.com/watch?v=52vK5mzl1jQ

Allow students time to edit their videos. They may need assistance from time to time, so it's recommended that you know how to do this so you can help!

Assess: Watch Party

Once students have completed the whole video editing process, it's important to celebrate their accomplishment by holding a watch party with the class, school and/or larger community!

There are multiple ways to assess this project. There can be a panel of judges at the watch party who "grade" each video and choose the "winner"; students can peer assess each other's videos; or you, the teacher, can grade the videos based on the attached Video Rubric. You can even have the class vote on how they want to be graded ahead of time.

Video Rubric

CRITERIA	EXCELLENT (12-15)	GOOD (10-12)	SATISFACTORY (7-9)	NEEDS IMPROVEMENT (0-7)
Content (/15)	The content of the video is interesting, educational, provides insight into topic and entertaining.	The content of the video is interesting, educational, provides insight into topic and entertaining.	The content of the video attempts to be interesting, educational, provides insight into topic and entertaining.	The video is incomplete.
Use of B-Roll (/15)	Images, graphics and/or film relate well to content, enhance the understanding of the content and demonstrate a thoughtful approach.	Images, graphics and/or film relate well to content and attempt to enhance the understanding of the content.	Images, graphics and/or film somewhat relate to the content.	Images, graphics and/or film is missing or does not relate to the content.
Video Editing Effects (title, transitions, music etc.) (/15)	Video demonstrates excellence in all the following areas: Camera is stable, smooth movements and pans; Subject is framed well, images are well composed; Subject is lit and clearly visible; Sound is clear and understandable; Titles are used effectively; Transitions are used effectively.	Video demonstrates most of the following: Camera is stable, smooth movements and pans; Subject is framed well, images are well composed; Subject is lit and clearly visible; Sound is clear and understandable; Titles are used effectively; Transitions are used effectively.	Video needs improvement in one or more area: Camera is stable, smooth movements and pans; Subject is framed well, images are well composed; Subject is lit and clearly visible; Sound is clear and understandable; Titles are used effectively; Transitions are used effectively.	Video is lacking in more than one area: Camera is stable, smooth movements and pans; Subject is framed well, images are well composed; Subject is lit and clearly visible; Sound is clear and understandable; Titles are used effectively; Transitions are used effectively.

Curriculum Connections

Alberta, Northwest Territories and Nunavut

- Career and Life Management
- Career and Technology Studies
- Knowledge and Employability English Language Arts 10, 20, 30
- Information and Communication Technology
- Special Project 10, 20, 30
- Communications 10, 11 and 12

British Columbia and Yukon

- Digital Media Development 12
- Career Life Connections
- Literary Studies and New Media 10, 11

Ontario

- Career Studies
- Media Arts
- Computer Studies 10, 11, 12
- Interdisciplinary Studies 11, 12

Grade 9 and 10 Technology and Skilled Trades

Strand A: Design Processes and Related Skills

- A1.1 apply an understanding of fundamental technological concepts, and evaluate their significance in developing products and/or services in a variety of broad-based technology areas
- A1.2 apply an understanding of fundamental technological concepts, design considerations, and science, technology, engineering, and mathematics (STEM) concepts as appropriate in developing projects involving the creation of products and/or services
- A1.4 communicate design ideas for various purposes and audiences, using appropriate industry terminology and industry-standard formats and techniques
- A1.7 collect and synthesize information from a variety of sources, including people with diverse perspectives and from various communities, such as First Nations, Métis, and Inuit, to inform their projects
- A2.4 select, use, and maintain tools and equipment appropriately as part of creating products and/or delivering services
- A2.5 use a variety of industry-related documents to guide the creation of products and/or the delivery of services as part of their projects

Strand B: Technological Development, Impacts, and Careers

- B1.3 investigate and describe contributions to technological innovations made by Canadians, including women, and members of diverse groups and communities in Canada, including First Nations, Métis, and Inuit
- B3.1 explore a variety of roles, responsibilities, and opportunities related to current and emerging careers in technological fields, including a variety of broad-based technology areas, and the skilled trades
- B3.3 compare a variety of pathways leading to careers in technological fields and the skilled trades, including their structure and the educational and financial requirements for them