Part 1: E-Learning Module Proposal

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Introduction

Instructional designers at Texas State Technical College assist faculty in creating multimedia elements for courses. This includes videos. There are entry-level software options for video editing; however, Adobe Premiere Pro is a standard in video editing and allows more options and controls. In order to advance their video editing skills, the instructional designers should familiarize themselves with Adobe Premiere Pro.

This e-learning project is the first step toward that goal. It will teach the basics of the video editing program. With a better understanding of video editing options in Adobe Premiere Pro, instructional designers will have more tools available to edit and polish videos for courses. In some cases, it will also save time. Instructional designers could create and use templates or just make edits themselves instead of handing a project to someone else with more editing experience.

Instructional Goal

By the end of this instructional unit, learners will be able to export an edited video from Adobe Premiere Pro. Below are the four sub-goals.

Subgoal 1: Learners will be able to identify Adobe Premiere Pro's Editing workspace, its panels, and the panels' functions.

- Performance Objective 1.1: Locate the Editing workspace tab.
- Performance Objective 1.2: Locate and explain purpose of the Project panel.
- Performance Objective 1.3: Locate and explain purpose the Source panel.
- Performance Objective 1.4: Locate and explain purpose the Timeline panel.
- Performance Objective 1.5: Locate and explain purpose the Program panel.

Subgoal 2: Learners will be able to import multimedia elements into a video project.

- Performance Objective 2.1: Identify types of files that can be imported.
- Performance Objective 2.2: Import elements using Import menu option.
- Performance Objective 2.3: Import elements using Import keyboard shortcut.
- Performance Objective 2.4: Import elements by double-clicking in Project panel.
- Performance Objective 2.5: Import elements with drag-and-drop option.

Subgoal 3: Learners will be able to add multimedia elements to the timeline.

- Performance Objective 3.1: Create a new sequence using the File menu.
- Performance Objective 3.2: Open imported video in Source panel.
- Performance Objective 3.3: Select which part of the imported video to add to the timeline using the mark in/mark out tools.
- Performance Objective 3.4: Drag video selection onto timeline.
- Performance Objective 3.5: Drag videos on timeline into desired order.

Subgoal 4: Learners will be able to export an edited video.

- Performance Objective 4.1: Confirm Timeline panel is selected.
- Performance Objective 4.2: Select Export Media option from File menu.
- Performance Objective 4.3: Select output file name and location.
- Performance Objective 4.4: Select Export button.

Intended Audience

The intended audience are instructional designers in the Texas State Technical College PBE Department, who have not previously edited using Adobe Premiere Pro. The department is entirely remote. Team members are spread across Texas and a few other states, so everyone is computer literate and has already completed multiple trainings online. They will be comfortable with self-paced, web-based instruction.

Most have earned a bachelor's degree, and many also have a master's degree in some form of adult learning or educational technology. Because of this, they understand the role multimedia elements can play in coursework. While this training will cover the basic mechanics of Adobe Premiere Pro, most of the intended audience is already familiar with the multimedia principle, so they can already combine that knowledge to create simple but effective instructional videos.

Some members of the intended audience have previous experience editing with other software, such as TechSmith's Camtasia. While not necessary for this training, this previous information will help ease them into understanding elements in Adobe Premiere Pro.

Learning Context

This training will be a self-paced, web-based course created on the Canvas learning management system. The intended audience consists of remote workers, who have computers provided by the college, so they will be learning at home. There are preferred computer specifications for video editing. Not all learners have computers that meet these specifications. As this is basic video editing, existing computer hardware should be able to handle the workload. But as learners advance, it is recommended they upgrade computers for a better video editing experience.

Those who do not already have a license for Adobe Premiere Pro can request one. Sample video files will be provided for learners to use to practice. Closed captions and transcripts will be provided for videos included in the training to make it more accessible. As there is much more to cover about editing in Adobe Premiere Pro, links will be provided for further learning about the program.

Additionally, the intended audience has been utilizing and creating content on the Canvas learning management system, so they know the system and will be comfortable using it.

Summary

The e-learning project will train instructional designers with the Texas State Technical College PBE Department how to import multimedia elements into Adobe Premiere Pro and export an edited video. In the process, learners will also be able to explain the layout of the Editing workspace and how to add multimedia elements to the timeline. As remote workers, the intended audience is comfortable with self-paced, web-based lessons. They also use the Canvas learning management system in their daily work, so this training will be in a familiar online environment for them. By learning the basics of editing on Adobe Premiere Pro, the learners will advance their video editing skills to improve the quality of instructional videos included in TSTC PBE courses.