FRIDAY
MONDAY

Project 1: How to edit a video on Adobe Premiere Pro

Group 2: Monday Through Friday

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The University of Tampa

EME 601: Introduction to Instructional Design

Dr. Suzanne Ensmann

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Introduction

Monday Through Friday is an instructional design company formed in 2022 by founders Morgan Culp, Fang Guo, and Tolulope Alo to help educators ease their way into a digital realm and guide new learning material through instructional design. With this project, we will be setting the groundwork for student learning during the age of media by designing instruction as to how to edit a video on Adobe Premiere Pro. Adobe Premiere Pro has become the industry standard in the film realm and it is being taught already in film classes at both the high school and college level.

With this in mind, we aim to build instruction for learners in media classes who might not be film majors, but are looking to use video as a medium for their class project. With this piece of instructional design, teachers and professors will be able to teach students the basics of editing a video using Adobe Premiere Pro, a skill that learners will be able to list on their resume, and use outside of the classroom for various jobs and/or projects. We will explain the basics of using Adobe Premiere Pro with information on how to upload clips into the software, trim out pieces to use, arrange in a sequence, adjust audio levels and color, and export a finalized product to a shareable file type.

Needs Analysis:

The aim is to teach learners who are interested in learning how to edit videos using Adobe premiere pro.

The goal is to have the learner use the knowledge for projects and to help build their portfolio.

Training goals and Objectives

- By the time the student finishes this course, he or she should be able to edit a video on Adobe Premiere Pro.
- Learners will be able to upload clips into the software.
- Learners will be able to know the act of trimming out pieces to use, arrange in a sequence, adjust audio levels and color.
- Learners will be able to export a finalized product to a shareable file type.

Constraints

- Time management
- Money - the access fee to the software.
- If access to the device with the internet is not available.

Learner Analysis:

- Learners in media classes who might not be film majors, but are looking to use video as a medium for their class project
- Independent learners- people who want to start a YouTube channel
- Creative mind
- Content creators

Learner characteristics

- Age: (13-40 years)
- Gender: any

- Education: anyone willing to learn and follow instructions, need background knowledge on how to use computer/laptop

Sample learner persona

Victoria is a high school student in Tampa, she owns a youtube channel and has a project due for her media class. She is struggling to edit her video on her computer as she has never edited her own video, her elder brother and friends usually do the editing for her. She knew she had a knowledge gap about editing and decided to ask Monday through Friday to teach her how to edit videos on Adobe Premiere Pro software.

Learning gaps

- Learners do not have an idea of the software used for editing the videos, this is referred to as the knowledge gap.
- Having the right tools, phones, laptops, and the internet. This is considered an environmental gap.
- Some of the learners may see resources on the software but do not know how to go about it, there can be considered as skill gap

Learning preferences

The learners would be presented with a video demonstration, infographics, a hybrid option of learning and a hard copy handbook.

Task Analysis:

Based on our learner's experience as defined in the above section, we know that our learners are eager to learn the new skill that is editing a video, and the most effective way to do so would be using the Adobe Premiere Pro software.

The main goal of this instruction is to provide the base information to successfully edit a video on the Adobe Premiere Pro software. To complete this process, a number of steps are required, this is what our instructional design will cover:

- How to purchase/download the Adobe Premiere Pro software
- How to start a new project and save to a folder
- How to download and transfer footage from your phone to computer
- How to upload footage to Premiere Pro project
- How to create a sequence of clips
- How to trim clips
- How to adjust audio levels
- How to adjust color–color correct or add filter
- How to play back what you have edited in sequence to make any final adjustments
- How to export video as a shareable MP4 file

Prerequisite equipment and conditions:

- Laptop or computer with software download capabilities
- Footage files necessary to complete project must be already shot
- Phone with footage or camera SD card with footage to be edited
- Adapter for phone or SD card to transfer footage–or 'AirDrop' capability
- Space to set up computer and do work
- Headphones to playback audio
- Folder on computer to hold footage and project file as backup
- Computer storage to download and run Adobe
- Time set aside to complete task
- Learner should have sight and hearing, or an aid who can be there to assist them
- Learner must have their own goal on what type of video they are creating and the purpose of that piece of media–we are just guiding through the editing process

Context Analysis:

The instruction is being designed to be presented on an online platform available to learners interested in Adobe Premiere Pro.

The instruction for this training will be delivered through a hybrid of online and face-to-face instruction, based on the needs of the learners as described above. As a result, instruction will take place both synchronously and asynchronously. The online format allows learners to work at their own pace. Handouts provide a hands-on opportunity for learners.

Classrooms will be limited to a maximum of 10 learners with one instructor due to COVID constraints.

Learners will need and are expected to access a device with the internet to complete the training via the online platform. If a device with the internet is unavailable, learners will visit a local library to complete the online instruction.

References

Grisetti, S. (2016). *The Muvipix.com Guide to adobe premiere elements 15*. Amazon. Retrieved January 30, 2022, from https://www.amazon.com/Muvipix-com-Guide-Adobe-Premiere-Elements/dp/B08KQ9L1ZY

Jago, M. (2020). *Adobe Premiere Pro 2020 release: Classroom in a book, the official training workbook from Adobe*. AdobePress.

Jago, M. (2020). *Adobe Premiere Pro: 2020 release*. AdobePress.

Instructional Design Document

Training Goals

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Audience Analysis

PRIMARY AUDIENCE: [Students in Media class]

Description

- Age: [13-40]
- Gender: [all genders]]
- Job role: [learners in media classes who might not be film majors, but are looking to use video as a medium for their class project]]
- Technical skills: [Low to high]
- Learner preferences: [Online, flipped classroom, hybrid]
- Attitude towards training: [Eager to learn]

SECONDARY AUDIENCE: [independent learners]

Description

- Age: [13-40]
- Gender: [all genders]
- Job role: [people who want to start a youtube channel and content creators]
- Technical skills: [Low to high]
- Learner preferences: [Online, flipped classroom, hybrid]
- Attitude towards training: [eager to learn]]

Learning Objectives & Outline

LESSON #	LESSON TITLE	LEARNING OBJECTIVES
#1	Basic steps of Adobe Premiere Pro.	The learner will be able to understand basic steps of Adobe Premiere Pro.
#2	Upload clips into the software.	The learner will be able to upload clips into the software.

[Monday through Friday] —Instructional Design and Training Plan for [How to edit a video on Adobe Premiere Pro]

#3	Application of editing function	The learner will be able to use software to edit videos and adjust colors.
#4	Shareable file type.	The learner will be able to export a finished project to a file type that may be shared.

Instructional Design Plan

This instruction is based on Gagne's 9 Events of Instruction Model (Michalak, 2011).Gagne's Nine Levels of Learning model gives trainers and educators a checklist to use before they engage in teaching or training activities. Each step highlights a form of communication that aids the learning process. When each step is completed in turn, learners are much more likely to be engaged and to retain the information or skills that they're being taught.This model identifies specific learning outcomes and also learning conditions that would enhance a learner's understanding and absorption of the material being delivered in order to achieve learning objectives. And that model is simple, with defined events of teaching that are learner-centered. The nine events provide a framework for an effective learning process.
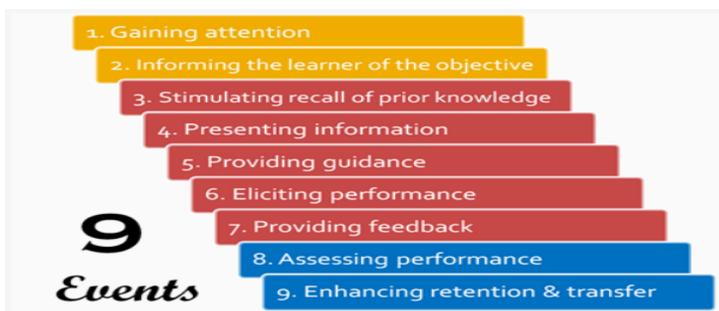
There are nine components to the model: Gaining attention, Identifying the objective, Stimulating prior knowledge, Presentation, Providing guidance, Eliciting performance, Providing feedback, Assessing performance, Enhancing retention.

Here is how we are using each component in our instruction:

1. Gaining Attention: Filming clips in the classroom to give students footage to edit while having them partake in a hands-on activity.

2. Identifying the objective: Present learners with the task of identifying the software on their system and importing videos from their phones into the software and using said software to edit a video.

3. Stimulating prior knowledge: increase learner motivation and gather learner knowledge through organizing surveys about previous experiences with adobe premiere pro.

4. Presentation: Self-paced, interactive training through PowerPoint presentation slides

5. Providing guidance: provide visual images and textural procedures in self-paced training. The primary audience takes training through face-to-face or online guidance.

6. Eliciting performance: Design and edit a video using adobe premiere pro.

7. Providing feedback: after each video is created there is a self-check provided to learners to ensure they are doing the right thing and saving their work. Learners will have additional video through PowerPoint of the training for review and if there are future questions.

8. Assessing performance: learners successfully create a video on adobe premiere pro.

9. Enhancing retention: learners will be provided with an additional assignment to create a video on adobe premiere pro to reflect on integrating the new skills.

General Development Considerations

METHOD	Yes/No	DESCRIPTION
eLearning Development Tool(s)	Yes x No	The Learner will access the course online where everything is organized into a step-by-step process.
PowerPoint	Yes No x	N/A
Audio	Yes x No	The learner will be able to listen to the instructor explain the step-by-step process for them to simulate.
Videos	Yes x No	The learner will be shown an example of the video or the editing process as well as a video on what their final project will look like
Quizzes	Yes x No	The learner will have to correctly answer questions to move on to the next module.
Photography	Yes No x	N/A
Graphics	Yes No x	N/A
Social Media	Yes No x	N/A
Handouts	Yes No x	N/A
Pre-Work Assignments	Yes x No	The learner must have access to Adobe Premiere Pro software and learning modules before diving into the process.
Translation	Yes x No	The learner will be provided with a transcript of the instruction of the verbal aspect of our audio and videos, if needed.

Instructional Prerequisites

Learners must have a desktop or laptop with preloaded Adobe Premiere Pro software active on their device. Learners also need a place to work, storage on their device to hold video clips and information, headphones to check audio levels, iCloud space, storage drives, or a flash drive to transport and upload their final video.

Pre-Instruction

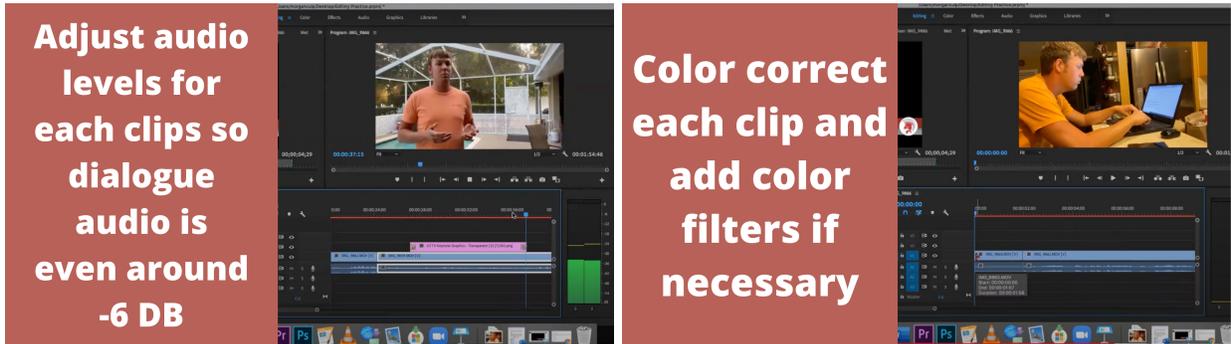| PRE-TRAINING ACTIVITIES		
Description of Activity	Objectives	Audience
Survey	Determine the learner's level of competency	Students in Media Class
Overview of Editing a video in Adobe premiere pro	Learn the purpose of editing	Students in Media Class
Questionnaire	Evaluation of how to edit video on adobe premiere pro	Students in Media Class

Post Instruction

FRIDAY MONDAY

POST-TRAINING ACTIVITIES		
Description of Activity	Objectives	Audience
Final Assessment	Replicate steps of instruction laid out by the instructor to edit their own clips into a final video in file format.	Students in Media Class
Evaluation of Training	Rate their success of exporting a finalized product to a shareable file type	Students in Media Class

Rapid Prototype [Blueprints and/or Storyboard]

Below are a few mock-ups that demonstrate the overall look, feel, and approach of the course.

Start a new project after opening Adobe

Upload footage into new project

Create a sequence using clips you'd like to use

Trim clips, mark each end in and out

Adjust audio levels for each clips so dialogue audio is even around -6 DB

Color correct each clip and add color filters if necessary

Check all clips are in the correct order and everything is trimmed to correct length

Click file and then export, change setting to export to an easy to upload format: .mov .MP4, etc.

Link to Instructional Materials:

🔲 **Instructional Materials**

Formative Evaluation

As instructional designers, we are tasked with creating materials to be used by someone other than ourselves. By conducting a formative evaluation, we can compile data that provides feedback for making our materials user-friendly. The formative evaluation style we chose to analyze is a think-aloud piece. A think-aloud piece would assist in providing the most useful feedback for Monday Through Friday as we will be able to hear how the learner's brain is working through our instructions and where they run into struggles, questions, and successes. We have attached the video recording to the blackboard file where our classmates partook in the think-aloud experience while going through our instruction. We will explain the critique that was shared, and explain what we plan to change and amend to make our instruction more effective for future learners.

1. **Demographics:** The University of Tampa EME 601 Intro to Instructional Design class consists of 8 students. The learners are eight females. All learners have a minimum of a bachelor's degree and are enrolled in the Instructional Design and Technology graduate program.

2. **State Objective/Purpose of the Test:**

- Learners will be able to upload video clips into the software.
- Learners will be able to trim out pieces of video to use, arrange in a sequence, adjust audio levels and color.
- Learners will be able to export a finalized product to a shareable file type.

3. Recruit Participants: Those in-class attendances on 02/15: Farida, Gill, Natalie, and Christina.

4. Appropriate Test Environment:

- Graduate Health Sciences Building Room 109

- Zoom Recording of dialogue during a think-aloud conversation

- Monday Through Friday actively note-taking

- An open and accepting environment where constructive criticism is encouraged.

5. **Prepare Instruments:** Create an instructional video for course instruction. Use the current PowerPoint as a guide and shorten detailed bulleted explanations, leaving room for more verbal explanation in video. Email or text course link to participants. Participants will be able to leave comments on course materials for designers to review.

6. **Create Tasks:** Users will complete the lessons in the module. As users navigate the course they will be able to leave comments for the design team. These remarks will be divided amongst the design team to review and address.

7. **Conduct the Test:** Evaluators will access the course through the link provided. The evaluators will be able to navigate through the course in an asynchronous manner and provide comments for the design team to address. They must submit a screen recording performing each task on Adobe Premiere Pro and submit that to the instructor as part of the test assessment, they must replicate the skills that have been explained. This will be broken up into a three-part assessment: 1 screen recording importing footage, 1 screen recording trimming a clip and adding to sequence, and the last assessment being 1 screen recording of learner exporting the project.

8. **Analyze Data/Findings**: During our formative evaluation, we have found a number of critiques from numerous sources in the 601 class that we will use to amend our instruction.

   - Bullet points were inconsistent
   - Learners appreciated the questions during instruction
   - The slides with orange color were distracting
   - The software looks too confusing through photos without verbal explanation
   - Make photos into widescreen to cut off the bottom portion of the screen so it is not distracting

- Cut out motherboard photo accents as it throws learners off

- More consistent capitalization

- Simplify wordy steps

- Add video and screen recordings to instruction to provide detail while showing steps on software

- Bold keywords on slides

- Choose Mac or PC Instruction for keyboard shortcuts–we will switch to Mac only

- Add assessment

9. **Report Results:** Based on the comments from the evaluators, Monday Through Friday will revise the course for corrections and implementation.

Revisions:

- Video could be added with narration from Morgan going through steps and showing each step while talking the learners through instruction

- Videos will be transcribed so that it is accessible to all

- The background on current slides will become more simplified with only necessary photos and consistent color schemes

- Text on slides will be cut down significantly with only important information

- Highlights will be added to key words with color or bold text

Summative Evaluation

Overview

The overall learning objective is for students to be able to edit video on Adobe Premiere Pro. In our final implementation, the instructor was trained to understand Adobe Pro Premiere and how to follow the instructional materials to edit a video. The training process was quite quick and efficient when broken down into steps. Within 15 minutes, the instructor had familiarized herself with the PowerPoint and key learning objectives. The learners were engaged by using an interactive activity to shoot short videos to piece together during the editing instruction. The instruction, objectives and Gagne's Nine Events of Instruction were delivered appropriately and effectively.

Feedback & Measuring Success

Our instruction was a success based on the feedback we received from the learners, observers, and instructors. Most of the participants were not previously familiar with Adobe Premiere pro and after the instructions were able to edit a video on the software after the instructions were provided. The learning objectives were met and slight improvements have been made to streamline this process for future learners

Revisions

Monday Through Friday went through each portion of this instruction with slight revisions to create ultimate success in the summative evaluation of this project. We narrowed down our training goals into smaller steps that are explained in a step-by-step

process throughout the instruction design document via the PowerPoint slides. Each step listed creates an individual goal for the learner to accomplish, all while getting steps closer to completing the main goal of navigating Adobe Premiere Pro to edit a video and export it to a shareable file.

We also modified the post-instruction activity to have the students enrolled in a media class reproduce the steps laid out during the instructional phase, follow along and create a sequence in the software, and then having the learners rate their success during our training and if they would be able to reproduce these steps in the future for projects if need be.

We have revised each step of the ADDIE process and made necessary edits of each step based off of feedback provided by Dr. Suzanne Ensmann and the University of Tampa EME 601 course students.

Certificate:

Congratulations! You have completed Monday Through Friday's Instructional Design course on how to edit a video using Adobe Premiere Pro. Take a moment to celebrate!

CERTIFICATE

OF COMPLETION

IS PRESENTED TO :

_____

Congratulations you have completed Monday through Friday's instructional design coures on how to edit a video using Adobe Premiere Pro.

Monday through Friday
GENERAL INSTRUCTOR

_____
DATE