FRESNO PACIFIC
U N I V E R S I T Y

TECH-914: iMovie For Macs, iPads and iPhones

Independent Study Online Course Syllabus

Instructor: Eric Westland, M.Ed **Phone:** (435) 625-1399 **Email:** eric.westland@fresno.edu **Website:** westland.dscloud.me/wordpress/	**Number of Graduate Semester Units:** 3 **Target Audience**: K-14th educator **Course Access:** https://connect.fresno.edu **YouTube Channel:** MrWestland

Course Description

iMovie is Apple's free video editing program for Macs, iPads and iPhones. It is very easy to learn and integrates very well with all Apple devices, yet also has many advanced features for easily creating captivating video content for educational and personal use. No previous experience is required for this course. Students will intuitively proceed through each lesson, creating appealing and engaging video content that can be used in their instruction the same day. Methods for sharing videos in almost any forum/format will also be discussed.

Students will need a Macintosh computer for the course to master iMovie's many features, but we will also explore how you can use iMovie on iOS devices such as iPads and iPhones. Discover how you can use the Apple hardware you already use daily to create, educate, communicate and inform all while having fun and maximizing your creativity.

Technology Required: All of the course content is included in the class and online. Students will need a Macintosh computer for the course to master iMovie's many features, but the curriculum also explores how you can use iMovie on iOS devices such as iPads and iPhones.

Note: Required textbook must be acquired separately.

Required Texts and Course Materials

Book: Pogue, D., & Miller, A. (2014). iMovie: The Missing Manual. Sebastopol, CA: O'Reilly Media. ISBN-13: 978-1491947326.https://www.amazon.com/gp/product/1491947322. This book covers both iMovie 10.0 for Mac and iMovie 2.0 for iOS (iPads and iPhones). It is an excellent resource and available in paperback, eBook and Kindle. iMovie 10 has been available for years, so a used textbook will probably be fine.

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com or http://books.nettop20.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, screencasts, worksheets, online activities, and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

McRel Technology Standards
1. Knows the characteristics and uses of computer hardware and operating systems
2. Knows the characteristics and uses of computer software programs
3. Understands the relationships among science, technology, society, and the individual
4. Understands the nature of technological design
5. Understands the nature and operation of systems.
6. Understands the nature and uses of different forms of technology

ISTE Standards for Educators

1. Learner

   Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

   a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

   b. Pursue professional interests by creating and actively participating in local and global learning networks.

   c.   Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

d. Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst
Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Identify and differentiate between different hardware and software used in producing video to construct content for instruction.	(NBPTS 2) (ISTE-T 4, 5) (McRel Tech 1, 2, 6)	CE 2, 6

C-SLO 2	Discuss methods to maximize the effectiveness of video in classroom instruction.	(NBPTS 1, 2, 4, 5) (ISTE-T 1, 2, 4, 5) (McRel Tech 4)	CE 1, 2, 3, 4, 5, 6
C-SLO 3	Employ different techniques to maximize a video's instructional effectiveness.	(NBPTS 1, 2, 4) (ISTE-T 5, 6, 7) (McRel Tech 3, 4)	CE 2, 6
C-SLO 4	Apply basic video editing techniques including cutting video, editing sound and incorporating still images.	(NBPTS 2) (ISTE-T 1, 4, 5, 6) (McRel Tech 3, 4, 6)	CE 2, 6
C-SLO 5	Practice advanced video editing techniques including Transitions, Animations, Annotations, Effects and Credits.	(NBPTS 2) (ISTE-T 1,4, 5, 6) (McRel Tech 3, 4, 6)	CE 2, 6
C-SLO 6	Prepare video products in the best format for viewing while considering the intended audience and available hardware and bandwidth.	(NBPTS 2, 4, 5) (ISTE-T 1, 2, 4, 5, 6) (McRel Tech 3)	CE 2, 4, 5, 6
C-SLO 7	Determine the best format/platform for sharing video content for use with the intended Learning Management System.	(NBPTS 2, 3, 4) (ISTE-T 2, 4, 5, 6, 7) (McRel Tech 4, 5, 6)	CE 2, 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	- Welcome Video - Course Syllabus - Introduce Yourself Forum	
Module 1 – iMovie Basics	1.1 Forum Participation: How You Plan to Use iMovie 1.2 Assignment: Importing Media 1.3 Assignment: Working with Events and Projects	5 pts 5 pts 5 pts
Module 2 – Build Your First Movie	2.1 Assignment: Building Your First Movie 2.2 Assignment: Favorites, Rejects and Transitions 2.3 Assignment: Themes 2.4 Assignment: Travel Map Transitions 2.5 Forum Sharing: Sharing Your 30-Second Movie	5 pts 5 pts 5 pts 5 pts 5 pts
Module 3 – Video Enhancements	3.1 Assignment: Video Effects 3.2 Assignment: Connected Clips (Overlays) 3.3 Assignment: Edits and Enhancements 3.4 Assignment: Title, Subtitles and Credits 3.5 Assignment: Music, Sound Effects, and Narration 3.6 Assignment: Movie Trailers	5 pts 5 pts 5 pts 5 pts 5 pts 5 pts
Module 4 – Advanced iMovie Lessons	4.1 Assignment: Creating iMovie Masks with Keynote 4.2 Assignment: Custom Animations In iMovie Using Keynote 4.3 Assignment: Multi-Camera Videos In iMovie	5 pts 5 pts 5 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	• 4.4 Assignment: Lesson Plan Utilizing Shared Content	5 pts
Module 5 – Independent Project	• 5.1 Assignment: Independent Project	10 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**100 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics
Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course. **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to

inform and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.