

Fridley Public Schools Use of CyberLink PowerDirector

By Kathy Kraemer, K-12 Instructional Technology Coordinator

Introduction

As a means of communication, video is the future. A whole generation has grown up with "YouTube," so it's imperative for students to be able to express ideas visually.

We found it necessary for students to manage information, express thoughts, collaborate, and use their creativity for the common good.

So, after 3 years of research, we chose Cyberlink PowerDirector video editing software as a district-wide platform

Over the next three years, we plan on developing a face-to-face and online teaching environment where the skills of creating a story from inception to completion will be taught with PowerDirector as the primary tool.



Problem Statement

Problem 1 While using other programs, students experienced a wait time while their video was rendering. Most of the time, the rendering time led to the computer freezing up; a student would have to re-start the computer. Often, this re-starting caused the student to lose all previous edits. Many teachers and students grew frustrated and felt they had given video a try, but it was time to move on. With PowerDirector, we don't have the wait time and are confident that our edits will be saved. Teachers and students can trust the system; their project is not going to "blow up".

Problem 2 Students experienced many programs with different protocols. In the past, teachers used different programs. As a student would progress from year to year, new programs would need to be introduced to students. This would lead to time wasted learning a new program, as well as time and money spent on technical trial and error. Students would also need to learn a new program editing language. With PowerDirector's ease of use, students can learn the basics and build their knowledge base from year to year.

Problem 3 Many programs are either too easy or too complicated. We've tried to use one program for K-12 students; they are either too easy for middle school and high school students or too complicated for K-5 students. It's important not to intimidate students with extra bells and whistles or insult older students with "cutesy" or embarrassing features.



Fridley Public Schools

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Organization Profile:
The Fridley School District is an International Baccalaureate World School District, offering the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Program and Global Studies. Hayes and Stevenson Elementary Schools, Fridley Middle School and Fridley High School are all IB World Schools.



Previous Options

These programs included Windows MovieMaker, PhotoStory3, and Adobe Premiere.

We needed a common platform so students would build on their experience with the same program from year to year.

CyberLink Power Director Solution

Benefit 1

By incorporating video editing in the classroom, we're addressing a variety of student and teacher standards.

By using PowerDirector in our K-12 classrooms, we are directly addressing the 21st century skills necessary for all students to succeed in school and beyond. Through the process of producing a video from inception to completion, students develop and enhance their ability to think critically, communicate, collaborate, and express creative ideas (see <http://www.p21.org/index.php>).

In addition to 21st century skills, students will meet all ISTE NETS Standards (see <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>), especially in the areas of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Teachers will also meet the ISTE NETS teacher standards, which involve facilitating and inspiring student learning and creativity, designing and developing digital-age learning experiences and assessments, modeling digital-age work and learning, and promoting and modeling digital citizenship and responsibility. Through the online component of this project, they will engage in professional growth and leadership with other PowerDirector teachers (see <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>).



Benefit 2

By incorporating video editing in the classroom, we're reaching students with a variety of multiple intelligences.

Through this program, we are differentiating instruction by using face-to-face and online pedagogy. This allows us to reach students with differing intelligence strengths. Those students with interpersonal and intrapersonal intelligence will appreciate the chat and journal portion of the online course. Those with visual and auditory intelligence may prefer the tutorials. We believe we will reach and engage all students by providing them with traditional face-to-face teaching, as well as online teaching.

Benefit 3

By incorporating video editing with one program in the classroom, we're teaching a common technical language used from kindergarten to 12th grade.

PowerDirector has the flexibility to handle both the simple tasks for younger students and the more complex work of older students. By teaching the program in the early years and expanding each year, we're creating a common technical language. This builds a foundation for students to incorporate resources such as student composed music, YouTube cuts, and gaming software into more advanced work.

Implementation

In year 1, we'll be implementing PowerDirector with our 4th, 8th and 10th grade students. In year 2, we plan on implementing the program with the remaining grades. We have a student video team called the eProducers that will help with face-to-face training for specific projects. Fourth grade students will participate in an IB exhibitions project, 8th grade students will collaborate in a state-wide history project, and 10th grade students will work on an IB personal project. Along with face-to-face training, students will receive online training in our course "Creating Video for a YouTube World" using Moodle Course Management Software. In the Moodle course, students will have areas to post and critique each other's work, chat about projects, write daily journals, and keep up to date in the latest storytelling and video technologies.

Summary

By using PowerDirector, all of our students will be on one common platform that will give them a common working language of the program and process. Each year, they will become more proficient with the program; they will learn how to improve and enhance their work from face-to-face training, online instruction, and feedback.

All of these features will allow us to address the need for students to be proficient 21st century learners.

During our first pilot year, the program is working well on the district-wide netbooks, laptops and desktop computers. The edits are smooth and there is little to no wait time for rendering. It used to be that only the video production classes used video but now it is being used for classroom projects and assessments.



PowerDirector