

What do I need to learn and why do I need to learn it?

What: My **short-term goal** is to learn how to produce and create an effective professional 5-10-minute video using a DSLR camera. My **long-term goal** is to create a portfolio of videos and market this skill as a service offered to an employer or free-lance contractor, as well as for personal fulfillment.

Why: I've been working as a professional web and graphic designer for a little over 13 years. I have some prior knowledge regarding film and video, although I have never pursued it professionally or outside of the formal education setting. I believe learning to accomplish this skill with expertise will provide instrumental and intrinsic value for myself (Ambrose, 2010, p. 75). I will be able to add video production and editing to my design background with confidence and can utilize this skill within the instructional design field.

What are the specific, observable or measurable objectives that I need to meet?

Cycle of Self-Directed Learning: I will create a self-directed learning (SDL) plan that spans the course of 4 months and will serve as a guide to best facilitate and transfer knowledge into my long-term memory use (Merriam & Bierema, 2014, p. 33). I plan on monitoring and controlling my learning by using metacognitive processes found in the Cycle of Self-Directed Learning (Ambrose, 2010, p. 193). This includes assessing the task through creating goals, evaluate my current knowledge with regards to strengths and weaknesses, plan an approach to my learning that adheres to my current schedule, apply various learning strategies that will help me to enact my SDL learning plan, and finally reflect on what I have learned and adjust my plan if needed (Ambrose, 2010, p. 193).

Objectives: The specific objectives I will meet are a) how to best use the DSLR camera for capturing video and audio b) how to select a video topic and create a treatment and/or script c) shooting the video d) importing the footage, editing, and publishing the video to the web e) ask for evaluation from peers, co-workers, through social media networks to help me assess and reflect upon my learning and f) adjust my learning plan if needed based on the feedback I receive. Finally, I will repeat a-f several times until I acquire proficiency through applied practice and establish a small portfolio of videos.

What concepts, strategies and theories will I need?

Use of Self-Directed Learning: As a self-directed adult learner, I am taking the personal initiative in diagnosing my own learning needs, goals, materials, and resources and choosing when to implement learning strategies and evaluate my learning outcomes (Merriam & Bierema, 2014, p. 63).

Cognitivism Learning Theory and Concept Mapping: As a metacognitive strategy under cognitivism

learning theory which is based on information processing, the mental process of problem solving, and how the brain processes information to store in long-term memory, I examined my prior knowledge within video production through creating a concept map in figure 1 below (Ambrose, 2010, p. 192). I based the concept map on my focus question of *“What will I need to consider, learn, and do in order to create a short documentary or training video using a DSLR camera?”* I organized the map into 3 main concepts represented by circles, these being pre-production, production, and post-production. Then I created additional sub-concepts in the rectangles that are associated with the main concepts. I used connecting lines and words to link the relationships of the concepts (Ambrose, 2010, p. 228).

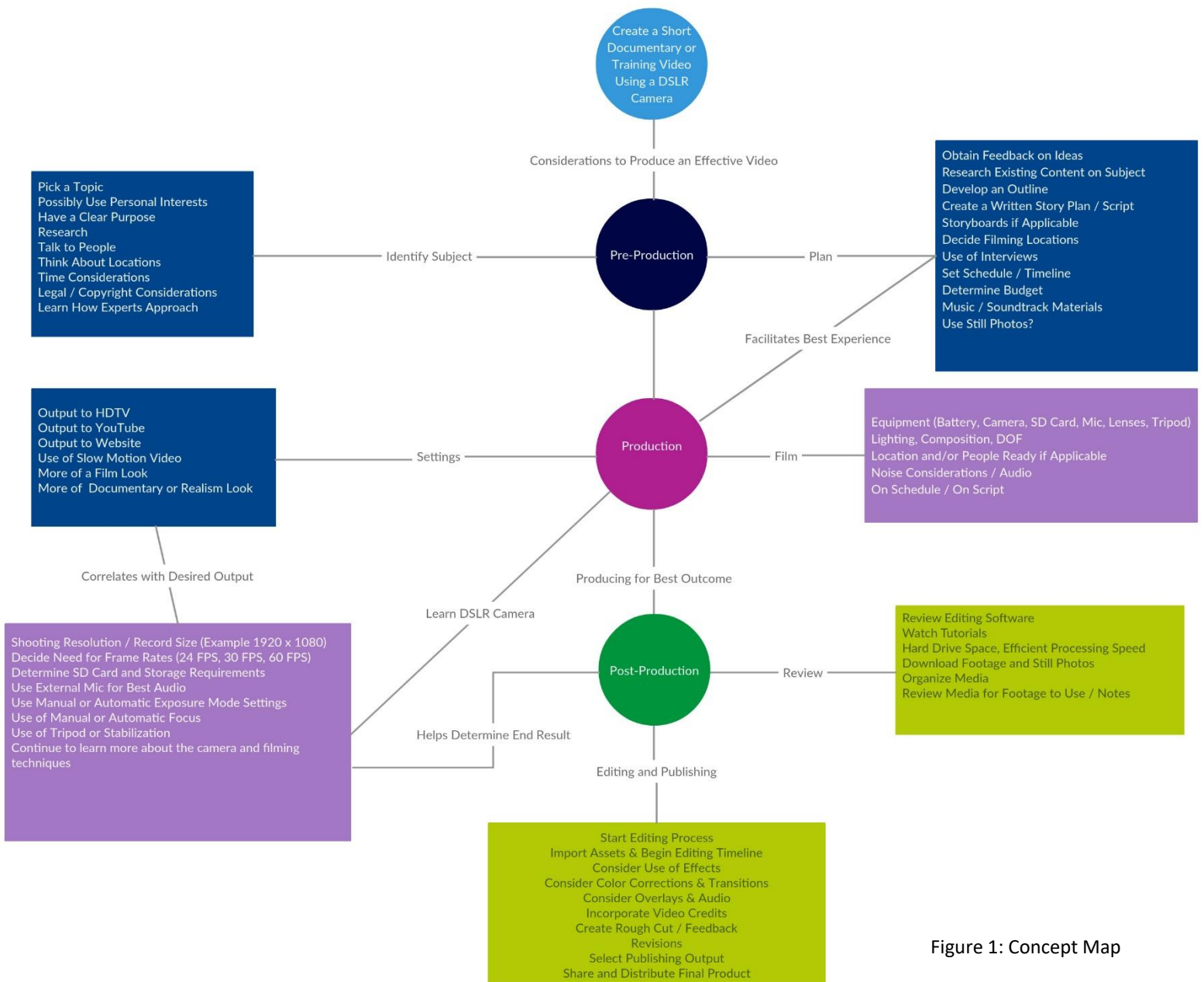


Figure 1: Concept Map

Prior Experience: During my junior and senior year of high school I attended a half day program at the Career Education Center in Denver, CO for film and video. At that time, I didn't possess a lot of intrinsic or instrumental value associated with what I was learning, nor did I have any defined learning goals or ambitions to develop a deeper understanding outside of the classroom (Ambrose, 2010, p. 72-75).

Motivation & Course Climate: At 19 years old I started my first semester of college. I enrolled in a film and video program at what is now the Colorado Film School. At the time I was pregnant and there were very few women in the classes. Outside of school, I was juggling a lot of demands so in retrospect group-oriented projects were more challenging. The production tasks assigned were physically rigorous, I wasn't compelled by the screenplay's subject matter (content), and I felt disconnected to the "all men" group I was assigned to (course climate). Due to these factors I had a lack of motivation and didn't continue the program (Ambrose, 2010, p. 69).

Impact on Value and Expectancy on Learning and Performance: After my early experience at the film school, I changed my degree to multimedia and design. During the next 6 years of full-time studies at Red Rocks Community College and Metro State University, I learned more about non-linear video editing using Final Cut Pro, digital photography and the digital darkroom using Adobe Photoshop, MIDI production, and screen writing for corporate video. Due to my success in multimedia studies evidenced from a solid career in design, I hold positive outcome expectancies of my learning performance by linking my past behaviors to my desired outcome (Ambrose, 2010, p. 77).

Organizing Knowledge: In order to best prepare my learning plan, I created the table below (advanced organizer) that illustrates the major learning concepts, strategies, and theories I will use to accomplish my learning goals and objectives.

Learning Concepts	Learning Strategies	Learning Theories
Perry's Intellectual Development, Metacognition	Use of Advanced Organizers <ul style="list-style-type: none"> ● Concept Maps, Outlines, Scripts, Manuals, Books 	Cognitivism
Motivation, Course Climate, Metacognition	Online Tutorials <ul style="list-style-type: none"> ● Learn Camera Operations & Software Proficiency ● Learn Creative Techniques ● Learn Film Making from Experts 	Self-Directed Learning, Transformational Learning
Expose and Reinforce	Talk with Experts <ul style="list-style-type: none"> ● Ask About Their Process ● Obtain Tips and Suggestions ● Join a Community of Practice 	Social Cognitive
Development of Mastery, Component Skills, Use of Scaffolding	Accumulate Practice <ul style="list-style-type: none"> ● Produce 1st video and up to 3 more 	Behaviorism, Self-Directed Learning, Constructivism
Cycle of Self-Directed Learning, Motivation	Obtain Feedback <ul style="list-style-type: none"> ● Monitor, Control, and Evaluate Progress ● Adjust Techniques Based on Feedback ● Apply Prior Knowledge and Learned Experience 	Humanism, Social Cognitive, Self-Directed Learning, Constructivism

Development of Mastery & Behaviorism: In order to become competent and demonstrate a level of professionalism with regards to the result of my videos I will need to work on critical component skills and I will want to have a good command over them. In order to do this, I will initially start by practicing each skill in isolation of one another, so I can focus my attention solely on the skill that needs work (Ambrose, 2010, p. 101). After hours of targeted practice with writing, the camera, and editing, I should be able to combine all skills and develop a fluency that will lead to a more automated process with less cognitive load (Ambrose, 2010). Behaviorism learning theory will be applied as I'm seeking to advance from beginner to expert for critical component skills since I will have to demonstrate certain levels of competency in performing those skills (Merriam & Bierema, 2014, p. 28). Table 2 below shows some examples of critical component skills I will be required to learn to become efficient in video production.

Critical Component Skills to Consider			
Writing Skills	Camera Skills	Shooting Skills	Editing / Publishing Skills
<ul style="list-style-type: none"> ● Define message ● Define theme ● Define objective ● Describe specifics ● Title ● Logline ● Synopsis 	<ul style="list-style-type: none"> ● Recording Settings & ISO ● Video Resolution ● Picking a Frame Rate ● Setting up an SD Card ● Manual & Auto Focus ● Aperture & Depth of Field ● Shutter speed ● Lighting ● Choosing Lenses ● Setting White Balance 	<ul style="list-style-type: none"> ● Handheld Recording ● Tripod Recording ● Camera Angle ● Composition ● Using External Mic 	<ul style="list-style-type: none"> ● Importing Media ● Editing Basics ● Editing Techniques ● Mastering the Timeline ● Working with Stills & Transitions ● Creating Titles and Overlays ● Adding Credits ● Exporting a Master ● Exporting for Web & Devices

Table 2: Critical Component Skills

Humanism & Transformative Learning: Humanism is an integral part of my self-directed learning project as its self-initiated, I am focusing on directing my own learning with the goal of self-development in mind, and I am free to make all creative choices regarding subject matter (Merriam & Bierema, 2014, p. 31). In the future when I reach a level of proficiency, I would like to create a video that intends to transform the viewer in some aspect of their life. Many of the documentaries that I've watched have transformed my meaning perspectives and have encouraged personal critical reflection. Film, photography, and story-telling are pertinent tools used in transformative learning (Merriam & Bierema, 2014, p. 95). I'm especially looking forward to Ken Burns' masterclass on documentary film making as transformational learning is in the heart of his films and teaching.

SDL Learning Plan Schedule: I have created an SDL learning plan schedule in Table 3 below that will help guide my studies, practical application, monitoring, and evaluation. My learning plan encompasses a general guideline that is aligned with the amount of effort I would put forth in a graduate class or 30 hours of contact time (a 2-credit hour class) and 60 hours or learning outside of the source material I chose (Merriam & Bierema, 2014, p. 81).

Learning Plan Schedule:

Type	Description	Time	Source	Schedule
Online Video	Canon T7i (800D) Video	10 min	YouTube.com	Dec. 2018
Online Video	Canon T7i (800d) User's Guide	10 min	YouTube.com	Dec. 2018
Online Video	Other Helpful T7i Video Demos / Guides	1 hour	YouTube.com	Dec. 2018
Application	Get Familiar with Camera Over Holiday Break	8 hours	Practice	Dec. / Jan 2018
Manual	EOS Rebel T7i EOS 800D Basic Instruction Manual (2 hours)	2 hours	Book	Dec. 2018
Online Course	DSLR Video Fundamentals for Beginners	2 hours	PluralSite.com	Jan. 2019
Online Course	DSLR Fundamentals	1 hour	PluralSite.com	Jan. 2019
Online Course	Fundamentals of Video Production in Adobe Prelude and Premiere Pro	2 hours	PluralSite.com	Jan. 2019
Online Course	Premiere Pro CC Building on the Fundamentals	3 hours	PluralSite.com	Jan. 2019
Online Course	Ken Burns Teaches Documentary Filmmaking (26 Lessons)	12 hours	MasterClass.com	Jan. – Mar. 2019
Website / Article	7 Rules for Writing Short Films	15 min	www.raindance.org	Feb. 2019
Website / Article	How to Write a Documentary Script	15 min	www.nyfa.edu	Feb. 2019
Online Video	How to Write and Format a Documentary or Nonfiction Shooting or Editing Script	10 min	YouTube.com	Feb. 2019
Website / Article	Making Documentaries Step-By-Step: How to Make a Documentary	10 min	www.desktop-documentaries.com	Feb. 2019
Online Video	How to Make a Training Video	10 min	YouTube.com	Feb. 2019
Website / Article / e-Book / Book	Any other relevant articles or reading found in the discovery process regarding writing for video production	5 hours	Online, Library, Book Store	Feb 2019
Social	Join community of practice if available through MeetUp, campus, or local organization	4 hours	Face-to-face, phone conversation, email, discussion forum	March 2019
Pre-Production	Based on learning create script or video treatment in written format	4 hours	Practice	March 2019
Production	Shoot Video Based on Treatment	10 hours	Practice	March 2019
Post-Production	Import, Review Clips, & Edit Video	15 hours	Practice	April 2019
Post-Production	Publish Video to Web	3 hours	Practice	April 2019
Feedback	Obtain feedback from a multitude of people through social media, co-workers, and peers	2 hours	People	April 2019
Self-Assessment / Monitor	Answer a set of reflective questions	1 hour	Self and Others	April 2019
Apply Feedback / Modify	Asses and self-modify and start process for next video	1 hour	Self	April 2019

Table 3: Learning Plan Schedule

5. How will I monitor my learning? How will I assess success at meeting my objectives?

Assessing Self-Directed Learning: For me to be an effective self-directed learner I will take responsibility in learning the material I set-forth in my schedule. I will draw from prior knowledge, use learning strategies to acquire new knowledge, and organize my time accordingly (Merriam & Bierema, 2014, p. 74-75).

Self-Monitoring: I will monitor my progress by sending final videos to a network of people for critique. I will send my videos to an expert, will post on social media for comments, and I will query co-workers, family, and peers. I will ask them to answer a set of reflective questions and will be open to suggestions. I will have a set of reflective questions for myself as well to self-monitor progress. An example of these questions can be found in table 4 below.

Reflective Questions to Ask Others	Reflective Questions for Self
When you watched the video, what emotions or feelings came to mind?	Did my video treatment help in producing an engaging video?
What did you learn after watching this video?	Was I confident in using the camera and external audio source when shooting video?
How could I have made the video better?	Did the editing of the video appear seamless, well integrated, and easy to follow?
Would you share this video with someone else?	Was the footage stable, have good lighting, and good image quality?
Would you recommend my videography skills to someone else?	What were the most challenging aspects of creating the video?
	What component skills should I focus on more for the next video?

Table 4: Example of Reflective Questions

Self-Modifying: After reviewing and answering the reflective questions, I will be able to self-modify my learning and spend more time in areas where I possess weaker skills. After I have created a handful of videos, that I feel meet an intermediate to expert level of quality, I will post them to a portfolio page on my website.

Meeting the Objectives: If my workplace asks me to create a training or marketing video or if someone contacts me through my website, social media, or through face-to-face communication to ask about creating a video for them, then this will be a good indicator of my success (extrinsic rewards). When I feel personally satisfied that I have learned my camera without having to reference the manual, when I don't have to hesitate to select camera settings for a desired outcome, when I can navigate quickly through the editing software and even use a few shortcut commands, and can produce a short professional video in a timely manner (instrumental value), I will have met my personal objectives and learning goals set forth in this plan.

References:

Ambrose, S. A., Bridges, M. W., & DiPietro, M. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. John Wiley & Sons.

Merriam, S. B. & Bierema, L. L. (2014). *Adult Learning Linking Theory and Practice*. San Francisco, CA: Jossey Bass