Windows Movie Maker is a tool that can be used in education.

- Topics addressed:
  - Why use Windows Movie Maker?
  - How does this program work?
  - What are some outside sources that can be utilized in the creation of a movie?
  - What are some project ideas?
Why Use Windows Movie Maker?

As educators it is our job to find creative and exciting ways to present course material without sacrificing its integrity.

–So the question becomes how can one justify the usage of this program in a classroom setting.

• Bloom’s Taxonomy
• Marzano’s Instructional Strategies
• Standards and Benchmarks
• Critically analyzing images, sound and text
The new version of Bloom’s has “creating” as the highest level of thinking a student can achieve.

–Projects can be assigned in which students are asked to take previously learned information and apply that information in the creation of a video.
Several of Marzano's strategies can be addressed by having students use a technology like WMM.

- Strategy 3: Complex Cognitive Tasks
- Strategy 7: Engagement Strategies
- Strategy 10: Homework
- Strategy 14: Nonlinguistic Representations
- Strategy 20: Summarizing

http://www.marzanoresearch.com/research/researched_strategies.aspx
-Invites students (and teachers) to begin to critically analyze the possible relationship between text, image and sound.

–Many students do this already on youtube, facebook and myspace (among others) – sites such as these can be used to help engage our students in conversations surrounding classroom topics.

-Invites students and teachers to understand legal and ethical responsibilities of working with other peoples’ intellectual property.
WMM Warnings

- Do NOT violate anyone’s copyright! Seek permission, make sure it’s in the “public domain” or don’t use it!

- When retrieving your images make sure you save them to your computer… if you copy & paste into Windows Movie Maker they will disappear.

- Make sure that when you are finished with your project that you save it to your computer or to a disk.
Helpful Resources When Using WMM

- [Zamzar.com](https://zamzar.com)
  – Allows you to convert streaming video files into .wmv files that can be inserted into Windows Movie Maker.

- [Mediaconverter.org](https://mediaconverter.org)
  – Same concept as zamzar.com, but you do not have to wait for an email…
Social Studies Example

Windows Movie Maker can be a valuable tool in a social studies classroom.

-Social Studies HSCEs and technology:
  -Digital-Age Proficiencies:
    • Visual and information literacy
    • Curiosity, creativity, and risk-taking
    • Higher order thinking and sound reasoning
    • Teaming and collaboration
    • Effective use of real-world tools
    • High quality results with real-world application
Social Studies Example

-Cause and Effect
  -Possible Traditional Approach:
    -Culminating project on WWI might ask students to demonstrate understanding of cause and effect of events during the war by creating a pencil and paper timeline piece.

-Better Approach:
  -Students can demonstrate a mastery of this standard using WMM
    -Create a video timeline with images, sound, and text needed to demonstrate understanding of the causes and effects of WWI.
Social Studies Example

- Research a topic of interest discussed in class more in depth

- In years past I have given students the opportunity to create a research project on a topic related to class using WMM.

- Here is a quick sneak peak:
  - http://screencast.com/t/DhBEpOmZbH
English/Language Arts Example

"The Odyssey" Photostory Project

- Creating a photo sequence using proper digital citizenship
- Using music to create a cohesive photo sequence
- Choosing text to highlight key ideas

** All of these can be accomplished using WMM **
English/Language Arts Example

- I will show only the video portion of my screen, eliminating the surrounding YouTube setting. I will make it look as if this video is truly playing on WMM using Camtasia.

- Play from 15 seconds - 45 seconds

Allow video to play with audio for 30 seconds.
NETS for Students Standards:

1. Creativity and Innovation
2. Communication and Collaboration
5. Digital Citizenship
6. Technology Operations and Concepts
Common Core Standard (Grades 6-12):

“Presentation of Knowledge and Ideas”

#5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
NETS Standards for Students:

2) Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

   a) Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b) Communicate information and ideas effectively to multiple audiences using a variety of media and formats

6) Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems, and operations.
Science Example

NETS Standards for Teachers:

2) Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

3) Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

b) Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
I will read the first part of my script and showcase my old static examples (picture and lab sheet) of what we do in the lab.
I will then transition to a portion of my lab video to show what can be done using Movie Maker.

I will show the clip while reading through the second part of my script.
Social Studies Elective Example

- Slide transition from Brian's Video
- Use five seconds of music faded in and out. (Something from Wired's free CC section)
- Begin speaking
- Show Common Core standards that WMM can address as a slide (next slide)
Social Studies Elective Example

- **Read script and address these standards:**
  - *Common Core (History and Social Studies)-*
    - Grades 9-10 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
    - Grades 11-12 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
    - Grades 9-10 9. Compare and contrast treatments of the same topic in several primary and secondary sources.
    - Grades 11-12 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Social Studies Elective Example

- Show uses of voice over and images in WMM. Read script.
- Use document examples to show WMM in action.
- Show final product example.

IN THE NAME OF OUR LORD JESUS CHRIST

Whereas, Most Christian, High, Excellent, and Powerful Princes, King and Queen of Spain and of the Islands of the Sea, our Sovereigns, this present year 1492, after your Highnesses had terminated the war with the Moors reigning in Europe, the same having been brought to an end in the great city of Granada, whereon the second day of January, this present year, I saw the royal banners of your Highnesses planted by force of arms upon the towers of the Alhambra, which is the fortress of that city, and saw the Moors fall from the gate of the city and kiss the hands of your Highnesses, and of the Prince my Sovereign, and in the present month, in consequence of the information which I had given your Highnesses respecting the countries of India and of a Prince, called Great Can, which in our language signifies King of Kings, how, at many times he, and his predecessors had sent to Rome soliciting instructors who might teach him our holy faith, and the holy Father had never granted his request, whereby great numbers of people were lost, believing in idolatry and doctrines of perdition. Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the doctrines of Mahomet, and of all idolatry and heresy, determined to send me, Christopher Columbus, to the above-mentioned countries of India, to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith, and furthermore directed that I should not proceed by land to the East, as is customary, but by a Western route, in which direction we have hitherto no certain evidence that any one has gone. So after having expelled the Jews from your dominions, your Highnesses, in the same month of January, ordered me to proceed with a sufficient armament to the said regions of India, and for that purpose granted me great favors, and emboldened me that thenceforth I might call myself Don, and be High Admiral of the Sea, and perpetual Viceroy and Governor in all the Islands and continents which I might discover and acquire, or which may hereafter he discovered and acquired in the ocean, and that this dignity should be inherited by my eldest son, and thus descend from degree to degree forever. Henceupon I left the city of Granada, on Saturday, the twentieth day of May, 1492, and proceeded to Palos, a seaport, where I armed three vessels, very fit for such an enterprise, and having provided myself with abundance of stores and seamen, I set sail from the port, on Friday, the third of August, half an hour before sunrise, and steered for the Canary Islands of your Highnesses which are in the said ocean, thence to take my departure and proceed till I arrived at the Indies, and perform the embassy of your Highnesses to the Princes there, and discharge the orders given me. For this purpose I determined to keep an account of the voyage, and to write down punctually every thing we performed or saw from day to day, as will hereafter appear. Moreover, Sovereign Princes, besides describing every night the occurrences of the day, and every day those of the preceding night, I intend to draw up a nautical chart, which shall contain the several parts of the ocean and land in their proper situations, and also to compose a book to represent the whole by picture with latitudes and longitudes, on all which accounts it behoves me to abstain from my sleep, and make many trials in navigation, which things will demand much labor.

Friday, 3 August 1492. Set sail from the bar of Salazar at 8 o'clock, and proceeded with a strong breeze till sunset, sixty miles or fifteen leagues south, afterwards southwest and south by west, which is the direction of the Canaries.
Conclusion

- First and foremost it works towards higher order thinking as students are applying their knowledge in order to create something.
  – Upper levels of Bloom’s & Marzano.

- Gets students/teachers using technology.

- Has students reviewing material/interacting with the material on their own.

- Students must critically analyze what they’re putting in and why.

- Students must meet legal and ethical responsibilities.