

Idea Paper:
Three iMovie Features

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As we know that the world had been evolving with technologies. There were many technologies that improved the lives of deaf individuals. One of them was the Macintosh computer, known as a Mac. A lot of people had switched from PCs to Macs lately. It was because of the alluring graphics on Mac, as well as the ease of use in several applications including iPhoto, iMovie, iWeb, iDVD, and GarageBand. For my paper, I would have the project that focused on iMovie. iMovie is a moviemaking application that is only available for Macintosh. Its purpose is to provide the individuals the ease of making their home videos with a Hollywood style without the true Hollywood production procedures (Cohen, Wohl, Harrington, & Plummer, 2009). The purpose of this instructional design project is to develop and evaluate a web-based instructional module about three new features in iMovie '09 that specifically benefit deaf Macintosh users.

As Pomales-Garcia & Liu (2006) mentioned that the web-based instructional module should be within the time limit and its format should be easy understood by a large number of individuals. If the module was designed with a longer time length, there is a higher chance that many individuals would not complete the module. The instructional module should be designed to be complete within an hour or less and the format should be concise, clear, and simple. iMovie's new features put its technology advances forward for the individuals who were involved in digital moviemaking (Swan, Hofer, & Levstik, 2007). These new features would help the individuals learn how to use them to enhance their home videos without the paying the higher price for Hollywood-style post-production.

The target audience would be the deaf individuals who have Macintosh computer. The reasons why I chose this kind of target audience were because iMovie can be found only in Macintosh computers and that there were many deaf individuals who did not discover about new features in the latest version of iMovie. My goal was to help them understand and learn about the ease of use in iMovie for the creation of their own home videos.

Several instrumentation methods would be utilized, including the use of surveys, instructional module, and tests. As for surveys, the questions would include the levels of knowledge in iMovie and Macintosh computer. One-on-one evaluation would be included in order to get feedback and suggestions for modifications on the instructional module. Also, the instructional module, pretest and posttest, and questionnaires would be distributed to the individuals during small group evaluation.

The information from individuals would be collected and reviewed through qualitative and quantitative data analyses. Modifications would be necessary if there were some confusion with a large number of the individuals who complete the module.

The instructional module on the new features in iMovie was intended for deaf individuals to discover the ease of use of the advanced features in iMovie, which can spice their home videos with Hollywood styles including the video effects, green chrome background, et cetera. Once they learned about these new features, they could impress their friends and families with their own home videos profoundly.

Cohen, M. E., Wohl, M., Harrington, R., & Plummer, M. (2009). *iLife '09: iPhoto, iMovie, GarageBand, iWeb, iDVD*. Berkeley, CA: Peachpit Press.

Pomales-Garcia, C. & Liu, Y. (2006). Web-Based Distance Learning Technology: The Impacts of Web Module Length and Format. *The American Journal of Distance Education, 20*(3), 163-179.

Swan, K. O., Hofer, M., & Levstik, L. S. (2007). Camera! Action! Collaborate with Digital Moviemaking. *Social Studies and the Young Learner, 19*(4), 17-20.