



Continuing Professional Development  
in Vocational Education and Training

# Video Editing

Inspiration for online teaching





In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:

<https://www.covet-project.eu/>

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# Video Editing

In this lesson, students will delve into video post-production from already created footage. In particular they will learn:

- how to edit a video
- create the sound design necessary for their communication project
- manage the main editing software
- finalize a project in various formats and for various outputs

## Offline version of the lesson

- The lesson takes place in a computer room. Before the start of the lesson, it must be ensured that the necessary technical equipment is available. See a checklist here:
  - Are the individual pupils or each working group equipped with suitable and functional hardware (Smartphone/Tablet/Laptop/PC)?
  - Are there enough electrical outlets in the room?
  - Is the selected software available for video production? - So is it either pre-installed or do the licenses for online programs exist?
  - If necessary: Is Internet access guaranteed?
- For this lesson we use the **Adobe Premiere**, as all editing software are structured in the same way, the instructions remain valid for any other editing software. The following editing programs are available for video production:
  - **Inshot**: app available for iOS and Android. Practical for those who prefer to work from mobile, ideal for students.
  - **Screencast-o-matic**: there is both a web version and an app for iOS and Android.
  - **Animaker**: This app can be useful as it provides the possibility to create free animated educational videos. To do so, simply register.
  - **Clipchamp**: Web version only. Allows quick and easy video editing.
  - **iMovie** (Apple) - **MOVIE MAKER** (only available on some Windows versions)
  - **SHOTCUT** - available in many languages
- Before the lesson, each student should be asked to bring to school on a USB stick or have available on the cloud a raw video to edit of their choice. The content of the video is not important but we recommend not choosing videos that are too long to make the project easier to manage and to stay within the lesson time
- The teacher gives a general introduction on editing, what it is and gives some examples of editing using **PowerPoint** and **YouTube**
- At this point everyone opens the editing software and the teacher, by projecting his/her computer screen, shows how it is structured. Topics:
  - The concepts of Timeline e Sequence
  - Footage categorisation
  - Linear and non-linear story approach
  - Editor's workflow

- The teacher illustrates the first stage of editing is rough editing. It is here that the skeleton of the film comes to life, through a series of 'obligatory' steps. The teacher shows how to cut the clip and insert it into the timeline. In this step the student is called upon with an interesting exercise in objectivising the choice of clips, beyond their own tastes and styles.
- Before starting the editing, the teacher gives a brief introduction to the sound design
  - Topics:
    - Reality vs. emotionality of a sound
    - recreating the real or creating drama.
    - Mixing and sound levels of a video
- After the theory comes the time for editing practice. The teacher asks the students to test themselves with a small edit of the video they have selected for the task. The students also choose the music that best accompanies their editing. They can choose famous music or music made available free of charge by various platforms such as **Youtube audio Library**
- The time required here is very different from individual to individual. Let's say that to create a very simple video and test the newly acquired skills takes about 1 hour - 1.5 hours
- In video production, it can be useful for students to work in small groups in order to better share their experiences with the software.
- During this activity the teacher should go around the tables to help and answer questions.
- Once the time available to complete the videos is over, the teacher then explains the basic parameters for a successful export.
- Exporting videos usually takes a few minutes.
- It is recommended to allow extra time (few days) to add something and finally save all the material

## Shift to online version of the lesson

### Things to be considered

- All class participants must have adequate technology and internet connection.
- Not having access to the students' computers, they must be able to solve hardware problems on their own.
- It is more complicated to follow the students in their personal projects, especially to keep them focused on the objective and not produce a video too long or too elaborate for the purposes of the lesson.

### Reasons for the decision

- Allows several classes to be mixed
- Students do not have to be all together at the same time
- Teachers can conduct classes the way they did in a real classroom, but they can also share the contents of their screen, draw over a whiteboard to explain things better, mute participants for a seamless teaching session
- The teacher has direct access to the children's projects and can check the status of the work at any time, from anywhere

### Tools and apps used

- Google Calendar and Google Meet: for the virtual lesson

- PowerPoint and YouTube give an introduction of the concept and provide some examples and good practice on the topic.
- Wevideo for video editing

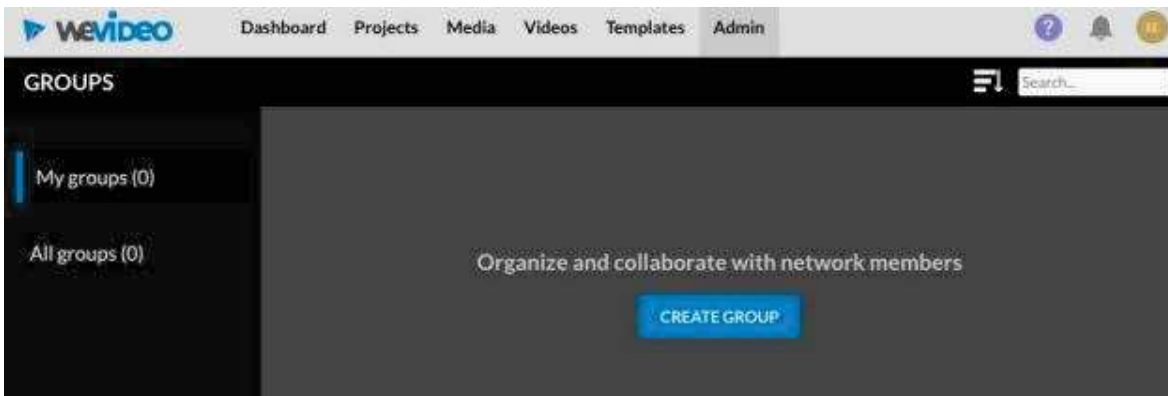
### Competencies needed to be newly acquired

- Create a lesson on **Google Calendar** and **Google Meet**
- Create a simple but engaging presentation with **PowerPoint**.

Some examples

- One idea, one slide. Don't fill slides with text
  - Two colors, two fonts. maximum
  - Keep rhythm and movement by inserting videos.
  - Use icons or pictograms
  - Let quotes do the talking
  - Use images to emphasise important concepts
  - Simplify through visual associations
  - Offer simple content
- **Wevideo** WeVideo has a dedicated plan for teachers. Within Wevideo, the teacher can create his / her own classroom and invite students in via a link or code.
  - The students will only see their project but the teacher can access each of the students' editing projects. The teacher has full access to everything, can correct errors, solve problems, help, etc.
  - This plan includes a royalty-free media library with over 1 million resources of videos, images, music, green screen creativity tools, animation titles and teaching templates. With WeVideo, you can create GIFs, podcasts and screen recordings.









## Feedback from the lesson

### *Strengths:*

- Students can also access their work later or another day according to their needs. A time of 2-3 days could be given to add something that one did not have in mind at that time.
- At home, on their own computer rather than in the classroom, students have access to more material such as photos, music, personal videos to insert in the video

### *Weaknesses:*

- Not all students respond well to this type of lesson because they need to be present to feel accompanied in their learning process.
- it is not possible to solve hardware problems remotely for the teacher
- Need a very fast and stable connection to edit with an online programme

## Online version of the lesson

- The teacher plans the lesson and shares the link with the class via **Google Classroom**
- He/She also create a class group on **WeVideo** and send the invitation via link (or code) to the students
- Before the start of the lesson, it must be ensured that the necessary technical equipment is available. i.e. a laptop/PC and a stable Internet connection for each student.
- Before the lesson, each student should be asked to select a raw video to edit of their choice. The content of the video is not important but we recommend not choosing videos that are too long to make the project easier to manage and to stay within the lesson time
- The teacher gives a general introduction on editing, what it is and gives some examples of editing using **PowerPoint** and **YouTube**
- The teacher shows how WeVideo is structured. Topics:
  - The concepts of Timeline e Sequence
  - Footage categorisation
  - Linear and non-linear story approach



- Editor's workflow
- The teacher illustrates the first stage of editing is rough editing. It is here that the skeleton of the film comes to life, through a series of 'obligatory' steps. The teacher shows how to cut the clip and insert it into the timeline. In this step the student is called upon with an interesting exercise in objectivising the choice of clips, beyond their own tastes and styles.
- Before starting the editing, the teacher gives a brief introduction to the sound design
  - Topics:
    - Reality vs. emotionality of a sound
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- After the theory comes the time for editing practice. The teacher asks the students to open wevideo and to test themselves with a small edit of the video they have selected for the task. The students also choose the music that best accompanies their editing. They can choose famous songs or music from **Wevideo's internal library**
- The time required here is very different from individual to individual. Let's say that to create a very simple video and test the newly acquired skills takes about 1 hour - 1 hour and half
- During this phase the teacher is available to the students to solve problems within their editing projects. The teacher has access to all the material the students have imported into the project.
- Once the time available to complete the videos is over, the teacher then explains the basic parameters for a successful export.
- Exporting videos usually takes a few minutes.
- It is recommended to allow extra time (few days) to add something and finally save all the material



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