CHANGE PROJECT – FINAL REPORT

INITIAL CHANGE PROPOSAL

For my INTE 6750 change effort project, I proposed creating a training application that would enable adult volunteers, of any age and from any vocational background, to understand how to make DVD copies of out-of-date broadcast television formats (3/4 inch tape, 1 inch tape) and then take those same DVDs and use them as source material to create a simple iMovie export.

For almost 3 years, I had been volunteering at KRMA-TV, a PBS affiliate in Denver, Colorado. I contributed my television production skills and experience for a project called Station's Archived Memories (SAM). A key aspect of the project was to archive the many forms of available media that the station, now known as Rocky Mountain PBS, has created since it started broadcasting in 1956. Every Monday, I came in and made DVD copies of older broadcast formats such as one inch reel-to-reel tape (also know as Type B) and ¾ tape (also know as U-Matic). By making DVD copies, our group was able to identify the various KRMA programs and their unique attributes (date of recording, on-air talent, location of shoot, identity of production crews, etc) and enter this information into a FileMaker Pro database. Since May of this year, we took the initiative to create mp4 files from the DVDs and edit the programs, using iMovie software, to create short program segments, or vignettes, that could easily and quickly be seen on YouTube. One such example is a segment from a 1981 arts & culture program called "Season Ticket." We were able to upload a segment focusing on Chicano murals in the Denver area.

One of the biggest problems that the SAM group had was the lack of volunteers with the necessary skill set for this task. Last August, I accepted a full-time job at a local television production company, High Noon Entertainment, and was not be able to commit to volunteering every Monday. There were very few volunteers in SAM with a television production background. Most of the video duplication training is done person-to-person. In addition, a majority of the volunteers at Rocky Mountain PBS are either retired or close to retirement. Thus, the challenge lay not only in creating a simple, user-friendly training process but also one that appeals to the older learner who still has an appetite to learn new technical skills.

I believed an opportunity existed for older learners to understand this process involving broadcast tape equipment and non-linear editing software. If these learners could discover the benefits in learning a skill they can utilize in their personal lives, such as using iMovie to edit content from home movies, they might find more time to volunteer, which could benefit SAM and KRMA as a whole. In addition, the more content that can be uploaded to YouTube would enable SAM and KRMA to create more awareness of its historical and cultural mission, which would come in handy for a non-profit like itself looking to raise funds in its community.

**PLANNED IMPLEMENTATION OF CHANGE PROPOSAL**

My plan was to create simple Microsoft Word documents complete with step-by-step instructions, scanned diagrams and a couple of screen captures of a iMac desktop computer showing iMovie. First, I created the instructions to make DVDs from the out-of-date programming material. The steps included the most basic of instructions ("Power on Sony BVT-2000 tape deck") and more detailed information ("Avoid touching coated surface of tape"). The steps were listed in numerical order:

3. Open front cover. Roll off about 4 feet of tape (distance to floor) for

    threading.

Some of the steps included sub-steps, such as:

5. Press Shuttle button. Wait a moment while machine gets ready for play mode. Settings on Function Control Panel (see illustration) should be:
    - Tape/EE: set to Tape
    - Servo REF: set to Ext
    - Head: set to R/P (Play does not work)
    - Time Code/Timer: set to Time Code

Through the assistance of the Rocky Mountain PBS station engineer, I was able to find an old Sony BVH-2000 instruction manual. I scanned several illustrations and incorporated them into the training document:
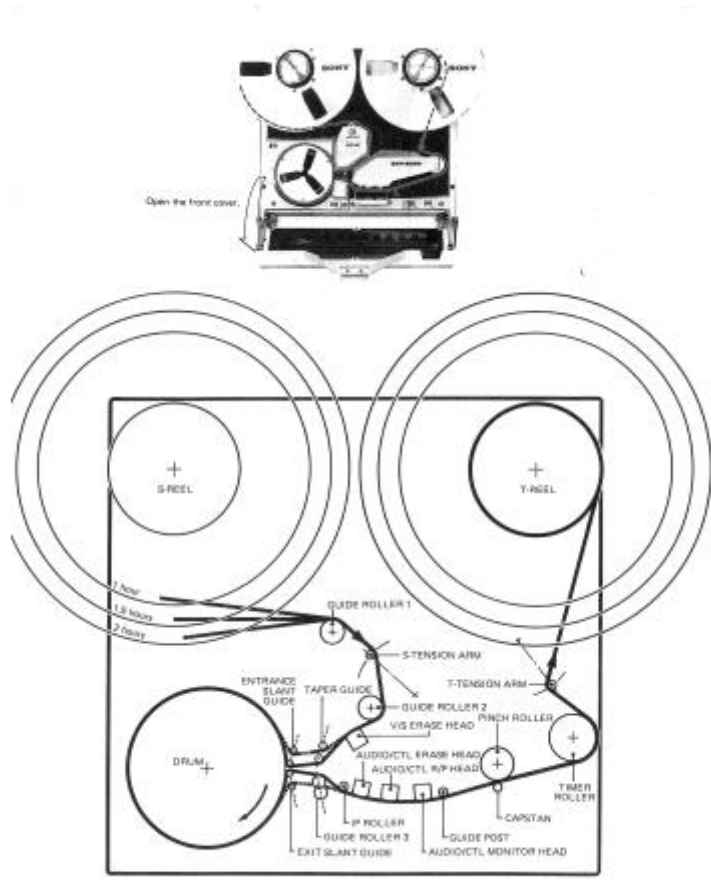
There were a total of 19 steps for this procedure and the document was about 3 Word pages long with double-spacing.

The training document for making iMovie files of the DVDs was a greater challenge. Once again, I used step-by-step instructions in a Microsoft Word document:

15. Select "Standard 4:3" as aspect ratio (all programming in this format).

The steps not only included how to use Handbrake, a video transcoding software application, but also how to import and edit mp4 files in iMovie. Instead of scanned illustrations, I inserted various screen grabs from an iMac to detail certain steps:

4. Select only chapters (1, 2, 3, etc) needed for media transcoding

to minimize process time.
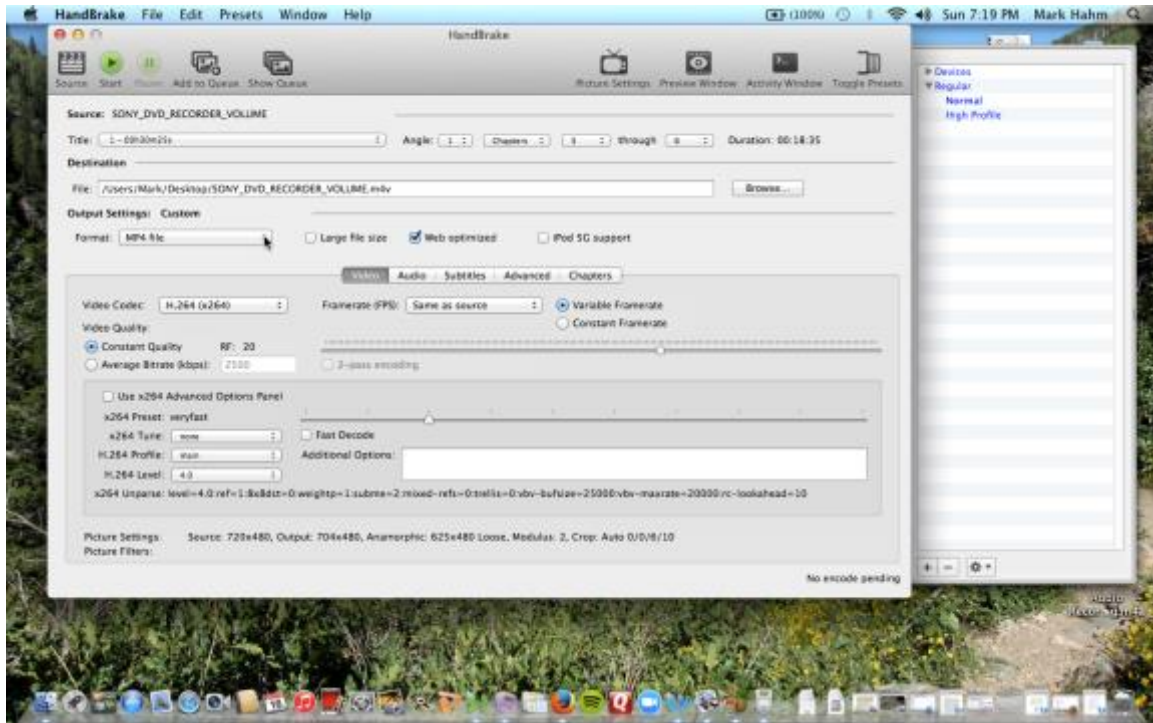
10. Under file menu, go to "import" option, then choose "movies".
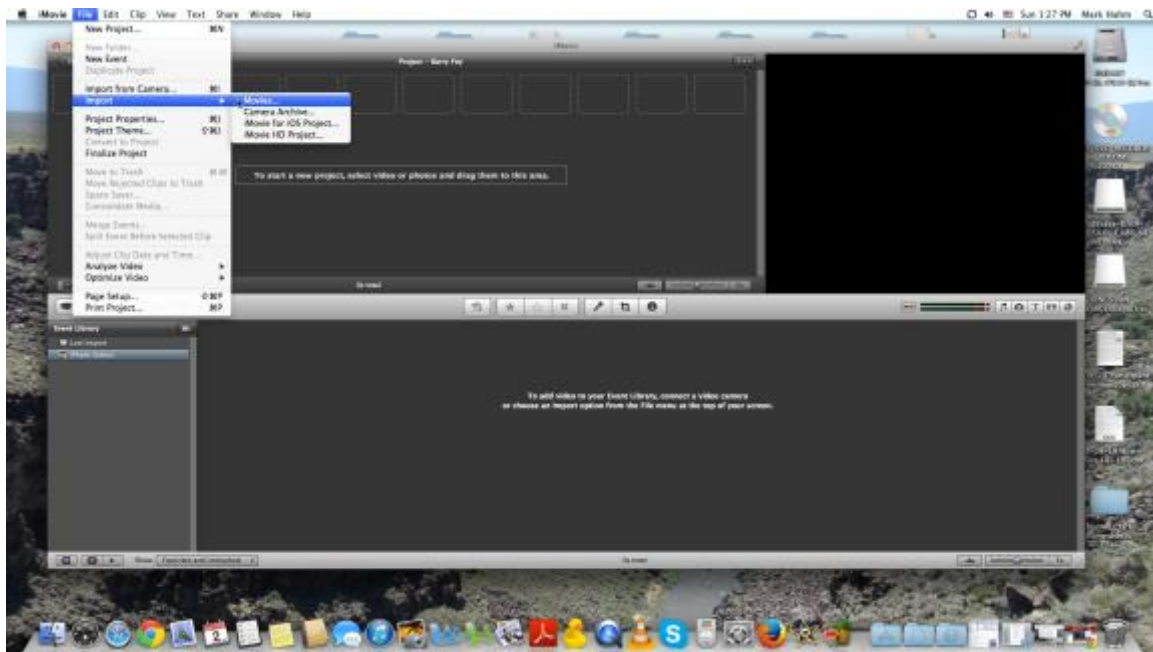
There were a total of 27 steps spread out over 4 double-spaced pages.

FINDINGS AND LESSONS LEARNED OF CHANGE PROPOSAL

I asked some of the SAM production team members to give me some feedback about the effectiveness of the training documents. Two volunteers, Tom and Richard, read the documents and got back to me. They said that the documents served useful as a stand-alone guide, but would most likely prove useful only to someone who already had previous experience working with the equipment. They concluded that such procedures would be too complex for someone to accomplish without the assistance of an experienced volunteer. In other words, the documents would work best with the self-directed learner. In addition, they had concerns that there were no troubleshooting options. While there were compliments about the presentation style and the images of the screen captures, there were criticisms about the training document's overall goals, which I did not mention at all.   I guess I had assumed that the learner would understand the goals based on the steps, but I apparently was not clear on this matter.

After re-examing the documents I created and the feedback from the SAM volunteers, I realized several things. The first was that my lack of instructional design knowledge and experience was very apparent. The documents I created were useful as instructional checklists, but not very effective as teaching tools. There were no troubleshooting options listed and no clear goals about the purpose of these tutorials that could be explained to the learner. In a way, it made realize how little I knew about the field of training and what the best tools are to be used. Oddly enough, this is a major concern I have had since I enrolled in the Information & Learning Technologies grad program. I thought I could easily transplant my television production knowledge regarding tape duplication and non-linear editing into a simple Microsoft Word document.   The instructional design field is very foreign to me and I have yet to effectively learn or utilize e-learning applications such as Adobe Captivate or Storyline.   These software programs require money not only for the software but also for a computer with a better processor than the one I have in my MacBook.

The other thing I realized is that such training of this nature requires a more blended learning model of instruction. To simply create a Microsoft Word document for this type of training is not enough. There needs to be a person, be it a Rocky Mountain PBS production professional or a more experienced SAM volunteer, to be part of the instruction process. Plus, having someone help with a procedure such as this is part of the appeal of volunteering in the first place.   I enjoyed working with my fellow Sam volunteers and liked that one volunteer, Lloyd, was able to answer and follow-up questions I had about certain procedures.

In addition to my lack of instructional design knowledge, I realized that another key element missing from this project was time. At the beginning of the semester, I assumed there would be enough time to spend with the volunteers at Rocky Mountain PBS on this assignment while completing my school work and attending to my job responsibilities at High Noon Entertainment. In October and November, my responsibilities at High Noon took up a majority of my time. There were stressful days, night and weekends where I was addressing production crew problems in international locations such as Turkey, South Africa and Fiji. I suffered from insomnia for several weeks and had to get prescription medication just to get 4 hours of sleep some nights. As a result, I was not able to commit as much time as I had hoped. In addition, volunteers come into Rocky Mountain PBS on weekdays, but my responsibilities at High Noon prevented me from coming into the SAM office as often as I would have liked.   This was a concern that I had earlier in the semester and I perhaps should have examined more in detail.

NEXT STEPS FOR CHANGE PROPOSAL

Like any project conducted at work, if the results are not attained or even if they cannot be considered "satisfactory", there needs to be changes made. First, I believe to get the necessary change proposal results, I first need more time available to work with volunteers at Rocky Mountain PBS. This will be very difficult given my current work responsibilities. I will also need more time step aside to work on this project in my non-work hours as well. This has also proved to be a challenge given that I will most likely be taking two courses next semester as well. Plus, I need to get more hands-on knowledge of better computer-based or online-based training programs. That will also be

a challenge because like I mentioned earlier, a number of these software programs either require a Windows-based system (like Storyline) or require a faster processor than the one I have in my MacBook from 2008. Currently, a capital investment of $1000 to $1500 is not realistically possible. Finally, I would need to pursue the assistance of an experienced volunteer in the SAM production department to make an ideal blended learning context to make this proposal happen. I think this last part of the solution is attainable, but that still would require an investment of time on my part, which is still questionable.

Overall, I'm having doubts as to whether a project such as this can be accomplished given my current availability of time and income. Often, students are optimistic and employ a "can-do" attitude about tackling a problem, but over time, that sense of optimism can wane. I think in the long-run, a project such as this can be accomplished, but right now, I am not qualified to take on such a project until I get more e-learning application experience and I have enough time outside of my job responsibilities to implement this change proposal in full.