


“Teaching video editing and motion graphics with Photoshop”

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Teaching video editing and motion graphics with Photoshop

Abstract

The purpose of this paper is to examine the relationship between teaching video editing and motion graphics skills and concepts with Adobe Photoshop in a university marketing course and teaching effectiveness. Video editing and motion graphics skills and concepts were taught in a 16-week semester upper division marketing course using Adobe Photoshop. The student evaluation of teaching effectiveness data of this 16-week semester course was analyzed. The results from this analysis suggests students found learning video editing and motion graphics skills and concepts with Photoshop to be a positive learning experience. Marketing educators can teach video editing and motion graphics skills and concepts with Photoshop by following the 16-week semester course outline presented in this paper. This 16-week semester course outline contains the weekly topics and teaching materials that were used to teach the 16-week semester upper division marketing course. Finally, three sections of a master syllabus for this course, the course description, course learning outcomes, and course content are provided to help marketing educators develop and teach a similar course at their institution.

Keywords: video editing, motion graphics, Photoshop, software applications.

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Introduction

Video editing and motion graphics skills and concepts are an important part of digital marketing skills and concepts that have been discussed in the marketing education academic community. Video is a powerful communication medium that can captivate consumer attention and elicit emotional responses from consumers. In order to help prepare marketing students to become marketing professionals, it is important that marketing students understand the skills and concepts behind video editing and motion graphics. There are a variety of video editing and motion graphics software applications that marketing students can use to learn video editing and motion graphics skills and concepts. One of the most popular graphic and image editing software applications, Adobe Photoshop, has video editing tools and capabilities. These Photoshop video editing tools and capabilities are being updated and improved in each new version of Adobe Photoshop as Photoshop users demand new video editing and motion graphics software capabilities and as technology standards evolve.

Research purpose. The question as to whether or not marketing students find it beneficial to learn video editing and motion graphics skills and concepts with Photoshop remains unanswered. The purpose of this paper is to examine the relationship between teaching video editing and motion graphics

and concepts with Photoshop in a marketing course and teaching effectiveness.

Reasoning for the focus of the paper. New online video tutorial sites such as Lynda.com are making it easier for marketing educators and marketing students teach and learn complex marketing skills and concepts. With sites like Lynda.com, marketing educators and marketing students can access high quality instructional videos. These video tutorials connect marketing educators and marketing students to expert trainers at a reasonable price. Video editing and motion graphics skills and concepts can be learned and taught using video tutorials from sites like Lynda.com. The marketing education research is just starting to focus on this innovative marketing education practice of flipped classrooms (Green, 2015). The question as to whether or not marketing students find it beneficial to learn video editing and motion graphics skills and concepts with the help of these video tutorial sites like Lynda.com remains unanswered.

New video editing software applications on desktop and laptop computers such as iMovie, GoPro Studio, Windows Movie Maker, Adobe Photoshop and new video editing applications on smartphones and tablets are making video editing software much more accessible to students. It is important for marketing students to understand the differences between these applications and how to use these applications for professional and personal projects. The marketing education research has called for teaching innovative emerging technologies in the classroom in order to prepare students with a technology toolkit (Miller et al., 2013). The question as to whether or not marketing students find it beneficial to learn how to use video editing and motion graphics skills and concepts in a marketing class remains unanswered.

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Research hypothesis. The central research hypothesis investigated in this study is that there is a positive relationship between teaching a marketing course on video editing and motion graphics skills and concepts with Photoshop and teaching effectiveness.

Originality of the paper and contribution to knowledge. While the marketing education literature contains calls for research on teaching digital marketing, there has not been research on whether or not teaching video editing and motion graphics skills and concepts with Photoshop in a marketing class is effective. This marketing education literature on digital marketing, Photoshop, and teaching effectiveness is reviewed in the literature review section.

1. Conceptual and theoretical framework

This section reviews the Adobe Photoshop video editing and motion graphics software, digital marketing definition, and student evaluation of teaching effectiveness research. These terms are reviewed and the model of teaching video editing and motion graphics with Photoshop and teaching effectiveness is offered.

1.1. Theory and the theoretical perspective. Video is a powerful communication medium that captures the attention of consumers on screens of all shapes and sizes. Traditional video promotions on televisions screens and new video promotions on smart phone screens and social media help marketing professionals communicate with consumers. Innovative marketing professionals use Photoshop software to create promotional videos. Photoshop can be taught and learned with new online tutorial sites like Lynda.com.

1.2. Definitions and assumptions. Wymbs (2011, p. 94) defines digital marketing as “the use of digital technologies to create an integrated, targeted and measurable communication which helps to acquire and retain customers while building deeper relationships with them”.

Video editing and motion graphics are digital marketing skills and concepts, and Wikipedia defines video editing as “the manipulation and arrangement of video images”.

Likewise, Wikipedia states that Adobe Photoshop is the “industry standard” image editing software and that the word “photoshop” is commonly used as verb meaning to edit an image.

Student evaluation of teaching effectiveness is the extent to which instructors are enthusiastic, helpful, clear, well-prepared, respectful, it enables student participation, encourages further independent study, provides opportunity to question ideas, provides clear

goals, displays competency in course topics, makes difficult topics understandable, is available outside of class, and stimulates student interest in the course.

1.3. Structural model. The relationship between teaching video editing and motion graphics skills and concepts with Photoshop and teaching effectiveness is examined in this study.

2. Literature review

The marketing education literature contains examples of innovative research on digital marketing skills and concepts. Digital marketing skills sought by employers have been examined (McArthur et al., 2017), digital marketing in business education and student engagement has been studied (Crittenden & Crittenden, 2015), digital marketing in the classroom has been examined (Buzzard et al., 2011), and digital marketing and job placement has been studied (Stanton, 2016).

The marketing education literature contains discussions of Photoshop in an e-business context (Williamson et al., 2002), from a technology course perspective (Hannaford et al., 2002), in print marketing (Clarke III & Flaherty, 2007), and in the marketing skills it takes to be a “work-ready” graduate (McArthur et al., 2017).

The marketing education literature contains a great deal of discussion on the topics of course evaluations (Chen & Hoshower, 2004; Clow, 1999; Mintu-Wimsatt, 2001; Mintu-Wimsatt et al., 2006; Ortinau et al., 1989; Schwartz & Thornton, 1986; Wilhelm, 2004) and student evaluations (Clayson, 2009; Neale et al., 2009; Paswan & Young, 2002; Simpson & Siguaw, 2000; Webster, 1990).

3. Methodology

This section describes how student evaluation of teaching effectiveness data were gathered and how students were taught video editing and motion graphics skills and concepts with Photoshop.

3.1. Teaching video editing and motion graphics skills and concepts with Photoshop. To teach video editing and motion graphics skills and concepts with Photoshop, the marketing professor reserved an on-campus computer lab that had the most recent version of the Adobe Photoshop software. Each student had access to an Apple iMac personal computer. The materials presented in the computer lab are listed in a 16-week semester course outline. Table 1 summarizes the weekly topics, tutorials, graphic templates, and stock audio and video resources that the marketing educator used to teach video editing and motion graphics skills and concepts with Photoshop.

Table 1. 16-week semester course outline

Week	Topic	Tutorial	URL
1	Course introduction		
2	Photoshop video editing user interface	Photoshop CC One-on-One: Mastery with Deke McClelland Chapter 40. Editing Video: -Why edit video in Photoshop? -Loading video clips into Photoshop -Creating gradually fading transitions	https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-One-One-Mastery/124099-2.html
3	Creating and formatting text with Photoshop	Photoshop CC 2015 One-on-One: Fundamentals with Deke McClelland Chapter 13. Creating and Formatting Text	http://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2015-One-One-Fundamentals/373100-2.html
4	Adding text and titles to a video with Photoshop	Photoshop CC One-on-One: Mastery with Deke McClelland Chapter 40. Editing Video: -Adding text to your video -Combining your text into video groups -Adding motion to text (or any layer)	https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-One-One-Mastery/124099-2.html
5	Transformations with Photoshop	Photoshop CC 2015 One-on-One: Advanced with Deke McClelland Ch 18. Scale, Rotate, Skew, and Warp	http://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2015-One-One-Advanced/373101-2.html
6	Exporting and rendering video with Photoshop	Photoshop CC One-on-One: Mastery with Deke McClelland Chapter 40. Editing Video: -Adding soundtracks and voiceovers -Exporting and examining your video -Editing an existing video comp -Adding a video clip to the start of a track -Superimposing video clips with blend modes -Applying a smart filter to a video clip	https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-One-One-Mastery/124099-2.html
7	Video editing GoPro footage with Photoshop	Editing GoPro HERO Photos and Videos with Lightroom and Photoshop with Richard Harrington Chapter 6. Working with Video Files from GoPro Cameras	https://www.lynda.com/GoPro-tutorials/Editing-GoPro-HERO-Photos-Videos-Lightroom-Photoshop/361172-2.html
8	Creating a basic video with Photoshop	Project 1: Create a Video -Open a stock video file from Videohive -Add an audio track from Audiojungle -Add a title with a font from Fontsquirrel -Add a layer style to the title from Graphicriver -Add a graphic/logo bug to your video -Export video	http://videohive.net http://audiojungle.net http://fontsquirrel.com http://graphicriver.net
9	Configuring your computer to edit video with Photoshop	Editing Video and Creating Slideshows with Photoshop CC with Richard Harrington Chapter 1. Getting Ready for Motion Chapter 2. Meet the Photoshop Timeline	http://www.lynda.com/Photoshop-tutorials/Editing-Video-Creating-Slideshows-Photoshop-CC/361385-2.html
10	Preparing digital assets for video editing with Photoshop	Editing Video and Creating Slideshows with Photoshop CC with Richard Harrington Chapter 3. Organizing Assets Chapter 4. Building a Sequence	http://www.lynda.com/Photoshop-tutorials/Editing-Video-Creating-Slideshows-Photoshop-CC/361385-2.html
11	Correcting audio and video with Photoshop	Editing Video and Creating Slideshows with Photoshop CC with Richard Harrington Chapter 5. Working with Audio Chapter 6. Correcting Color and Exposure	http://www.lynda.com/Photoshop-tutorials/Editing-Video-Creating-Slideshows-Photoshop-CC/361385-2.html
12	Working with text and graphics in Photoshop video projects	Editing Video and Creating Slideshows with Photoshop CC with Richard Harrington Chapter 7. Working with Text and Graphics	http://www.lynda.com/Photoshop-tutorials/Editing-Video-Creating-Slideshows-Photoshop-CC/361385-2.html
13	Creating a basic video slideshow with Photoshop	Project 2: Create a Video Slideshow -Open stock images from Photodune -Add an audio track from Audiojungle -Add a title with a font from Fontsquirrel -Add a layer style to the title from Graphicriver -Add a graphic/logo bug to your video -Export video	http://photodune.net http://audiojungle.net http://fontsquirrel.com http://graphicriver.net
14	Video editing with Photoshop	Group Project	
15	Video editing with Photoshop	Group Project	
16	Video editing with Photoshop	Share Group Projects	

Week 1. Course introduction

The goal for the first week was to review the course syllabus, course materials, to introduce students to the software and computers in the computer lab on campus, and to familiarize them with the Moodle or other class learning management system resources. Lynda.com video tutorials were shared in class and students were encouraged to purchase Lynda.com subscriptions so that they would have access to the Lynda.com educational content outside of class. The Envato Market stock video footage, audio files, photographs and graphics sites of Videohive, Audiojungle, Photodune, and Graphicriver were also reviewed. Students added an attachment to a Moodle discussion thread in the on-campus computer lab this week to get them in the habit of submitting their work on a weekly basis to the Moodle course learning management system. These weekly attachments provided the instructor with evidence of student progress.

Week 2. Photoshop video editing user interface

The goal for the second week was to cover the Photoshop video editing user interface and to walk students through a Lynda.com tutorial that they follow along with in the on-campus computer lab for the first time. Lynda.com has a large section dedicated to Adobe Photoshop, but you have to search a little more to find the tutorials dedicated to video editing and motion graphics skills and concepts.

Deke McClelland has been producing Photoshop video tutorials for decades. Deke McClelland has been working with Lynda.com to create Photoshop video tutorials for many of these years. While Deke McClelland does not have a Lynda.com Photoshop tutorial dedicated entirely to video editing and motion graphics, he does cover video editing and motion graphics in his Chapter 40. of his Photoshop CC One-on-One: Mastery series. It can be a little overwhelming for some students to follow an advanced Lynda.com video tutorial for the first time. Deke McClelland's Lynda.com Photoshop video tutorials are probably a safe place to start because of Deke McClelland's experience and knowledge.

After students followed their first Photoshop video editing tutorial, they submitted screenshots of their work as attachments to the class Moodle discussion thread for the second week of class in the on-campus computer lab.

Week 3. Creating and formatting text with Photoshop

Last week might have been the first time that some students used Photoshop, a Mac or PC, a computer lab on campus, or followed a Lynda.com video tutorial. Because of this, it is probably a good idea to slow things down this week. If students are feeling

overwhelmed, they should be reminded that they can spend time outside of class watching Lynda.com Photoshop video tutorials. There are a lot of great Lynda.com beginner and fundamental Photoshop tutorials.

The goal for this week was to review Photoshop text formatting skills so that students would be better prepared in the following weeks to create titles in Photoshop video projects. Deke McClelland has a chapter on creating and formatting text in his series Photoshop CC 2015 One-on-One: Fundamentals.

After students followed the Lynda.com video tutorial this week, they submitted an exported image or a screenshot of their work as an attachment to the class Moodle discussion thread for this week in the on-campus computer lab. Students submitted evidence of their work and progress to a weekly Moodle discussion thread after each class until the end of the semester.

Week 4. Adding text and titles to a video with Photoshop

After having reviewed how the Photoshop typography tools and controls, students should be prepared to create and edit text in a Photoshop video project. Typography can be used to create titles, lower third graphics, and in more creative ways. In Chapter 40. of his Photoshop CC One-on-One: Mastery, Deke McClelland demonstrates how text can be easily added to Photoshop video projects. The goal for this week was to enable students create and edit typography in a Photoshop video editing context.

Week 5. Transformations with Photoshop

The goal for this week was to teach students how to perform basic transformations with Photoshop so that they would be prepared to perform basic transformations on the files in a Photoshop video editing context. Since it was still early in the semester, it was another good opportunity to review some common fundamental Photoshop skills. Students will want to be able to move, reposition, resize, rotate, and have control over the elements that make up their Photoshop video project. Therefore, it is a good idea to review how students can use Photoshop to perform a variety of transformations. Chapter 18. of Deke McClelland's Photoshop CC 2015 One-on-One: Advanced series teaches how to scale, rotate, skew, and warp images with Photoshop. Once again, before jumping straight into a more complicated Photoshop video editing project, it is important that students know how to perform these basic edits with Photoshop.

Week 6. Exporting and rendering video with Photoshop

This week concluded the Lynda.com video tutorials from Chapter 40 of Deke McClelland's Photoshop CC

One-on-One: Mastery series. Students will probably already have tried to export their videos by this point, but it is important for students to understand all of the details of exporting video, which are covered towards the end of this Lynda.com series.

In addition, Photoshop techniques involving blend modes and smart filters were covered in this week's video tutorials. Blend modes and smart filters are advanced Photoshop concepts. There are Lynda.com video tutorials dedicated entirely to blend modes and smart filters. If students find blend modes and smart filters confusing and a little overwhelming when trying to work with them for the first time, then students can always search Lynda.com's Photoshop tutorial section for additional tutorials on blend modes and smart filters. Hopefully students get in the practice of searching Lynda.com Photoshop tutorials for Photoshop skills and concepts they want to learn outside of class assignments.

This was the last week of Deke McClelland's video tutorials. Deke is great, but Lynda.com has video tutorials on Photoshop video editing techniques by other extremely knowledgeable and accomplished professionals.

Week 7. Video editing GoPro footage with Photoshop

Richard Harrington is a video editing professional and expert instructor with many tutorials at Lynda.com. He has experience using the latest video cameras and other digital video recording devices. Students are interested in how to use the latest video devices, like GoPro cameras and drones, and Richard Harrington has professional experience using these devices. Most of Richard Harrington's video tutorials at Lynda.com are not on how to use Photoshop to edit video, but he does have some.

This week is good for transition from Deke McClelland to Richard Harrington and to let students know that if they ever want to learn more about how to use different video cameras and video recording devices like GoPro cameras, then they can visit Lynda.com for expert training. Chapter 6. Working with Video Files from GoPro Cameras from Richard Harrington's Editing GoPro HERO Photos and Videos with Lightroom and Photoshop was shown in the on-campus computer lab this week.

Week 8. Creating a basic video with Photoshop

While video tutorials from Lynda.com are a great learning tool for students, it is good for students to put their Photoshop video editing skills and knowledge to the test by having them work on an independent, self-guided project. Lynda.com tutorials are great because they instruct students what to do step-by-step and can be paused and replayed at the appropriate pace. But, if

students get in the habit of just doing what they are told all the time, they do not get the chance to think independently or get the chance to really test out their new Photoshop video editing skills and knowledge.

The goal for this week was to have students create a basic video in the same manner as if they were given some video footage to edit for an employer. Students were encouraged to bring in their own video clips on their phones. Students were also told they could purchase stock video footage from Videohive, get a stock audio file from Audiojungle, get a free custom font from Fontsquirrel, get a custom layer style from Graphicriver, and get custom graphics or logos to put together into a video. However, when different students work with different files it can create confusion and be difficult to manage in class. To keep things simple this week, all students were given the same files as the instructor and told to try to put the files together into a video using Photoshop. After having the opportunity to work independently, the instructor showed students how to assemble the various files into a Photoshop video.

This was a good test for students. If students were able to independently assemble all of the file types listed a priori into a video with Photoshop, then they have learned the basic Photoshop video editing and motion graphics skills. If students struggled a little, then hopefully the next several weeks of additional Lynda.com video tutorials on how to edit video with Photoshop by Richard Harrington will be helpful.

Week 9. Configuring your computer to edit video with Photoshop

Richard Harrington has an entire Lynda.com series on how to edit video with Photoshop. The series is titled Editing Video and Creating Slideshows with Photoshop CC. Students followed the first two chapters of the series, Chapter 1. Getting Ready for Motion and Chapter 2. Meet the Photoshop Timeline. It is good for students to see how a Lynda.com educator other than Deke McClelland introduces all of the topics associated with video editing with Photoshop. The first chapter reviews important settings and computer configuration recommendations. The second chapter introduces the Photoshop video editing user interface, the timeline.

Week 10. Preparing digital assets for video editing with Photoshop

This week students continued to follow Richard Harrington's series Editing Video and Creating Slideshows with Photoshop CC, following Chapter 3. Organizing Assets and Chapter 4. Building a Sequence. Once again, Richard Harrington's practical knowledge and experience is shared in his tutorials. Richard Harrington reviews how to use Adobe Bridge,

a digital asset management software application that is provided with Photoshop, to organize and to prepare to use photographs and video clip files. After sharing these organizational techniques, Richard Harrington teaches how to import the files into the Photoshop video editing timeline to create a sequence, or a series of video clips.

Week 11. Correcting audio and video with Photoshop

This week students continued to follow Richard Harrington's series Editing Video and Creating Slideshows with Photoshop CC, following Chapter 5. Working with Audio and Chapter 6. Correcting Color and Exposure. The Photoshop video editing techniques Richard Harrington shares are the same Photoshop video editing techniques he uses in his professional video projects.

Week 12. Working with text and graphics in Photoshop video projects

Richard Harrington's final chapter in his series Editing Video and Creating Slideshows with Photoshop CC, Chapter 7. Working with Text and Graphics, was followed by students. After completing two separate Lynda.com video tutorial series on how to edit video with Photoshop, students should be ready to test their skills without step-by-step instructions. By having students work on a creative project on week and then having students work on a group project, students will have their skills tested and be given the opportunity to create their own videos.

Week 13. Creating a Basic Video Slideshow with Photoshop

For the second time this semester, students were challenged to create a video from scratch. This time, the video students were challenged to create was a series of still images, or a video slide show. Students were encouraged to take their own photos and bring them to class, but they can get photos from a variety of stock photo sites such as Photodune. Students were also told they could work with additional video slide show files such as music or audio files from Audio jungle, custom fonts from Font squirrel, and layer styles and logos from Graphicriver. However, it can be challenging to teach students in the computer lab when each student is working on something different. Therefore, students were given time to work on their own independent video slideshows and then the instructor leads the entire class through a single video slideshow Photoshop project. Students were also encouraged to export, upload, and share their video files.

Week 14. Group project

This week students started to work in small groups to create a video using Photoshop.

Week 15. Group project

This week students finished working on their Photoshop video projects.

Week 16. Share group project

The last week of classes was used to allow students to share their videos in class that they created using Photoshop.

3.2. Teaching effectiveness. In order to examine the teaching effectiveness of the 16-week semester outlined a priori, a survey of student evaluations of teaching effectiveness was conducted as part of the regular teaching evaluation process at the end of the Spring 2017 semester. 14 responses were obtained to 14 statements about teaching effectiveness rated on a 5-point scale where 1 = "ineffectively", 2 = "somewhat ineffectively", 3 = "moderately effectively", 4 = "effectively", and 5 = "very effectively". The 14 statements measuring teaching effectiveness are presented in Table 2 in the following section that presents the findings.

Findings

The results of the student evaluation of teaching effectiveness survey are presented in Table 2. The results were gathered by the standard university-administered online student evaluation of teaching effectiveness process. The averages of each of the 14 student evaluation of teaching effectiveness items/statements are presented in Table 2.

Table 2. Student evaluations of teaching effectiveness (n=14)

No.	Statement	Findings
1	My instructor displays enthusiasm for teaching the course	4.86/5
2	My instructor is actively helpful when students have problems	4.93/5
3	My instructor clearly presents course information	4.86/5
4	My instructor seems well-prepared for class My instructor clearly explained the goals of this course	4.57/5
5	My instructor clearly explained the goals of this course	4.93/5
6	My instructor respects different viewpoints	4.79/5
7	In this course, my instructor enables me to participate in learning	4.86/5
8	My instructor encourages me to do further independent study	4.79/5
9	My instructor provides opportunities to question ideas in class	4.93/5
10	The stated goals of this course are consistently pursued	4.93/5
11	My instructor displays competency in course topics	4.79/5
12	My instructor makes difficult topics understandable	4.93/5
13	My instructor consults and advises effectively outside of class	4.93/5
14	My instructor stimulates interest in this course	4.86/5

These results suggest positive student reactions to teaching video editing and motion graphics skills and concepts with Photoshop. The focus on Lynda.com tutorials helped make difficult topics easy to understand (statement 12) and helped the instructor clearly present and follow the goals of the course (statements 5 and 10). Because students were actively following tutorials in the on-campus computer labs, they felt as though they were participating in learning (statement 7). The focus of the course on teaching video editing and

motion graphics skills and concepts with Photoshop stimulated student interest in the course (statement 14).

Discussion

In order to help marketing educators share this class content to marketing students and to other marketing educators, a master syllabus is presented in Figure 1. The master syllabus includes the sections covering course description, course learning outcomes, and course content.

I. Course description	II. Course learning outcomes	III. Course content
Introduction to video editing and motion graphics, capturing video, combining video clips into a sequence, adding graphics and logos to a video project, creating text-based titles, video transitions, adding audio tracks and sound effects to video, and exporting/rendering video. This knowledge will be applied to create common marketing promotional videos materials such as advertisements, social media videos, product demonstrations, and sales videos.	Upon completion of this course, students should be able to: 1. Understand video editing concepts. 2. Understand motion graphics concepts. 3. Understand how to transfer files from a camera or other device onto a computer. 4. Understand how to work with stock video footage and video clips. 5. Understand how to work with multiple video tracks in a video editor. 6. Understand how to add graphics and logos to a video sequence. 7. Understand how to add audio tracks and sound effects to a video sequence. 8. Understand how to work with audio files from stock audio vendors. 9. Understand how to create text-based titles with custom fonts. 10. Understand how to add titles between video clips in a video sequence. 11. Understand how to export, render, upload, and share video files.	1. Video editing. 2. Motion graphics. 3. Typography. 4. Digital Asset Management. 5. Advertising. 6. Promotional videos. 7. Social Media videos. 8. Product demonstration videos.

Fig. 1. Master syllabus

Conclusion

The student evaluation of teaching effectiveness data presented in this study suggests that students had a positive learning experience.

Students get a sense of accomplishment when, in a single class period in computer lab, they start with nothing at the beginning of class, follow a tutorial during class, and by the end class have created a video or learned a new video editing skill.

Video editing and motion graphics skills and concepts are an extension of graphic design skills and concepts. Ideally, students would have basic or fundamental graphic design skills before they start to animate graphics and create videos. But, with the help of Lynda.com tutorials and a focused weekly schedule like the schedule presented in Table 1, students can tackle

video editing and motion graphics in a semester-long marketing course.

It is true that there is more advanced video editing software such as Adobe Premiere Pro and Apple's Final Cut. But, this software contains more features and is more complex. Would students find it helpful to learn this more complex software? It would be interesting to see research on whether or not marketing students found it helpful to learn Adobe Premiere Pro or Final Cut.

As Adobe introduces new versions of Photoshop, Lynda.com will continue to add new tutorials to its website. As marketing professionals continue to use sites like Videohive, Audiojungle, and Graphicriver will continue to add new template files and stock footage for sale. Hopefully marketing students and marketing educators continue to use these resources to create positive learning experiences.

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