

ICS PROMOTIONAL VIDEO

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Chapter I

INTRODUCTION

Project Context

The advent of technology had led to different innovations in almost all fields of society. Education, most especially, had shifted from the traditional teaching to innovative flat forms embedding these technologies to interact with students, which somehow facilitates learning. As these technologies dominate the I.T classrooms, emergence of different projects and other endeavors are being proposed and undertaken by students to further test the efficiency and effectiveness of such projects. And one of these projects is the creation of an advertisement video or otherwise knowns as a Promotional Video.

Promotional Video for schools, colleges and universities is becoming very popular and institutions are all too aware of the power of video marketing when it comes to promoting admissions and appealing to prospective students and parents. But all too often the video marketing output can look a little familiar. Promotional Video for Schools, Colleges and Universities tends to follow a familiar format and run the risk of becoming slightly bland. Because part of their target audience are the young people potentially going to the school, presenting



original and engaging video marketing is vital. (DLF Teaching Development Team, 2014).

The provision of a rich and interactive multimedia promotional video is a key feature in advertising a school. It enables target audiences (students who will be enrolling in the school) to access information about the school wherever they are; without the need to visit the school or make ocular inspection of the location of the school at a defined time. Furthermore, the use of audio and video also makes it possible to present information in different ways and enables different forms of interaction with learners. Utilizing audio and video to support accessibility of information in the school could be made very possible with the speedy internet or a reliable and fast connection. (Oliver et al. 2012). Audio and video materials can be used to enhance video presentation by showing real life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion. They are also able to bring experts and viewpoints to the student learning experience and are excellent at bringing students to come and enroll at the campus. With the utilization of different application software in creating videos with the inclusion of animation, video editing, sound integration (narration in the video) makes some advertisement video rich in its contents and quality. Thus, when this features were all integrated



in the video, it makes it more appealing to audience making them watch it from beginning to end.

Ilocos Sur Polytechnic State College, Sta. Maria Campus offers different course ranging from field of Agriculture, Hospitality Management, Technical Teacher education and also, in the field of Information Technology. It was also observed that IT is one of the banner flagship of the campus. Every year, the enrollment increases but only thru a meager percentage. While other courses increase in a large amount in terms of this aspect. While the guidance office is responsible in education campaign, it would be safe to say that only a few information is disseminated to students with it comes to the different courses that are offered in the school, especially in the I.T. course.

It is at this juncture the that the conceptualization and creation of a promotional video for the Institute of Computing Studies / IT courses was undertaken. It is the purpose of these project to emphasize and showcase the different facilities that the department utilizes. Furthermore, it is hope that the project may increase the enrollment of the department and will be able to help the Guidance Office in the advertisement of the school and at the same time, increasing the number of students who will be enrolling in the I.T. courses.



Statement of Objectives

The study aimed in creating a promotional video for the Institute of Computing Studies of ISPSC, Sta. Maria. Ilocos Sur.

Specially, it sought to answer the following:

1. Determine the current system of promoting the ICS department of ISPSC.
2. To create six (6) minutes promotional video of ICS Department of ISPSC Santa Maria.
3. Determine the validity of the video using SUMI questionnaires in terms of:
 - a. Attractiveness;
 - b. aesthetics; and
 - c. helpfulness.

Purpose and Description

The main purpose of this project is to develop a Promotional Video of ICS Department of ISPSC Sta. Maria which will provide solution to the traditional way of promoting the college.

This developed system would benefit the following entities:



ICS Department. They can outline the advantages offered by its campus, programs and faculty.

Future College Students. The viewing of the video will help them get a better insight of the school, its curricular offerings, facilities and the different buildings that comprises the school.

Researchers and future researchers. The researchers are able to put into practice the theories learned. It also leads into the development of their skills in programming, video creation and edition. For the future researchers, the study will serve as a benchmark in creating another promotional video which would treat different features and manipulation of different software.

Scope and Limitation

The study was conducted during the school year 2016-2017 at Ilocos Sur Polytechnic State College. The project focused on the development of the Promotional Video that would show the ICS vision and mission, buildings, computer laboratories and faculty members. The proponents used iPhone to capture and record videos. The proponents went to Radio Kailian to dub voice record and they use Adobe Premiere to edit the video.

This study is limited only to ICS Department of ISPSC (Sta. Maria Campus). The other departments are not included.



Chapter II

REVIEW OF LITERATURE

This chapter primarily presents the different researches and other literatures both foreign and local researchers, with a significant bearing on the variables included in the research. It focuses on several aspects that will help in the development of this study.

Promotional videos. With the advance of new technologies and the challenges that come with scheduling events around individuals' hectic schedules, it is crucial for professionals to be able to reach audiences on a new level. If professionals consider these items, they will be able to alleviate headaches in both clientele and Extension staff. In addition, larger numbers of people can view an online video instead of scheduling face-to-face meetings (Kinsey & Henneman, 2011). Not only can clientele access information at their leisure, but professionals are able to create the videos at their pace and are not required to have additional meetings to share their information. Extension professionals can show clientele or potential clientele the benefits of their program. A clear, concise film showcasing what you have to offer will engage individuals by presenting your information instantly. This saves them the time of navigating and reading through pages of text. In addition, it allows for people to hear, see, and even have a sense of feeling for what the topic is like by simply viewing a video. Communication of programs and events can increase even though



the costs do not. This communication can occur through websites, video sharing sites, and social networking sites. By having promotional pieces accessible on the Web, clientele can be targeted or may even stumble upon the information when searching for a particular topic.

In Ohio, it is more challenging to visit schools to present information and the benefits for students to join the 4-H program. Classroom time is precious, and teachers and administrators are not willing to give up this time for "extra" education that does not teach to the test. However, schools often have Hannah K. Epley Extension Educator Ohio State University Extension epley.24@osu.edu inside recess when bad weather strikes, and teachers are at a loss for ideas to engage students. To meet the needs of promoting the 4-H program and using classroom time wisely, a 4-H promotional video was created using iMovie software. Teachers are able to check out the videos and share with the students, along with brochures and information for students to take home to parents. In addition, the video is posted on a YouTube channel as another avenue to view the content. The iMovie software is included with a Macintosh computer and allows for the user to insert still pictures, videos, audio, songs, clips, transitions, maps, backgrounds, etc. In addition, the user can take pictures using the computer Web camera or can use the voiceover feature with the microphone. The items can be rearranged or shortened to allow for pieces to be adjusted or inserted into the piece if something is missing.



You can even adjust the sound to make voices louder and background music softer. In addition, if a promotional piece needs to be updated in the future, it is easy to change or alter a particular clip of the video to update the picture, video, or information. Before you begin creating your video, there are some tricks and tips to use to ensure the final product will be user friendly. Case and Hino (2010) recommend using a "hook" to pull the viewer in, which will lead to them wanting more information on a topic. In addition, other tips can be considered when developing a successful promotional video.

Advertisement Video.

Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements). Advertising effectiveness can be defined as the extent to which advertising generates a certain desired effect. Measuring the effects of advertising is very important, given the amount of investments needed for advertising.

For Batra et al. (1995), the effectiveness of advertising should be considered for its effect on sales in the short term. This advertising performance measurement is based on the marginal theory (Chamberlin,



1948). The advertising is therefore regarded as an independent variable that can be combined with other marketing variables to have a certain effect on the dependent variable, i.e. sales. The aim is to seek the best combination of the determinants of the sales increase. There are two opposite sociological perspectives to the advertising function in contemporary society. The first maintains a positive approach to advertising. It is believed that the role advertising is to better organize economic and social relations, to harmonize social behaviors, to make people adhere to common values and to help them to better live together without problems. The second approach is, by contrast, rather critic, because advertising tends to generate a mass consumption. In order to adapt messages to a wider audience, introduces new, poorly differentiated, symbolic values (Friedman, 1979).

Career guidance

Career and technical education programs have been around for hundreds of years in one form or another. Well before this nation was founded, fathers and mothers were passing on important survival skills to their children (Evans, 1971; Keller, 1948). The first forms of formal education of any type were reserved for religious teachings and groups (Keller, 1948). However, as the needs of the people changed, so did education. In this nation, vocational education began in the form of apprenticeships in an effort to ensure that various aspects of community



work were efficiently and effectively completed (Barlow, 1974; Brewer, Campbell, & Petty, 2000; Keller). With the onset of the Industrial Revolution, apprenticeships were no longer capable of providing all of the necessary training to operate the new forms of machinery (Barlow). Since that time, technological changes and the nation's workforce needs have dictated the direction of vocational education in the United States. This chapter will demonstrate the various changes that career and technical education has undergone over the years. It will provide background information on these types of programs, including the changes in definition that vocational education has undergone over time. Furthermore, it will specifically discuss how the issues and controversies related to the history of our nation have affected the status of vocational education, as well as how federal legislation has attempted to solve some of these issues. Finally, future trends for the field of career and technical education will be presented, followed by a brief conclusion.

Over the years, vocational education has gone through many changes in meaning and scope. In general, vocational education is characterized by teaching a skill or skills to students that will be useful in the workplace. However, this explanation does not satisfactorily describe the dimensions of vocational education, especially in how it is used in today's society. A review of literature provides a wide variety of perspectives



on the subject, as well as descriptions of vocational education as it has changed over time.

F. J. Keller, a notable historian on this subject, looked at vocational education in a unique way. Instead of simply describing a method of educating students, Keller believed that vocational education was actually a way of living one's life (Keller, 1948). He believed that vocational educators were charged not only with teaching specific skills, but also with teaching students how to live and act in the workplace and in society. He attributed the first form' of vocational education, to monks, going as far back in history as the 7th century. Even before more structured forms of apprenticeships evolved, Keller claimed that monks were teaching each other the skills needed to conduct research and teach, along with necessary life lessons needed to live a productive life in the monastery (Keller, 1948).

Eventually, the greater society began to see the benefits of this type of teaching, and apprenticeships became the common standard of passing on vital work skills to others during the colonial period of our nation's history. Several authors have defined apprenticeships as forms of education where a master provides direct instruction of mastering a skill to a student, or apprentice (Barlow, 1974; Evans, 1971; Keller, 1948; Kneller, 1963; Miller, 1993). As discussed in future sections below, some masters expanded their teachings to include other basic educational



components, such as reading and writing (Barlow, 1974; Kneller, 1963; Miller, 1993). Many apprenticeships, especially during this time period, also included room and board for the students (Barlow, 1974).

It was during the Industrial Revolution, beginning in the late 18th century, that apprenticeships became obsolete and the more contemporary forms of vocational education were founded (Barlow, 1974). Barlow (1974) attributes much of this change to two movements during the 19th century: the practical arts movement and the trade school movement. While these movements are discussed in more detail in future sections, the core concepts of such movements are important in understanding the early definitions of vocational education. The practical arts movement provided skill-based learning by developing unique curriculum, such as domestic science and agriculture courses (Barlow, 1974). However, this movement also continued to stress the importance of general education. The trade school movement, in contrast, focused specifically on teaching a trade in a more formalized way than apprenticeships had been able to do (Barlow, 1974). Thus began the debate as to how much general education should be included in vocational education. Throughout the 20th century, the definition and scope of vocational education continued to adjust based upon the workforce needs of the nation. During wartimes, it appeared that vocational education focused less on general education courses and more



on skill development. This was due in part to the fact that many men were overseas, and their jobs needed to be quickly filled by new employees (ACTE, 2002; Thompson, 1973). In addition, the government needed a variety of war materials developed in large amounts at a fast pace (Thompson, 1973). Technology has been another driving force that has changed the nature of vocational education. With the advent of modern computers and machinery, new skills have had to be taught in order for employees to remain competitive in the workplace (Calhoun & Finch, 1976). Often, these new skills require more knowledge in the areas of math and science, thus putting the pressure back on the programs to provide adequate general education in addition to skill development (ACTE, 2002; Thompson, 1973). It was during the latter part of this century that Congress defined vocational education as the process of preparing students for employment through instruction by providing skill-based learning. In addition, Congress specified that vocational programs were designed for individuals not interested in careers that required traditional four-year college degrees or higher (Brewer et al., 2000). In 1990, the Carl D. Perkins Act added that such classes should include a variety of academic and work skills, not merely 'the specific skills required to perform a job function (Brewer et al., 2000).

As our nation entered the 21st century, technological advancements have continued to shape the nature of vocational education programs. So



many fields have become dependent on computer technology, ranging from auto mechanics to various medical fields. The types of courses involved in vocational education are constantly changing and adapting to the nation's needs, and the debate continues as to what actually constitutes a vocational education course in some cases. Advanced math and science courses are becoming more vital to our nation's workforce. Technology continues to propel our nation forward, and therefore, the definition, nature, and scope of vocational education will need to adapt in order to prepare students adequately for a technologically-based workforce.

Adobe Premiere

A timeline-based video editing software application. It is part of the Adobe Creative Cloud, which includes video editing, graphic design, and web development programs. CNN was an early adopter of Adobe Premiere. Also, in 2007, BBC adopted Premiere. It has been used in editing feature films, such as *Gone Girl*, *Captain Abu Raed*, and *Monsters* and other venues such as Madonna's Confessions Tour. Premiere Pro is the redesigned successor to Adobe Premiere, and was launched in 2003. Premiere Pro refers to versions released in 2003 and later, whereas Premiere refers to the earlier releases. Premiere was one of the first computer-based NLEs (non-linear editing system), with its first release on Mac in 1991. Up until version Premiere Pro 2.0 (CS2), the



software packaging featured a galloping horse, in a nod to Eadweard Muybridge's work, "Sallie Gardner at a Gallop".

Premiere Pro supports high resolution video editing. Audio sample-level editing, VST audio plug-in support, and 5.1 surround sound mixing are available. Premiere Pro's plug-in architecture enables it to import and export formats beyond those supported by QuickTime or DirectShow, supporting a wide variety of video and audio file formats and codecs on both Mac OS and Windows. When used with Cineform's Neo line of plugins, it supports 3D editing with the ability to view 3D material using 2D monitors, while making individual left and right eye adjustments.

Software Usability Measurement Inventory (SUMI)

The Software Usability Measurement Inventory (SUMI) is a questionnaire method for analyzing products or prototypes in terms of usability and quality of use. It provides a standardized measurement of user satisfaction with software. It has been developed in the 'Metrics for Usability Standards in Computing' project by the Human Factors Research Group at the University College Cork. A license is required for using the questionnaire.

The SUMI can be used for the evaluation and comparison of usability solutions. As a customer, you are able to highlight both positive and negative aspects of a user interface, or you can set your goals and track



your achievements during the adoption, adaptation or development phase.

The Software Usability Measurement Inventory (SUMI) consists of a 50 item questionnaire that the user has to reply with either "Agree", "Disagree" or "Don't Know". The questionnaire comprises five subscales (Efficiency, Affect, Helpfulness, Controllability, Learnability) and scores them against a continuously maintained database of industry benchmarks. The entire test can be completed in just a few minutes per respondent.



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