

MICROSOFT CLIPCHAMP

Digital Video Production & Editing

400 LEVEL • 8 WEEKS • 16 CONTACT HOURS

Practical demonstrations | In-class production | Final portfolio

Eight-week learning journey

Every session lasts 120 minutes. Every week produces practical evidence.

01

Video production foundations & Clipchamp interface

A 30–60-second MP4 and a 3-sentence reflection.

02

Media management, trimming, splitting & timeline control

Edited 60-second montage plus screenshot of timeline.

03

Storytelling, transitions, titles & visual design

90-second MP4 and one-paragraph design rationale.

04

Audio editing, narration & sound design

90–120-second narrated MP4 with audio credit line.

05

Screen recording, webcam & instructional media

Two-minute instructional MP4 and a checklist of three steps.

06

AI editing, auto-captions & accessibility

Captioned MP4, corrected transcript or caption screenshots, and accuracy reflection.

07

Export, publishing, quality control & delivery

Two optimised MP4 files with a QA checklist.

08

Capstone screening, evaluation & portfolio

Final MP4, storyboard, asset/license/consent register and production report.

Assessment model

Recommended scheme — adapt to departmental policy.

25% Weekly practical labs

8 evidence-based submissions

15% Participation & critique

Constructive peer reviews

20% Mid-course instructional video

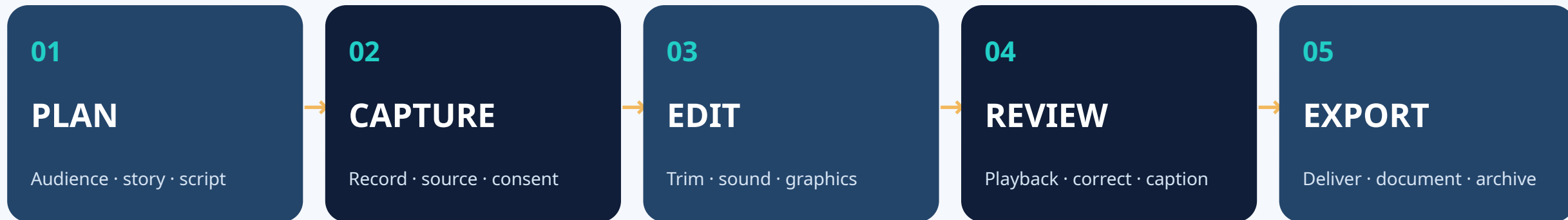
Screen recording + narration + captions

40% Capstone project

3–5 min + rationale + permissions register

Digital video workflow

A professional video is a process, not a collection of effects.



Ethics + accessibility + media rights are quality gates throughout.

Before we edit: classroom production rules

- Use Edge or Chrome and confirm Microsoft account access early.
- Do not upload sensitive university or personal information.
- Ask permission before recording another identifiable person.
- Use original or licensed music, images and footage.
- Save original media in an organised folder; validate exports.
- AI editing is assistance; students remain accountable for output.



WEEK 01

Video production foundations & Clipchamp interface

From idea to first export

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Describe the pre-production → production → post-production workflow
- Find Media, Preview, Timeline, Property panel and Export
- Assemble and export a 30–60-second video

Deliverable: A 30–60-second MP4 and a 3-sentence reflection.

Opening discussion — make students think

2 minutes solo → 3 minutes with a neighbour → 3 class responses.

“What makes a 30-second video professional: expensive equipment, or effective planning and editing?”

Aim: identify story, pacing, audio clarity, composition, audience and accessibility.

What is non-linear video editing?

Media + time + intentional storytelling = an edited video.

- Change clip order without altering original media.
- Combine moving images, stills, speech, music, text and graphics.
- Preview edits on the timeline before exporting a shareable file.
- Use editing decisions to remove confusion and help the viewer.

Open Clipchamp and confirm your account

Two common routes to the editor. Feature availability depends on account and licence.

PERSONAL MICROSOFT ACCOUNT

Go to app.clipchamp.com in Edge or Chrome. Create a blank video. Use available personal-account tools.

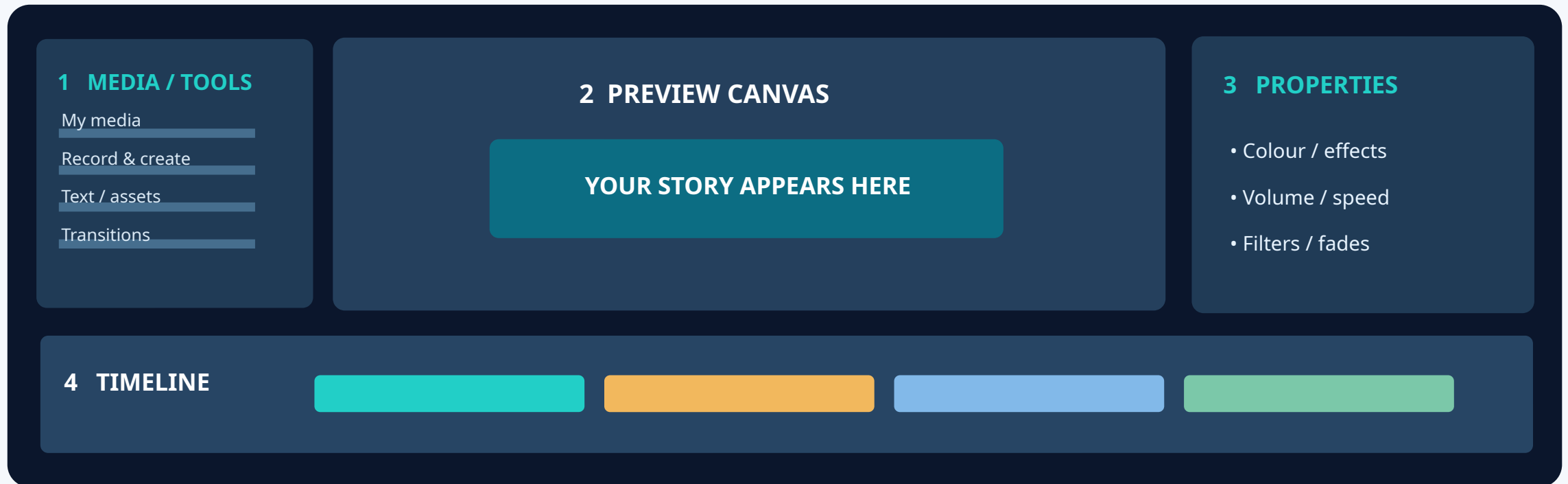
WORK OR SCHOOL ACCOUNT

Open Clipchamp through Microsoft 365 Apps, OneDrive/SharePoint or an enabled Windows app. Admin enablement and eligible licensing are required.

Tip: keep this practical based on tools visible on student screens. Do not require a paid subscription.

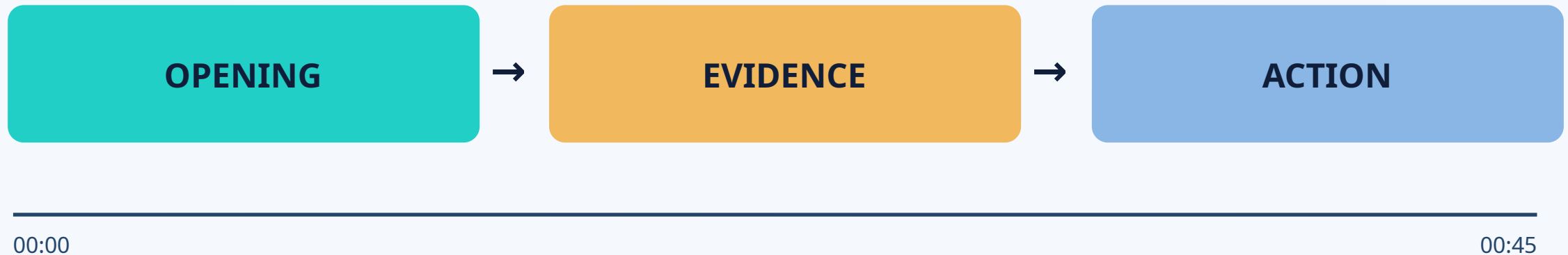
Understand the Clipchamp workspace

Illustrative map. Controls may differ between personal and school accounts.



Timeline editing: assemble a coherent story

Use clips as visual sentences: order matters more than effects.



Trim unnecessary seconds. Split to remove a mistake. Reorder to improve meaning.

Trim vs split vs crop

Three operations that students must not confuse.

TRIM

Shortens the visible beginning or ending of a clip on the timeline.

Example: remove 4 seconds of waiting.

SPLIT

Cuts a clip into two segments at the playhead.

Example: remove a mid-sentence pause.

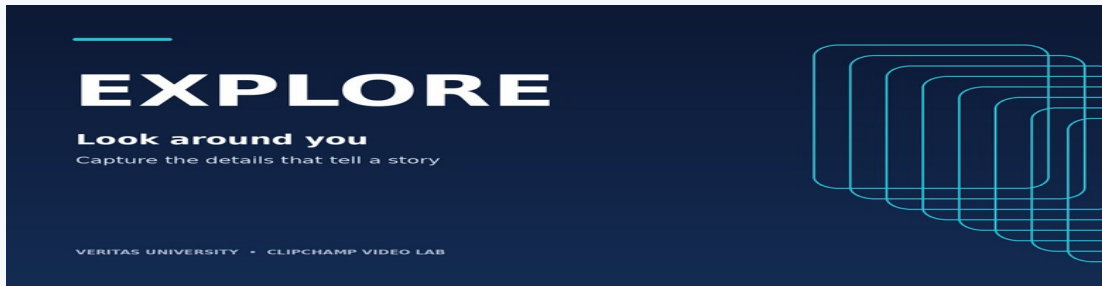
CROP

Changes what portion of the video frame is visible.

Example: reframe a wide shot vertically.

Built-in class media starter kit

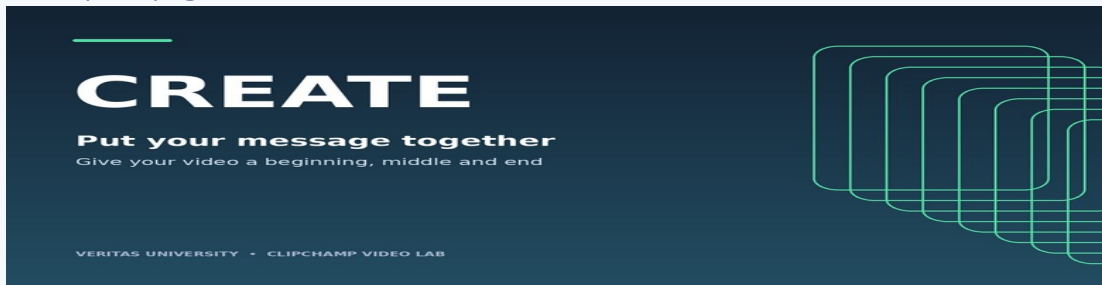
No footage yet? Import these original title-card images and create a first video.



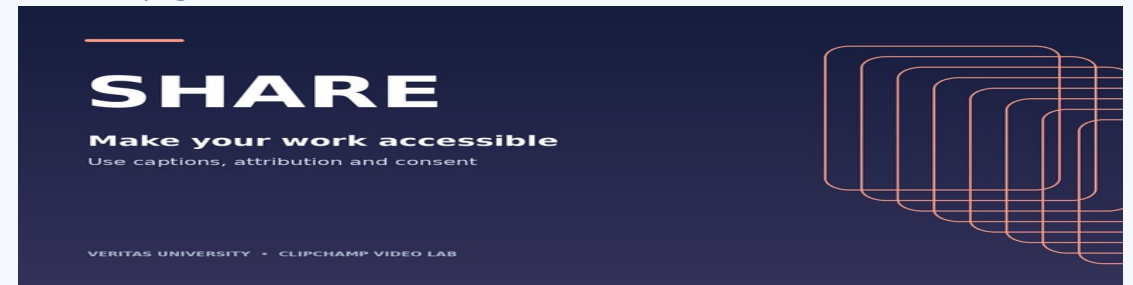
01_Explore.png



02_Learn.png



03_Create.png



04_Share.png

Professional production also means responsibility

Respect university policies, consent and the rights of original creators.

PRIVACY

No identifiable person without suitable permission.

SECURITY

Hide login credentials, inboxes and student records.

COPYRIGHT

Use original, licensed or permitted visual/audio assets.

ACCESSIBILITY

Readable titles, useful captions, intelligible audio.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1 Open Clipchamp in Edge or Chrome; confirm personal or school sign-in route

2 Choose Create new video / Blank video and name project VU_W01_First_Edit

3 Import 3 starter images or 3 original phone photos

4 Drag assets to timeline; arrange as opening, information, ending

5 Trim clip duration; add a legible title and optional royalty-cleared audio

6 Preview from start; export to MP4 at available 1080p quality

Guided 30-minute practical — first video

Today everyone should leave with an actual exported edit, if device access permits.

- Create VU_W01_First_Edit
- Import 3–4 visuals or starter assets
- Put clips in opening–evidence–action order
- Adjust duration; add one meaningful title
- Add a brief ending; check privacy and media rights
- Export MP4; play and submit

OUTPUT: 30–60-second MP4 + 3 sentences: intended audience, editing choice, improvement.

Before export: the 6-point quality check

Students must watch the actual rendered MP4, not only the timeline preview.

- Story has a beginning, middle and ending.
- Audio can be understood over background music.
- Text is large enough for a phone display.
- Spelling, names and information are accurate.
- Permissions and asset sources have been checked.
- MP4 plays from first frame to final frame.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Which Clipchamp area determines the sequence and duration of exported content?

- A. Media library
- B. Timeline
- C. Account profile

02 What should you check before recording another person?

- A. Consent
- B. Their device model
- C. Their social follower count

Instructor: open the HTML console to record answers and show feedback.

Knowledge check — instructor answer key

Discuss misconceptions before dismissing the class.

Q1. Which Clipchamp area determines the sequence and duration of exported content?

✓ Timeline — The timeline is where scenes, images, sound and text are assembled.

Q2. What should you check before recording another person?

✓ Consent — Consent and permissions are part of responsible production.

Q3. What action creates the final playback file?

✓ Export — Export renders a new video file from the edited timeline.

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Create “One Good Thing About Learning at Veritas”: 3 or more visual assets, a short title, clear sequence and end card; export MP4.

SUBMISSION

A 30–60-second MP4 and a 3-sentence reflection.

TAKE-HOME ASSIGNMENT

Develop a six-shot storyboard for a one-minute campus-oriented explainer. Use original or licensed media only.



WEEK 02

Media management, trimming, splitting & timeline control

Control pacing with precision

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Distinguish trimming from splitting and cropping
- Organise a media library and maintain original assets
- Edit continuity using track order and duration

Deliverable: Edited 60-second montage plus screenshot of timeline.

Precision editing techniques

Good editing removes time that does not serve the story.

- Media organisation: source files, folders and project naming.
- Trim: adjust in/out points at the edges of a clip.
- Split: divide a clip at the playhead.
- Gap, jump cut and continuity: review rhythm and sequence.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1 Import at least 5 short clips/photos and rename your project

2 Lay them out in logical story order

3 Trim long beginnings/ends by dragging clip edges

4 Move the playhead, split a clip, remove unwanted material

5 Close gaps; zoom timeline; preview transitions between shots

6 Export clean 60-second montage

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

From five assets, make a 60-second campus montage with at least two trims and one split.

SUBMISSION

Edited 60-second montage plus screenshot of timeline.

TAKE-HOME ASSIGNMENT

Bring a labelled folder containing your next project's media, usage permissions, and an editing plan.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Which operation separates one timeline clip into two pieces?

- A. Split
- B. Trim
- C. Export

02 Which operation shortens the visible beginning or end of a clip?

- A. Crop
- B. Trim
- C. Mute

Instructor: open the HTML console to record answers and show feedback.



WEEK 03

Storytelling, transitions, titles & visual design

Design for attention and clarity

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Structure videos using hook, development and call-to-action
- Apply transitions intentionally rather than decoratively
- Use hierarchy, contrast, typography and aspect ratio

Deliverable: 90-second MP4 and one-paragraph design rationale.

Build the story before adding effects

Video design is communication design.

- Begin with a hook that promises audience value.
- Develop the argument with purposeful supporting shots.
- End with an action, summary or resolution.
- Use legible typography, contrast and limited transitions.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1

Open last week montage and duplicate project where available

2

Add a 3–5 sec hook and a concise title

3

Apply one purposeful transition to mark a scene change

4

Choose 16:9 or 9:16 to match audience/platform

5

Add a consistent end-card with actionable message

6

Check title-safe area and legibility on a small screen

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Produce a 90-second video encouraging a positive campus habit, with a clear hook, consistent titles and closing message.

SUBMISSION

90-second MP4 and one-paragraph design rationale.

TAKE-HOME ASSIGNMENT

Write a 120-word narration script for your Week 4 instructional video.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Which is a strong opening for a 60-second explainer?

- A. Clear problem or question in first seconds
- B. A 20-second unrelated logo
- C. Random visual effects

02 A transition should primarily:

- A. Clarify a time/scene change
- B. Appear on every cut
- C. Hide poor audio

Instructor: open the HTML console to record answers and show feedback.



WEEK 04

Audio editing, narration & sound design

Make every word understandable

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Balance dialogue, background music and sound effects
- Record a concise voiceover with microphone technique
- Identify clipping, background noise and copyright issues

Deliverable: 90–120-second narrated MP4 with audio credit line.

Think in layers of sound

Audio quality often determines whether people keep watching.

- Voiceover carries the instructional message.
- Music creates tone but must never mask speech.
- Fades and volume control reduce abrupt audio changes.
- Sound rights must be checked before publication.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1

Use a quiet room and mic; draft a short script

2

Record voiceover in Clipchamp or import a clear recording

3

Separate/mute source audio when appropriate

4

Place music below speech; reduce music during narration

5

Add short fade-in/fade-out and listen with headphones

6

Export and review audio clarity on a phone

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Create an educational explainer with spoken narration and balanced background audio.

SUBMISSION

90–120-second narrated MP4 with audio credit line.

TAKE-HOME ASSIGNMENT

Prepare a 2-minute screen demonstration plan with 3 learning steps.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 When narration begins, background music should usually:

- A. Remain below voice level
- B. Be louder than voice
- C. Be panned hard left

02 What is audio clipping?

- A. Distortion caused by excessive level
- B. A text animation
- C. The process of exporting MP4

Instructor: open the HTML console to record answers and show feedback.



WEEK 05

Screen recording, webcam & instructional media

Teach a process on camera

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Plan and record software demonstrations
- Integrate screen and webcam picture-in-picture
- Design short instructions that are accessible and verifiable

Deliverable: Two-minute instructional MP4 and a checklist of three steps.

A screen recording is a lesson

Teaching clarity comes before camera presence.

- Write three learning steps before pressing Record.
- Prepare a clean desktop; protect passwords and private data.
- Narrate slowly and show a visible result after each step.
- Use webcam picture-in-picture only when it adds value.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1 Close private tabs, chats, passwords and notifications

2 Prepare an example such as formatting a Word heading

3 Choose Record & create / screen recording as available

4 Select tab/window or screen; narrate three visible steps

5 Import recording into editor and trim pauses; add step labels

6 If enabled, layer a webcam overlay; export to MP4

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Teach one safe, repeatable digital skill in 2 minutes with a screen recording and three visible steps.

SUBMISSION

Two-minute instructional MP4 and a checklist of three steps.

TAKE-HOME ASSIGNMENT

Bring Week 5 tutorial to Week 6 for captioning and accessibility remediation.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Before sharing your screen, you should:

- A. Close confidential content and notifications
- B. Show your password manager
- C. Disable audio permanently

02 What does picture-in-picture show?

- A. Two video layers in one frame
- B. A higher export bitrate
- C. Only a static thumbnail

Instructor: open the HTML console to record answers and show feedback.



WEEK 06

AI editing, auto-captions & accessibility

Work faster without surrendering quality

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Use available captions/transcript tools responsibly
- Review and correct AI-generated transcription errors
- Evaluate AI tools for privacy, bias and reliability

Deliverable: Captioned MP4, corrected transcript or caption screenshots, and accuracy reflection.

AI: acceleration with editorial responsibility

Human verification is non-negotiable.

- Auto-captions support accessibility but require review.
- AI transcription may miss names, accents and specialist terms.
- Work/school and personal Clipchamp features can differ.
- Ask what data the tool processes and who may see it.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1 Open Week 5 tutorial and inspect speech clarity

2 Find captions/transcription where available in account type

3 Generate automatic captions; wait for analysis

4 Correct names, subject terms, punctuation and timestamps

5 Check caption contrast, line length and coverage

6 Export video; download transcript/SRT if offered

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Caption your instructional video and make it understandable with the sound turned off.

SUBMISSION

Captioned MP4, corrected transcript or caption screenshots, and accuracy reflection.

TAKE-HOME ASSIGNMENT

Choose final project topic and submit a concept brief, storyboard, intended audience and permissions plan.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 AI-generated captions should be treated as:

- A. A first draft requiring review
- B. Always fully accurate
- C. Uneditable subtitles

02 Which is an accessibility test?

- A. Watch with audio muted and follow captions
- B. Add more transitions
- C. Boost music level

Instructor: open the HTML console to record answers and show feedback.



WEEK 07

Export, publishing, quality control & delivery

Deliver the right video to the right audience

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Select aspect ratio, resolution and file format to suit the target
- Run a repeatable pre-publication quality checklist
- Package video files with captions, credits and documentation

Deliverable: Two optimised MP4 files with a QA checklist.

Deliver for the viewing context

The final file—not the timeline—is the deliverable.

- Landscape 16:9 is common for classroom playback.
- Vertical 9:16 suits many mobile-first uses.
- Choose resolution and file size appropriately.
- Open the actual export and check it frame to frame.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1 Choose intended audience: classroom/projector or mobile feed

3 Use Export to choose an available output resolution

5 Verify audio, text size, captions, credits and file name

2 Set canvas ratio before finishing key layout

4 Play exported MP4 all the way through and check for blank frames

6 Deliver both appropriate versions and an inspection checklist

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Export a landscape 16:9 version and adapt a short vertical 9:16 cut, each checked for readability.

SUBMISSION

Two optimised MP4 files with a QA checklist.

TAKE-HOME ASSIGNMENT

Finish 3–5-minute capstone, final credits and a 100-word production report.

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Typical classroom projector ratio is:

- A. 16:9 landscape
- B. 9:16 vertical
- C. 1:1 square

02 What is the most important export validation step?

- A. Watch the actual exported file
- B. Trust the preview only
- C. Check the filename only

Instructor: open the HTML console to record answers and show feedback.



WEEK 08

Capstone screening, evaluation & portfolio

Defend your production choices

120-MINUTE SESSION

Today's success criteria

Students can demonstrate these outcomes, not just define them.

- Deliver a coherent 3–5-minute video on a defined topic
- Evaluate video craft with an analytic assessment rubric
- Defend ethical, creative and technical decisions

Deliverable: Final MP4, storyboard, asset/license/consent register and production report.

Capstone scoring rubric

Use transparent criteria: polished output and defensible production process.

Story & audience purpose	25%
Editing, pacing & visual design	20%
Audio and technical export quality	20%
Captions & accessibility	15%
Rights, consent & sourcing	10%
Production report & oral defense	10%

Presentation & review protocol

A professional creator explains the decisions behind the result.

- State your intended audience and desired outcome.
- Show the video without interruption.
- Defend two editing choices with time-stamped examples.
- Disclose licensing, consent and AI assistance where relevant.

Live demonstration — follow the steps

Instructor projects the editor; learners perform each action immediately after it is shown.

1

Confirm submissions open and play successfully

2

Students introduce intended audience and objective in 20 seconds

3

Play video (3–5 minutes where class size allows)

4

Ask one creative question and one technical question

5

Collect peer feedback and self-evaluation

6

File final MP4, captions/credits and production report

Peer critique & class discussion

Think → pair → share. Use evidence, not personal preference.

TWO STARS

Identify two choices that help the audience understand the video.

ONE WISH

Suggest one specific improvement to pacing, audio, visuals or accessibility.

Teacher prompt: Which change gives the biggest improvement for the least effort?

Production lab — independent challenge

Timebox 30–35 minutes for students to make a real artefact.

Present and defend a 3–5-minute original educational, awareness or promotional video.

SUBMISSION

Final MP4, storyboard, asset/license/consent register and production report.

TAKE-HOME ASSIGNMENT

Submit final portfolio package with revision notes by the instructor's announced deadline.

Quick knowledge check

Vote A/B/C before revealing the model answer in the instructor console.

01 Which best establishes a defensible creative choice?

- A. Explain its audience and message purpose
- B. Say the template was popular
- C. Add every available effect

02 What should accompany third-party assets?

- A. Rights/credit record
- B. Unrelated screenshots
- C. Device serial number

Instructor: open the HTML console to record answers and show feedback.

Official Microsoft learning resources

Feature descriptions and availability were checked against current Microsoft guidance.

Editing basics

<https://support.microsoft.com/en-us/clipchamp/how-to-edit-a-video-in-clipchamp>

Work/school access

<https://support.microsoft.com/en-us/clipchamp/how-to-access-microsoft-clipchamp-with-your-work-or-school-account>

Screen recording

<https://support.microsoft.com/en-us/clipchamp/how-to-make-a-screen-recording>

Timeline controls

<https://support.microsoft.com/en-au/clipchamp/how-to-work-with-the-timeline-in-clipchamp>