INTE 6710
Instruction With a Twist Documentation

Integrating Dogs Into Homes with Resident Cats: As Explained by Dogs

Prepared by: Michelle Sroda

May 3, 2018

michelle
sroda

instructional designer

michelle.sroda@gmail.com
michellesroda.com

Table of Contents

1. Background of Instructional Opportunity

Topic: Integrating Dogs Into Homes with Resident Cats: As Explained by Dogs

1a. Overview

Introducing a dog (or dogs) into a home where a cat currently resides can be a stressful process for everyone, both animal and human. It is possible to create a harmonious environment if proper steps are taken in combination with a heavy dose of patience.

When I moved to Colorado with my two dogs, I had to integrate them into a household that already had two resident cats. My dogs had never lived with cats before, and the cats were not fans of the canine species to start with. A lot of research was done along the way, many lessons were learned, and after 6 long weeks and one visit to the Urgent Care, we were finally successful in creating a blended family of canine, feline and humans. People often ask us "how" we did it, based on their knowledge of the original chaos we experienced. In fact, we're currently helping a family member through it. I intend to create a video to aid those in a similar situation and walk them through a 4-step process that worked for us.

1b. Learning Objectives

After viewing this project, learners will be able to:

- Follow a 4-step process to introduce dogs into a home where a cat(s) currently reside.

- Create a harmonious living environment for dogs, cats and humans at home.

1c. Instructional Goal

Pet owners will successfully integrate dogs into homes with resident cats.

2. Description of Instructional Approach

2a. Overview of Planned Approach

I have identified the steps and process that we took along the way that worked for our household in the integration of our animals and I have created an instructional video on how to Introduce a dog into the home where a cat already resides.

2b. Explanation for how resulting Instructional solution will be unique in approach and delivery, rich with instructional value, tell a story and incorporate a variety of elements to tie it all together.

I'm excited about the "twist" element required for this project. I was inspired by apps in the "What's creativity got to do with it" section of week 10 in the INTE 6710 class, and realized that in an effort to be unique, I wanted to experiment with utilizing an app and blending it with other software that I own to create something unique. I recently became aware of an app called "My Talking Pet." Knowing that using animals and babies are a good way to get people's attention, it sparked an idea. I am new to the app but tested it out to see if videos I create within the app could be exported and used in iMovie. They can.

The "twist" in my project is that my dogs, Eddie and Cleo host the video. They are seen on screen similar to a talk show format, explaining their experience of integrating into a household that already had two cats. Also featured in the video is Brenda the cat and Otto, a dog that one of our family members adopted a few weeks ago. Otto has moved into a home where a cat has resided for 9 years, and isn't happy about him joining the family. To give this project instructional value, Eddie and Cleo will present 4 steps that should be taken upon introducing a dog to a household already occupied by a cat, and offer Otto advice specific to his situation.
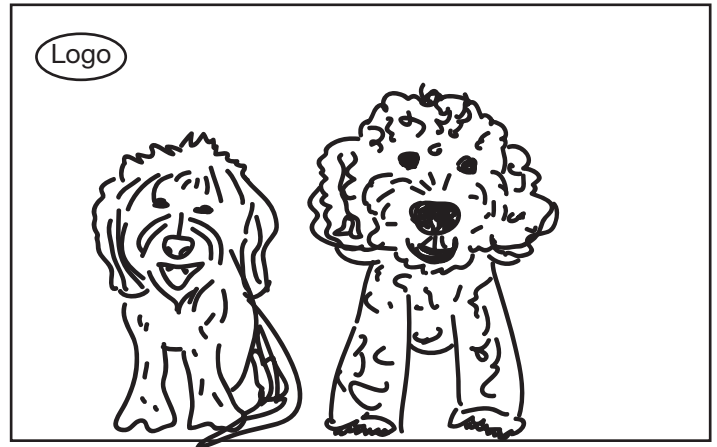
In addition to the My Talking Pet app, I used Adobe Illustrator, Photoshop and InDesign to create screens that layout the 4 steps as the dogs talk through them. I sprinkled in photos that I have from my personal experience (for example, me at Urgent care with a bandaged hand and cellulites due to a cat bite) Finally, I used iMovie to pull in slides that I have designed and edited a final video. The final video resides on YouTube and is accessible to anyone.

Script and Storyboard for Integrating Dogs Into Homes with Resident Cats: As Explained by Dogs
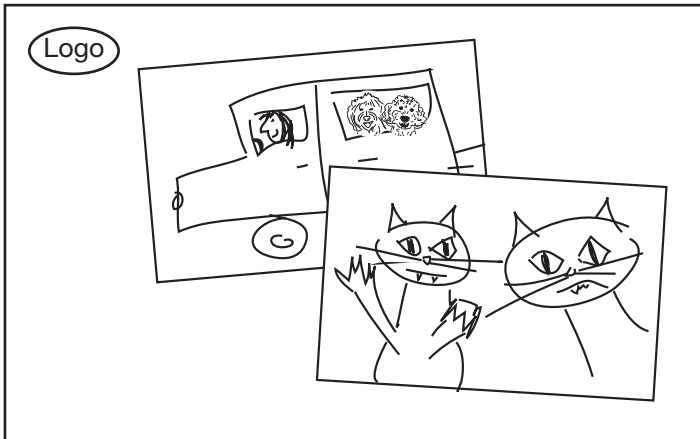
The following pages lay out rough storyboards and script concepts for this project. They are intended to provide an example of the overall theme and format of the final video. The final script and shot list were fine-tuned and adjusted.

Scene: Opening	Beginning of show
Graphics:	Ask Eddie and Cleo Show" text and images of both dogs
Audio:	Opening music (TBD) and Applause sound effect

| Scene: 01	Eddie and Cleo shown on screen talking
Graphics:	"Ask Eddie and Cleo Show" Logo* in bottom lower third of screen
Voiceover: Cleo	Welcome to the show. Have any of you dogs out there ever had to integrate into a household that already had a cat living there? We get a lot of letters from our viewers asking about this topic. You all may not know this, but Eddie and I have been through it.
Voiceover: Eddie	Yea, we've been through it alright. It was hard. And the cats we had to live with were mean and didn't want us there. It was awful.
Voiceover: Cleo	We'll share our story today and offer tips and steps for you and your humans to follow to make the integration as seamless as possible.
Misc:	*"Ask Eddie and Cleo Show" Logo in bottom lower third of screen appears on all screens throughout the video.

Logo

Logo

Logo

Logo

Otto from Centennial, CO

Scene: 02	Eddie and Cleo tell their story and also show supporting photographs
Graphics:	Dogs talking. Images of the dogs on their road trip from AZ to CO when they moved here. Images of the cats - Benny and Brenda, Photos come in and out of view in between showing the dogs telling their story.
Voiceover: Cleo & Eddie alternate	Both dogs take turns telling their story (to be written) of arriving in Colorado two years ago and how they were surprised to learn that there would be two cats in the house they would live in. Benny and Brenda.
Voiceover: Cleo	Dogs and cats are often portrayed as enemies, but if introduced carefully, they can actually get on extremely well.
Voiceover: Eddie	Laughing sarcastically

Scene: 03	Eddie and Cleo have a guest
Graphics:	Eddie and Cleo talking, Otto talking, Otto's name appearing in the lower third portion of the screen
Voiceover: Eddie	We have a guest on the line. This is Otto from Centennial Colorado. Hi Otto! What's your question for us?
Voiceover: Otto	Yea, so I just got adopted and moved into a house where there's a 9 year old cat. I've never even MET a cat before. She's really mean. She mostly hides upstairs but when she comes down, she hisses and gets all puffy, and I can tell she wants to beat me up or scratch my eyes out. So I always lunge and bark at her. I'm not totally sure what I would do if I actually caught her though. What should I do? And what should my humans do?

Logo

Logo

STEP 1:
Choose the proper location for the first meeting

Scene: 04	Cleo begins explaining 4 Step Process of dog and cat integration
Graphics:	Cleo on screen
Voiceover: Cleo	Otto, there's a lot of information and advice out there about this situation. Our humans tried a lot of different things. Yours may have to as well, but these are the 4 steps that worked in our household.

Logo

STEP 1:
Choose the proper location for the first meeting
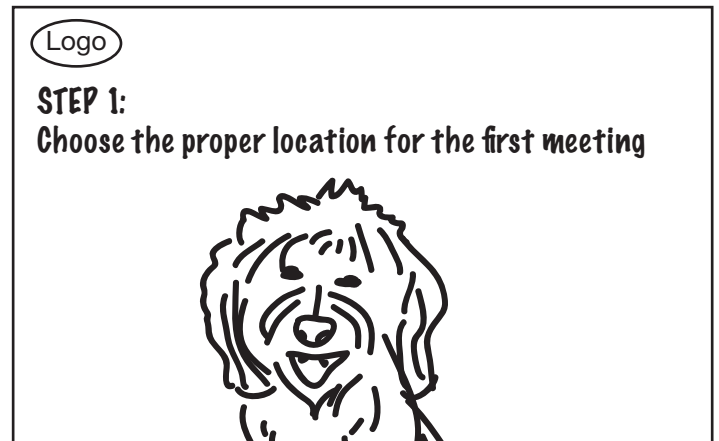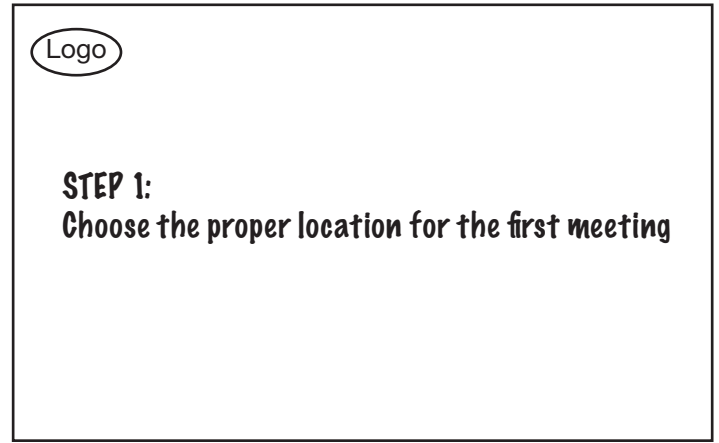
Scene: 05	Step 1
Graphics:	Graphic treatment of text showing "Step 1 Choose the proper location for the first meeting" Then cut to Cleo on screen.
Voiceover: Cleo	Cleo explains step 1 (final text to be written)
Graphics:	Leave Step 1 title graphic as a screen overlay as Cleo talks.

(Logo)

STEP 2:
Separate the Animals

(Logo)

STEP 3:
Make leashed introductions

(Logo)

STEP 2:
Separate the Animals

(Logo)

STEP 3:
Make leashed introductions

HAVE PATIENCE!

(Logo)
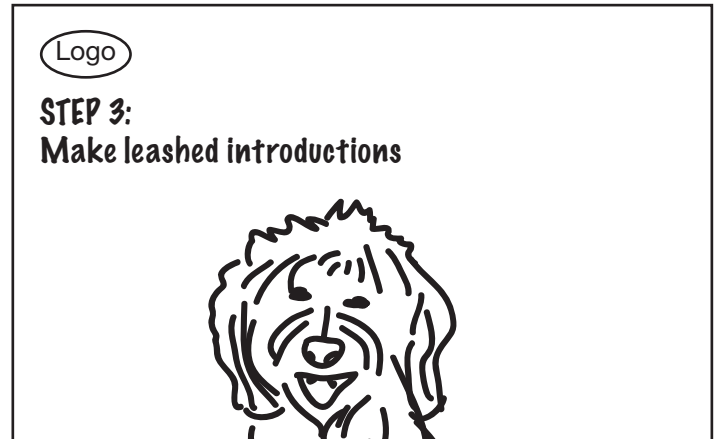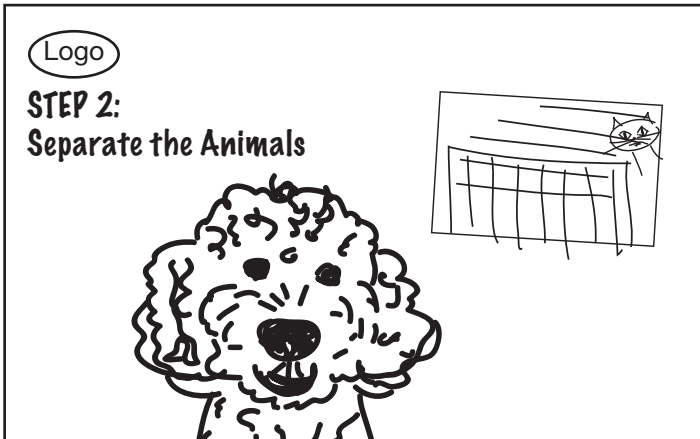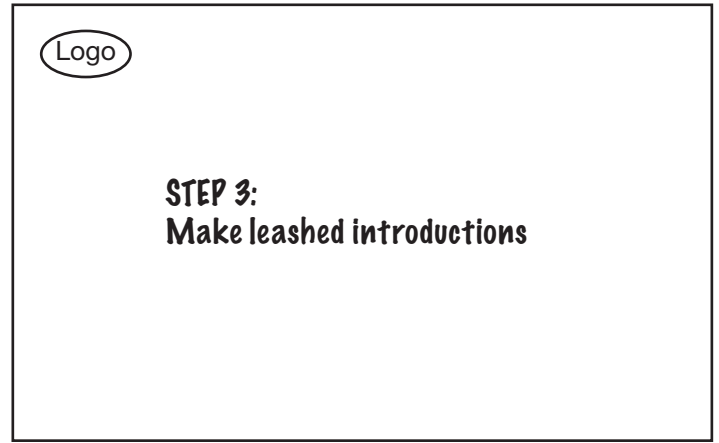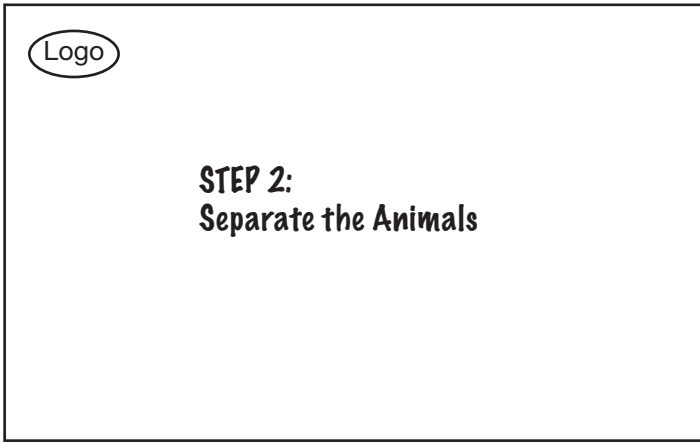
Scene: 07	Step 3
Graphics:	Graphic treatment of text showing "Make leashed introductions" Then cut to Cleo on screen.
Voiceover: Cleo	Cleo explains Step 3 (final text to be written)
Graphics:	Leave Step 3 title graphic as a screen overlay as Cleo talks.

Scene: 06	Step 2
Graphics:	Graphic treatment of text showing "Separate the Animals" Then cut to Eddie on screen.
Voiceover: Eddie	Eddie explains Step 2 (final text to be written)
Graphics:	Leave Step 2 title graphic screen overlay as Eddie talks. Image of baby gate appears. Then cut to Cleo with "HAVE PATIENCE" overlay.
Voiceover: Cleo	Whatever you do, have patience. It took 6 weeks for us to play nice and get along.

Logo

STEP 4:
Allow Unsupervised Interactions

Logo

Logo

STEP 4:
Allow Unsupervised Interactions

Scene: 09	Otto asks about Training Tips
Graphics:	NA
Voiceover: Otto	Thanks for laying out the steps. Do you have any additional training tips that I could give to my humans?

Scene: 08	Step 4
Graphics:	Graphic treatment of text showing "Allow Unsupervised Interactions" Then cut to Eddie on screen.
Voiceover: Eddie	Eddie explains Step 4 (final text to be written) It will include to have patience again, and that this only happens after the dog and cat(s) have been supervised around each other for a significant period of time)
Graphics:	Leave Step 4 title graphic as a screen overlay as Eddie talks.

Logo

Logo

Logo

Logo

Scene: 10	Cleo give training tips
Graphics:	Cleo on screen
Voiceover: Cleo	Yup! This is a good one. If the dog stares at the cat or the door separating the cat, try to distract him and get him to look away with treats, a happy voice or by gently guiding the dog away on a leash. Once the dog is away from the cat, try offering a treat. If he takes it, repeat this process until he is no longer focused on the cat or door.
Graphics:	Eddie appears and talks. Images of hand with cat bite and bandages appear.
Voiceover: Eddie	You know. The CATS do the stare down thing too. But tell your human that whatever they do, to NEVER pick up the cat if it looks stressed. Our mom did that and she got bit by one of them and ended up in Urgent care a few days later. Urgent care told her that 85% of cat bites contain bacteria. Our mom ended up with cellulites and they told her if she'd waited another day, she would have ended up in the ER on IV antibiotics.

Scene: 11	Otto asks about warning signs
Voiceover: Otto	Thanks! I have one more question. Are there any warning signs that my humans should know about?
Graphics:	Cleo and Eddie back on screen.
Voiceover: Cleo	I think one of the biggest would be that If at any time the dog lunges toward, growls, snaps at or shows any aggression toward a calm, quiet, still cat, this match will probably not work out. The same holds true if a cat attacks a calm, quiet dog. If you are committed to make the relationship work, you will probably need a professional at this point.
Voiceover: Eddie	THIS HAS HAPPENED to me! Sometimes Brenda the cat in our house, smacks my face for no reason with her scary sharp claws. But Cleo, sometimes YOU lunge at her when she's slinking around the house.

STEP 1:
Choose the proper location for the first meeting

STEP 2:
Separate the Animals

STEP 3:
Make leashed introductions

STEP 4:
Allow Unsupervised Interactions

Scene: 11	Continued
Voiceover: Cleo	Yea. So also remember that a cat who continually hisses and growls at all types of dogs will likely not want to live with dogs. Your cat may tolerate a dog, but she probably won't be happy. We've lived with Brenda for about 2 years now and she still hisses at us ALL the time.
Voiceover: Eddie	She still scares the crap out of me.

Scene: Closing	Show is ending, closing remarks
Graphics:	Eddie and Cleo appear on screen
Voiceover: Cleo	Thanks for joining us on this week's episode of "Ask Eddie and Cleo" and thanks to our guest, Otto. Here's a recap of our 4 steps to integrating a dog into a household with a cat.
Graphics:	Slide with all 4 steps listed appears, then cut back to both dogs
Voiceover: Eddie	Tune in next week's episode, "Teach your pup to SUP," where Cleo will learn how to Stand Up Paddle board!
Graphics:	Screen shot of "Teach Your Pup to SUP" video created in the Producing Media for Learning class (two projects will now tie) Then cut to screen graphic from opening slide.
Audio:	Music from opening and applause.

Teach your Pup to SUP!

In three easy steps

The
Ask Eddie and Cleo!
Show

Scene: Closing	Graphics continued. Show contributors.

Design Decisions

This project provided an opportunity to stretch my skills in video creation. I figured out how to do things that I had never done before. Adding a "twist" element made this especially fun. Below are the major design decisions that shaped the final project.

Design Decision #1 - Using animals as instructors

I believe in the power of using animals to get viewers attention. Instead of using myself as the instructor, I began the project knowing that I would somehow use my two dogs Eddie and Cleo. I made the assumption that they would have a better chance of engaging the viewers and keeping them there for the entire video than I would. In a Forbes article by Rebecca Armstrong (2013) it is advised to not only included pets in branding for a "quick jolt of cuteness," but to "make the pet the hero of your story." I feel like I accomplished that.

I consider Eddie and Cleo to be the "twist" in the assignment. When shown, the dogs are the largest element on the screen and often the only element seen. This is purposeful and makes it clear that they are the instructors and putting them front and center gives them an air of credibility. Duarte (2010) supports this in stating that "your presentation can use one large full-screen image to convey a point."

Design Decision #2 - Utilizing the My Talking Pet app

I recently did research for another class on the power of enterprise apps in business, so apps have been on my mind. A study done by Adobe (2016) noted success in adopting apps as a means for employee engagement. This notion is supported by Berman (2017) explaining that office workers now "expect and respond to workplace experiences that are "consumer-like" and suggests the implementation of mobile micro apps, as means to bridge communications between the company and employees and ultimately improve employee engagement." I have observed people using the My Talking Pet app and while I wouldn't consider it to be an enterprise app, I recognize that it has a high amusement and engagement component where one can make animals talk, that I was curious to explore further. Using fun apps like this could find ways to infuse themselves into instructional scenarios like I'm trying to attempt with this project.

Still a new user to iMovie, I've dabbled with importing my own footage and artwork, but I had no idea if I could integrate a video produced by an app into it successfully. I challenged myself to see if I could export mini videos created in the My Talking Pet app to iMovie where I would edit everything together. It wasn't easy but after much trial and error, I figured out a way to make it work.

Design Decision #3 - 4-Step strategy

I implemented a "4-step" strategy when creating content for this learning opportunity because as explained by The Peak Performance Center, the chunking approach "makes more efficient use of short-term memory by grouping information."

Within this strategy, information is chunked into 4 separate areas. Each step begins with a text screen introducing it. We know from CARP, that repetition is an effective way to make information stick. Once the dogs begin to speak, the corresponding step is always shown in text so the viewer always knows what is being explained. The steps are limited to a total of 4 in efforts to not overwhelm the viewer.

Design Decision #4 - Video as the medium for delivering the learning experience

I chose to create a video as the medium to deliver this learning experience because of it's versatility for distribution. The video resides on YouTube where links to it are easily created and emailed, sent via text, loaded onto social media sites, or embedded into an online module.

In addition, the video allows for a sensory experience where viewers engage their visual and audio senses. Medina Rule #9 tells us to "Stimulate more of the senses." In discussing Sensory Integration, he explains that "Our senses evolved to work together—vision influencing hearing for example—which means that we learn best if we stimulate several senses at once."

Finally, working in a video format is enhancing my own skill sets. Allam (2006) observes that "the creative challenge of

using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to film-making itself. These include research skills, collaborative working, problem solving, technology, and organizational skills."

Design Decision #5 - Look and feel

Considering the "repetition" component of CARP in trying to maintain a cohesive look, when the opportunity arises, I continue to add elements from my personal instructional design brand. In this case, the blue background is a color that is intentionally seen frequently throughout my instructional design projects and base camp in efforts to lock in my personal brand in such a way that people beginning to recognize work as mine. After working at a brand strategy company for over 10 years, it was continuously proven to me by the owner of SHR Perceptual Management, Barry Shepard that "By using the right visual vocabulary, companies can speed up the brand-building process significantly. There are a lot of people who think that brand building takes years, but it doesn't have to. A highly visual brand can trigger the desired perceptions immediately."

Additionally, after much trial and error, I realized that the only way I could get the square shaped videos that exported from My Talking Pet to overlay onto the wider screens in iMovie, was to keep the dogs on a plain background. Inspired by a similar graphic treatment currently being used in PetSmart store windows, I chose to place the animals on bright colored screens without any competing background elements. The dogs are always seen on blue, the cat will always be on purple and the guest callers are featured on yellow. See appendix for examples from PetSmart. The font used to display text is purposefully selected to be playful yet readable and again in the spirit of CARP and consistency, it is used on the Teach your pup to SUP video created for another class and linked to this project. It will now be the "branded font" for any future videos that Eddie and Cleo star in.

Design Decision #6 - Use of actual photos

I created this learning experience based on a true story from my own home environment. I had taken pictures at the time and they are sprinkled throughout the video to reinforce the learning content.

Because the photos are not stock photography nor are they taken by a professional photographer, they validate the 4-step process that is being taught and provide reference. Photography doesn't always warrant professionalism to be effective. Giannatti tells us that often "Photography is now communication... a needed education to help the population communicate. From news to entertainment to innovation and the most simple of jobs, the ability to communicate is critical. And photographs are communication tools." I'm reminded of week 4 in class although we were discussing "drawing," the point was emphasized in a Ted talk video presented by Ole Qvist-Sørensen, that we don't have to be professional artists to create successful, impactful drawings.

Design Decision #7 - Link to "Teach your pup to SUP" project

I created a video for a different class that teaches a 3-step process for getting a dog to feel comfortable on a stand up paddle board. Cleo (the dog) is used here too. This portion is only featured quickly at the end of the cat and dog integration video, but it provides a call to action opportunity to link viewers to other projects I've created. If the power of the call to action works in marketing programs, (Smith 2015) there's no reason why it would be equally as effective in instructional situations.

The plug for Teach your pup to SUP also demonstrates that a series of videos are emerging featuring Eddie and Cleo. Of course the repetition element of CARP is leveraged in that the same color scheme and fonts are used in the integrating cats and dogs and SUP videos.

Formative Evaluation Response

This presentation was peer reviewed by three individuals. Reviewers 4 & 5 never posted by the due date so I proceeded with the feedback that I had. I posed four questions, and welcomed additional feedback as they saw fit. Some of the feedback received from them was implemented and when I chose not to implement suggestions, my rationale is explained in this section. As usual, the feedback added great value to the project.

Peer Review Question #1

What changes can be made to the content to make it clearer?

The way that I chose to tackle this project was much more tedious and time consuming than I would have ever expected, and because I'd spent so many hours with it, I needed some additional sets of eyes and ears to engage with the content and make sure it was clear.

Peer Reviewer A:

"I think your content and message comes through very clearly. One idea for clarity, do you have a picture or a video clip of perhaps what you are explaining in each step. Say, for example you used baby gates to separate your cats and dogs, do you have a picture/video clip of your dog or cat near the baby gate? The entire video has visuals of your pets talking and it might make the video more engaging and help the learner connect if you could mix in some stills or video clips that are relevant to the steps while your pets are explaining. Also, since the background does not change from one thought to another, the parts of the video that are stitched together looks more obvious. Maybe having some visuals as backgrounds will help in smoother transitions."

Peer Reviewer B:

"I think that the content is very clear and well presented. Sheena's idea of some images in the background might help to make the video more sticky."

Peer Reviewer C:

"I love how you have "callers". Too cute! I also love how you have very specific content covered. The transitions seem to work well. I think your content works well. It has humor and gives great advice."

Question #1 Considerations:

I agree that additional images sprinkled throughout will break things up and add some visual interest. I didn't take a lot of photos during the time of our personal dog and cat integration, but I was able to get one of the dogs with the baby gate and was relieved to find a photo of all four animals cohabiting peacefully during that time. I wouldn't have been able to re-create that now because poor Benny the cat went missing last year. Sadly we think a coyote got him. There are technical reasons as to why the background doesn't change from the solid blue. I'll explain below more thoroughly in question two.

Peer Review Question #2

What visual or graphic changes would you make?

In an ideal world, there are always things that could be done differently. I found myself restricted sometimes due to limitations when exporting my app videos into iMovie. Those limitations forced me to get creative and find solutions to make it work. Without giving away what my technical limitations were, I wanted to see if the reviewers noticed or if those things were even an issue or consideration.

Peer Reviewer A:

"I remember from your infographic that the blue background has to do with your branding. My only suggestion is to put your photo-shopped pets into a real talk show environment/background (like a green screen effect) – maybe sitting on a dog pillow, behind a microphone etc."

Peer Reviewer B:

"I watched the video on a small laptop so take this into consideration with my feedback: I would make the logo for their TV show bigger. I think it is funny and adds life to the show. Some of the fonts could be larger as well."

Peer Reviewer C:

"Can you put a frame around the "caller" videos? I think the yellow and blue contrast works well together, but that may help it seem less like a floating video. I love your logo! I did notice that the names over the bones for the introduction were a bit small. It may be helpful to increase the size of both of these."

Question #2 Considerations:

I was excited to see that reviewer A is picking up on the personal branded elements that I have been strategically weaving into my class projects. (Color blue in this case)

My original plan was to put the pets in a talk show environment or background. I even found some vector art online that I could use. Turns out that I couldn't do that due to technical limitations. My Talking Pet app will only produce a video that I can export in a small square shape. I need it to be wider to fit the standard video screen. So, after trying many things, I realized the only way I could make this work based on my abilities in iMovie and other tech limitations, was to clip out the dogs in photo shop, place them on a solid background, import that into My Talking Pet, create each take separately, export it out and overlay the small square shaped video on top of a wide blue screen that matches the background to the My Talking Pet export. It was quite a process.

Another issue I found was that somehow in exporting the video, the background color shifts a little bit and again, after much troubleshooting, I couldn't find a way to remedy that.

The logo size on the screens was increased and in some cases the font was increased as well per reviewer 2 suggestions. In addition the bone graphics with Eddie and Cleo's names on them were made bigger per reviewer 3.

I opted not to put a border around the caller video. I'd done that on some of the photos that pop into the upper right corner when the dogs are telling their story. I needed the caller to have a separate graphic treatment.

Peer Review Question #3

What suggestions do you have for music style?

After scouring the YouTube audio library, I still hadn't found anything that sounded right. I was curious to see what reviewers might suggest.

Peer Reviewer A:

"The whole video is cute but at the same time funny. Perhaps some comedy style music."

Peer Reviewer B:

"Songs that come to mind are "Why Can't We Be Friends?" By War or "You've Got A Friend In Me." Another thought would be to have a theme song for their show play, sort of a catchy jingle."

Peer Reviewer C:

"Personally, I like it without music. If you really want to add music, you can do something upbeat and fun for the introduction and conclusion. When the "caller" joins, you could also include a short ring tone."

Question #3 Considerations:

I like the suggestions from reviewers A and C to keep the audio kind of cute and fun. Reviewer B's song suggestions were great! I worry too much about copy write so I didn't pursue that direction. In the end, I found a great audio clip from a web site that was new to me. (audiojungle.com) I spent $8 on some music that I think fits the tone well and I'm legally able to use with no issues.

Peer Review Question #4

I went over 4 minutes. It's currently at 4:30. Do you have suggestions on areas that may be cut or trimmed?

It's important to me to keep this video at a length that will keep viewers engaged and not turn it off. In the end, I was able to get it to 4:17 however the last 6 seconds hang on a closing slide that isn't technically part of the learning experience. It thanks participants and lists resources so I consider the instructional portion to have ended up at roughly 4:11 and I'm okay with that.

Peer Reviewer A:

"I noticed that you have stills with each step (for example, for Step 1 @1:28) followed by content regarding each step. Since the content also shows the step (for step 1 @1:32), you could consider removing the stills. I don't think it makes much of a difference in time but it all adds up. Also, you can consider cutting out the part where Otto asks for extra tips (@3:33 -@3:42) and just make Eddie or Cleo provide the extra tip after the recap without Otto asking the question. You could just have a title saying "Extra tip" or something while they are talking."

Peer Reviewer B:

"My first thought is that you could speed up the voice of the second dog, Eddie. I also do not think you need the slides to introduce each step since they are also on the slide with the dogs. I would just make the text bigger."

Peer Reviewer C:

"Brenda's voice takes a bit longer, but I like the constant change in pace and voice. I really don't know if I would cut anything out. I would add voice over your review of the four steps that were talked about. I think that would be helpful to summarize your advice."

Question #4 Considerations:

In response to reviewer A and B, it was important to me to keep the screens that announce the steps. I like how those screens separate the step sections, however inspired by this comment, I shortened the duration of the screens mentioned. I also opted to not lose Otto asking his final question, as I feel like he's needed to break it up a bit.

In response to speeding up the voices of Eddie and Brenda, that would be an easy place to make up some time, but I chose not to. Eddie's real-life personality is what I'd describe as "Eeyore" on Winnie the Pooh. I did try to speed up his voice (I only have limited control over voice in My Talking Pet) but it just wasn't "him." Similar with Brenda, if I sped her voice up, she started to sound too cartooney, and real-life Brenda is a cranky cat who constantly appears to be annoyed.

Lessons Learned

There were some big lessons learned around technology in this project. I'm still getting to know my way around iMovie and figuring out how to integrate the My Talking Pet videos was extremely difficult and I had to get really creative and test myself to get any of this to work. I used some features in iMovie that were new to me this time as well including the split screen and picture-in-picture features. It took me many hours to realize that I could only layer graphics "so much," and may of the clips shown had to be created using multiple videos. For example, in the sections where a dog is talking and Otto is featured in the upper right, I had to create a video for that, save it, export it and the re-load it so I could add graphics (text, logo) on top. Then I had to save again, export and load each clip into the main movie file. I still can't get over how tedious the process was. I'm sure there are better ways around it, but with my knowledge gaps related to iMovie software, I'm still amazed I got it all to work as well as I did.

Something I hadn't thought of when envisioning this idea was that when working with non-professional animals, it's difficult to get ideal photos to use in the My Talking Pet App. There's only so much I could force and control with them so I had to let go of perfection a bit and use the best that I could get from them. In the end, I had to take several photos of each dog and pull them into Photoshop, get rid of the backgrounds and place them on their blue setting. Again, tedious.

Finally, while I was very excited to integrate an app into this project, I quickly learned that using the app created some limitations that I had no control over. The main issue I had was that the screen size in My Talking Pet is square shaped, and my iMovie files are much wider.

Bibliography

Adobe Systems Incorporated (2016). Driving Competitive Advantage with Enterprise Mobile Apps: 2016 enterprise mobile app report. Adobe Systems Incorporated, San Jose, CA

Allam, C. (2006) in Bijnens, M., Vanbuel, M., Verstegen, S., Young C., Handbook on Digital Video and Audio in Education, Creating and using audio and video material for educational purposes, The Videoaktiv Project.

Armstrong, R. (2013, April 15). Pets Are Serious Business For Marketers. Retrieved from https://www.forbes.com/sites/onmarketing/2013/04/15/pets-are-serious-business-for-marketers/#488c36efd129

Berman, S. (2017, June 8). How Mobile Micro Apps Boost Employee Engagement and Productivity. Retrieved from https://www.hrtechnologist.com/articles/employee-engagement/how-mobile-micro-apps-boost-employee-engagement-and-productivity/

Duarte, N. (2010). Resonate. Hoboken, NJ: John Wiley & Sons, Inc.

Gionnatti, D. (2015). What if Client's Don't Really Need 'Professional Photography'? Retrieved from https://petapixel.com/2015/01/27/clients-dont-really-need-professional-photography/

Medina, J. (2018.) Brain Rules, Seattle, WA: Pear Press

Ott, M. (2018).The CARP Prinicples of Design: Advice for Your Print Projects. Retrieved from http://www.toptenreviews.com/software/articles/the-carp-principles-of-design-advice-for-your-print-projects/

Qvist-Sørensen, O. (2012). Draw more, together. Retrieved from https://www.youtube.com/watch?v=iRL8ZxBhCa0

Salter, C. (2001, October 1). Trendsetter-Barry Shepard. Retrieved from https://www.fastcompany.com/44053/trendsetter-barry-shepard

The Peak Performance Center (n.d.) Chunking Strategy. Retrieved from http://thepeakperformancecenter.com/educational-learning/thinking/chunking/chunking-as-a-learning-strategy/

Appendix

PetSmart's use of animals displayed on solid, bright backgrounds served as the source of inspiration when creating the look and feel of this video.