

Course Description

This course will introduce the student to the development (design, production, and evaluation) of various media projects. The student will learn how to produce simple instructional materials as well as to design and develop more complex video, multimedia, and world wide web productions. Emphasis will also be placed on how to use these skills with students in a school setting, how to integrate them into existing school curriculum and how to tie them to state and national standards.

Course Rationale

This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:

- Department of Education’s mission: “ensuring... outstanding educational leaders and facilitators of learning who demonstrate the knowledge and skill necessary to educate and work within a diverse school population.
- NETS for Teachers (Educational Technology Standards and Performance Indicators for All Teachers) which establish six standards areas that, “define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.” These standards areas are:
 1. TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts
 2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology.
 3. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
 4. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies
 5. PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice.
 6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice

Performance Indicators & Competencies

Performance Indicators	WA State Library Media Core Competencies
Daily attendance and participation in discussions, demonstrations & daily practice activities	1.0 PROFESSIONALISM (S1.2)
E-Portfolio of sample media developed during daily practice activities. Participation in group audio, video & photography projects	2.0 COMMUNICATION & GROUP DYNAMICS (K2.1, K2.4, S2.5, S2.7)
Demonstration and classroom discussion of criteria	3.0 COLLECTION MANAGEMENT

for evaluating & selecting a variety of media production software & hardware	(K3.1, S3.2, S3.4, S3.5, S3.6, S3.9, S3.12)
Practice assignments in each process (design, production, evaluation), E-portfolio, and final media integration project	4.0 PRODUCTION MANAGEMENT (K4.1, S4.1, S4.2, S4.3)
Classroom discussion on how to plan for, budget & acquire media/technology hardware & software	5.0 ADMINISTRATION (S5.3, S5.6, S5.7)
Final media integration project	6.0 INSTRUCTIONAL LEADERSHIP (K6.3, K6.4, K6.6, S6.9, S6.10)
Class discussions & daily practice activities	7.0 ACCESS (K7.2)

Course Topics

- Media design processes:
 - Writing treatments
 - Writing scripts
 - Storyboarding
 - Flow charting
- Media production processes:
 - Audio
 - Video
 - Photography
 - Lettering / Graphics (Word / Fireworks)
 - Digital Cameras
 - Video Editing
 - Web Page construction (Dream Weaver / Word)
 - Web Animation (Fireworks / Flash)
- Evaluation techniques for media production
 - Checklists
 - Rubrics
 - Conferencing
 - Journaling
 - Portfolio

Methods of Instruction

The course will consist of direct instruction, demonstration, class discussion, and hands-on practice activities for both small groups and individuals. The majority of activities will be completed during class time, however, there will be an out-of-class, written, final paper.

Assessment Descriptions

1. DAILY PARTICIPATION (S1.2)

Description: Daily attendance and participation is vital to success in this course. A large variety of techniques and skills will be demonstrated and practiced each day. The majority of the course grade comes from practice activities following the daily class demonstrations. Therefore, attendance and participation is worth five points per day. Lack of attendance and participation in the practice activities will seriously effect your grade.

Points:50

Due: Monday, July 17

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Attendance/Participation	No Absences	1 Absence	2 or more absences

2. TEXT DISCUSSION (S1.2, K7.2)

Description: Students will be expected to complete a daily reading from the text and a written response to that reading. The written response is to be posted on our class’s Blackboard Discussion Board and will be worth 2 points per posting.

Points: 20

Due: Monday, July 17

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Text Reading/Response	All Readings – 10 responses	All but 1-2 Readings 8-9 Responses	3 or more missed Readings – 7 or fewer responses

3. MEDIA DESIGN (K4.1, S4.2)

Description: Select a specific grade level and curriculum and develop a “Design Instrument” (treatment, storyboard, flow chart, script, or any combination) that will help your students in the planning process of a media project related to that curriculum.

Points: 05

Due: Wednesday, July 5th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Appropriateness	Appropriate for selected grade level and project	Mostly appropriate– may need some modification to better fit the selected grade level or project	Not appropriate for selected grade level and Project

Organization	Design instrument follows a logical order, items are well-spaced and arranged – easy to use	Design instrument mostly follows a logical order – may need modification to improve clarity and ease-of-use	The design instrument does not follow a logical order & is not easy to use
Conclusion	Design Instrument clearly leads students to the intended outcome	Design Instrument leads students towards the intended outcomes, but may need some modification to more accurately attain the stated goals	Design Instrument does not lead students to the intended outcome

4. MEDIA EVALUATION (K4.1, S4.3)

Description: For the project described in the “Media Design” assignment develop a “Method of Evaluation” (checklist, rubric, conferencing, journaling, portfolio, or any combination) that you could use to assist yourself and your students in evaluating their media project.

Points:05

Due: Wednesday, July 5th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Appropriateness	Evaluation instrument is appropriate for the intended grade level and project	Evaluation instrument is mostly appropriate-may need some modification to better fit the intended grade level or project	Evaluation instrument is not appropriate for the intended grade level and project
Organization	Evaluation instrument follows a logical order, items are well-spaced and arranged – easy to use	Evaluation instrument follows a logical order, may need modification to improve spacing, arrangement, or ease-of-use	Evaluation instrument does not follow a logical order and is not easy to use
Conclusion	Evaluation instrument guides teacher & students to an accurate assessment of both the process and product	Evaluation instrument guides teacher & students to an assessment of the process and product, but may need modification to improve accuracy or validity of the assessment	Evaluation instrument does not guide the teacher & students to an accurate assessment of either the product or the process

5. AUDIO RECORDING/EDITING (S2.5, S2.7, K2.4, S4.2)

Description: Working within a small group each student will help to create and edit a digital audio recording of a poetry choral reading using the program Audacity.

Points: 10 **Due:** Thursday, July 6th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Participation	All members are involved in project & all voices can be heard in the recording	All members are involved in project & most voices can be heard in the recording	Not all members are involved in project or not all voices can be heard in the recording
Clarity & Speed	Voices in recording are clear & the speed is appropriate for the project	Voices in recording are mostly clear & the speed is mostly appropriate for the project	Voices in recording are not clear or the speed is inappropriate for the project
Editing	Lead times & end times are appropriate – speech is not cut-off. Transitions are smooth and seamless	Lead times & end times are appropriate, some minor modifications may be needed to improve cut-offs and (or) transitions	Lead times & end times may be too long or too short, speech is cut-off, transitions are not smooth
Effects	Effects are appropriate for the poem and enhance the overall recording	Effects are mostly appropriate for the poem - may need some modification to improve overall recording	Effects are not be appropriate for the poem and may detract from the overall recording

6. MACRO PROJECT (K2.4, S2.5, S2.7, S4.2)

Description: Working within a small group, each student will help in creating a short video using still photographs or small objects. Each video will require that students practice video editing and/or audio dubbing.

Points: 10 **Due:** Monday, July 10th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Theme & Organization	Video follows theme & presents a clear message	Video follows theme – may need some modification to improve clarity of the message	Video does not follow theme or present a clear message
Storyboard	Storyboard accurately depicts the video	Storyboard mostly depicts the video	Storyboard does not accurately depict the video

Technical	Video footage is steady and well focused	Video footage is mostly steady and well focused	Video footage is shaky and not well focused
Composition	Shots used in the video follow rules of good composition	Shots used in the video mostly follow rules of good composition	Shots used in the video do not follow rules of good composition
Editing	Editing of clips (in/out points) are clean & appropriate. Transitions are smooth & appropriate. Titles & Credits are clear and readable.	Editing of clips (in/out points) are mostly appropriate. Transitions are mostly smooth. Titles & Credits are mostly clear and readable.	Editing of clips (in/out points) are not clean. Transitions are not smooth. Titles & Credits are not clear and readable.

7. 2 MINUTE VIDEO

(K2.4, S2.5, S2.7, S4.2)

Description: Working within a small group, each student will help in creating a short video that describes the history and significance of a piece of campus artwork. Each video will require that students practice video editing and/or audio dubbing.

Points: 10

Due: Monday, July 10th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Theme & Organization	Video follows theme & presents a clear message	Video follows theme – may need some modification to improve clarity of the message	Video does not follow theme or present a clear message
Storyboard	Storyboard accurately depicts the video	Storyboard mostly depicts the video	Storyboard does not accurately depict the video
Technical	Video footage is steady and well focused	Video footage is mostly steady and well focused	Video footage is shaky and not well focused
Composition	Shots used in the video follow rules of good composition	Shots used in the video mostly follow rules of good composition	Shots used in the video do not follow rules of good composition
Editing	Editing of clips (in/out points) are clean & appropriate. Transitions are smooth & appropriate. Titles & Credits are clear and readable.	Editing of clips (in/out points) are mostly appropriate. Transitions are mostly smooth. Titles & Credits are mostly clear and readable.	Editing of clips (in/out points) are not clean. Transitions are not smooth. Titles & Credits are not clear and readable.

8. COMPUTER DRAWING/PAINTING (S4.2)

Description: Each student will use the program ArtRage to create one original computerized drawing or painting. Concern is not for “artistic quality,” but for experimentation and use of the various tools and techniques associated with the program.

Points: 10 **Due:** Wednesday, July 12th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Tools	Uses 3 or more Art Rage tools	Uses 2 Art Rage tools	Uses only 1 Art Rage tool
Colors/Textures	Uses a variety of colors & textures	Uses some variety in color & texture	Has little or no variety in color & texture
Composition	Picture demonstrates use of rules of composition	Picture demonstrates use of rules of composition	Picture does not demonstrate use of rules of composition

9. COMPUTER LETTERING AND GRAPHICS (S4.1, S4.2)

Description: Each student will design and print 2 signs or posters, one using Microsoft Word and one using Fireworks.

Points: 20 (10 per sign) **Due:** Wednesday, July 12th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Clarity/Readability	Sign is clear and easily read	Sign is mostly clear and easily read	Sign is not clear or easily read
Composition	Sign follows rules of color and composition	Sign mostly follows rules of color and composition	Sign does not follow rules of color & composition
WORD	Sign demonstrates use of all these features: Text Boxes, Background, Fill, Borders	Picture demonstrates use of some of these features: Text Boxes, Background, Fill, Borders	Picture does not demonstrate use of Text Boxes, Background, Fill, Borders
Fireworks	Sign demonstrates use of Stroke, Fills and Effects	Sign demonstrates use of Stroke, or Fills, or Effects	Sign does not demonstrate use of Stroke, Fills, or Effects.

10. PHOTO EDITING/MANIPULATION (S4.1, S4.2)

Description: Each student will open in Microsoft PhotoSmart one of their digital pictures taken the day before. Using some of the filters & other advanced features in the program students will modify and change some aspect of their picture and print out a Before and After picture.

Points: 10 **Due:** Monday, July 17th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Tools/Techniques	At least 4 different tools & techniques are used to make modifications	At least 3 different tools & techniques are used to make modifications	Only 1 or 2 tools were used to make modifications
Changes/ Modifications	At least 4 different changes or modifications are made to the picture	At least 3 different changes or modifications are made to the picture	Only 1 or 2 changes or modifications were made to the picture
Before & After	Obvious modifications to the picture are visible	modifications to the picture are visible, but may not be obvious	Changes & modifications to the picture are not visible or obvious

11. PHOTO SLIDE SHOW (K4.1, S4.1, S4.2)

Description: Using the program Microsoft Photo Story 3, students will create a slide show from their digital photos take the day before. The slide show should include text, transitions, special effects and musical background.

Points: 10 **Due:** Monday, July 17th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Text/Captions	Show contains a Title Slide, a Credits Slide & at least 4 captions	Show contains a Title Slide or a Credits Slide & at least 2 captions	Show does not contain a Title Slide or Credits slide and has only 1 or 2 captions
Transitions	All slides have transitions that are effective & appropriate to the show	Most slides have transitions that are effective & appropriate to the show	Very few or no slides have transitions. Transitions are ineffective or inappropriate
Special FX & Sound	At least 4 special effects are used. Special effects and sound track enhance the slide show	At least 2 special effects are used. Special effects and sound track enhance the slide show	No special effects or no sound track are used. Special effects or sound track detract from the slide show

12. WEB PAGE CREATION (K2.1, K2.3, S2.6, K4.1, S4.2)

Description: Each student will create a minimum of 2 web pages that are linked, using the program: Microsoft Word. Students will also create a minimum of 2 web pages that are linked, using the program: Dreamweaver.

Points: 20 (10 for each) **Due:** Monday, July 17th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Graphics/Text	Each web page contains both graphics and text	1 out of 2 web pages contains both graphics and text	Web pages contain only graphics or text
Links	All web pages link to each other <u>and back</u> . All links work correctly.	All web pages link to each other. All links work correctly.	Not all web pages link to each other. Not all links work correctly
Tables	Web pages demonstrate a use of tables	Web pages demonstrate a use of tables	Web pages do not demonstrate a use of tables
Appearance	Web pages have an attractive appearance & follow rules of color and composition	Web pages mostly follow rules of color and composition	Web page does not have a pleasing appearance. Rules of color & composition not followed
Fireworks Title	Web page made using Dreamweaver uses at least 1 title created in Fireworks	Web page made using Dreamweaver uses at least 1 title created in Fireworks	Web page made using Dreamweaver does not use a title created in Fireworks

13. WEB PHOTO ALBUM ((S4.2)

Description: Each student will use Dreamweaver to create a Web Photo Album collection of their photos

Points: 10

Due: Monday, July 17th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Procedures	Proper procedures, as demonstrated in class, are followed	Most procedures, as demonstrated in class, are followed	Proper procedures are not followed
Sizing/Placement	All photos are sized and placed correctly	The majority of photos are sized and placed correctly	Photos are not sized or placed correctly
Links	Links between photos work smoothly	The majority of links between photos work smoothly	Links between photos do not work smoothly
Backgrounds/Borders	The student has worked with most of the backgrounds and borders to enhance the appearance of the album	The student has worked with a few of the backgrounds and borders to enhance the appearance of the album	The student has not worked with any of the backgrounds and borders

14. WEB ANIMATION (S4.2)

Description: Students will use either the program Fireworks, or Flash, to create an object which they will transform into an “animated gif” The student will then insert their “animated gif” into a Dreamweaver web page.

Points: 10 **Due:** Monday, July 17th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Procedures	Proper procedures, as demonstrated in class, are followed	Most procedures, as demonstrated in class, are followed	Proper procedures are not followed
Animation	Object moves correctly and the animation is smooth	Animation is smooth, but movement seems somewhat awkward	Movement is awkward and animation is not smooth
Web Page	Animation works and plays correctly when inserted onto web page	Animation works and plays correctly when inserted onto web page	Animation does not work or play correctly when inserted onto web page

15. FINAL – INTEGRATION PROJECT (K6.3, K6.4, K6.6, K6.9, S6.10)

Description:

For your final project you are to:

- Select a core curriculum area (math, social studies, science, language arts, etc.)
- Select a specific grade level (2nd grade, 7th grade, 11th grade)
- Select a specific unit within that grade level curriculum (5th grade / Social Studies / Early Explorers)
- Develop **3 media projects** that you could have students do that would help introduce or teach required concepts for that unit. (at least 1 of the projects must be a significant multimedia project such as: a PowerPoint presentation, narrated slide show, a video production, multi-page web site, Fireworks or Flash animation, etc.)

For **each media project** you are to:

- List specific curriculum goals, EALR’s, National Technology Standards, national curriculum standards, that are being met by this project
- Develop a “Design Instrument” that will help your students in the planning process of the project (treatments, storyboards, flowcharts, scripts)
- Fully outline, describe, and or detail the “Production Process” you will have students go through to successfully develop their project
- Design, produce, or describe at least one method of “Project Evaluation” (checklist, rubric, conferencing, journaling, or portfolio) that you would use for this project.

Points: 50 **Due:** Monday, July 24th

Evaluation:

	TARGET – 3	ACCEPTABLE – 2	UNACCEPTABLE - 1
Specifics	Curriculum area, Grade level and Unit are clearly stated. Unit is appropriate for the curriculum and grade level	Curriculum area, Grade level and Unit are clearly stated. Unit is appropriate for the curriculum and grade level	Curriculum area, Grade level and Unit are not clearly stated. Unit may not be appropriate for the curriculum and grade level
# of Projects	3 media projects are developed & at least 1 is a “significant” media project	3 media projects are developed	Less than 3 media projects are developed
Standards	EALR’s, or GLE’s, NETS and national curriculum standards are listed for each project	EALR’s or GLE’s or NETS or national curriculum standards are listed for each project	EALR’s, or GLE’s, NETS and national curriculum standards are not listed for each project
Design Instrument	Design Instrument clearly leads students to the intended outcome	Design Instrument may not lead students to the intended outcome	Design Instrument does not lead students to the intended outcome
Production Process	Process is fully outlined & described. It is clear what the students are to do.	Process is outlined & described. It may not be clear what the students are to do at each step.	Process is not outlined & described. It is unclear what the students are to do.
Evaluation	Method of evaluation guides teacher & students to an accurate assessment of the product	Method of evaluation may not guide teacher & students to an accurate assessment of the product	Method of evaluation does not guide teacher & students to an accurate assessment of the product

Grading Summary

Assignment	Points
Daily Participation	50
Text Discussion	20
Media Design	05
Media Evaluation	05
Audio Recording/Editing	10
Macro Video	10
2 Minute Video	10
Computer Drawing/Painting	10
Computer Lettering & Graphics	20
Photo Editing/Manipulation	10

Photo Slide Show	10
Web Page Creation	20
Web Photo Album	10
Web Animation	10
Final Integration Project	<u>50</u>
Total Points Possible	250

Grading Scale

238-250 (95%)	A	200-109 (80%)	B-	170-174 (68%)	D+
225-237 (90%)	A-	190-199 (76%)	C+	160-169 (64%)	D
220-224 (88%)	B+	185-189 (74%)	C	150-159 (60%)	D-
210-219 (84%)	B	175-184 (70%)	C-	0-149	F

ADA Statement

Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact the Disabled Student Services Office (DSS) on CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography

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- Johnson, Doug. (2002). *Indispensable teacher's guide to computer skills*. (2nd ed.). Worthington, OH: Linworth.
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(2000). *National educational technology standards for students: Connecting curriculum and technology*. Washington, D.C.: ISTE

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(2002). *Making technology standards work for you: A guide for school administrators*. Washington, D.C.: ISTE.

(2004). *Self-assessment activities for school administrators: A companion to making technology standards work for you*. Washington, D.C.: ISTE