School of Education
Master of Science in Education
Course Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

Course Information:

ED Number		Course Title
ED 527, CRN 20360		***Multimedia Design for Digital Learning***
Section/Semester	Location	Meeting Times
Summer 2014	**LIU12 Tech Center**	**June 24, 25, 26, 30, 2014 and July 1, 2, 2014 8:00 am – 4:00 pm**

Instructor Contact Information:

Instructor Name		Office Hours (if applicable)
Doug Tyson		**Virtual by Appointment**
Phone Number	E-mail	Best time(s) to be contacted
717.855.3311	**tyson.doug@gmail.com**	**Any time by email**

Course Description:

This course explores how multimedia is used for teaching and learning. Research-based principles of multimedia design will be explored to enhance competency and skills in multimedia development.

Textbook (optional):

Ivers, Karen S., Ann E. Barron. (2010). *Multimedia Projects in Education: Designing, Producing, and Assessing* (4th ed). Santa Barbara, CA: Publisher: Libraries Unlimited.

APA Online References:

- http://apastyle.apa.org/
- http://owl.english.purdue.edu/owl/resource/560/01/
- http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
- or email apasupport@wilkes.edu with your APA questions

Student Learning Objectives & Evidence of Student Learning:

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.

3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Classroom Technology Program Outcomes (CTPO)

6. The student will demonstrate the use of new technologies to create meaningful learning opportunities for all students.

Student Learning Objectives The students will:	ISLO SELO GEPO CTPO	Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~
I. demonstrate guidelines for effective multimedia development.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	• Brainstorming Web • Storyboard/Navigation Map
II. apply concepts of learning and communication in the development of multimedia presentations.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	• Digital Artwork • Screen Capture • Scanned Image • Digital Photograph • Digital Photograph Editing • Digital Audio Recording • Digital Animation • Digital Video or Screencast
III. develop multimedia projects from concept to completion in both individual and collaborative environments.	ISLO (1) SELO (1, 4) GEPO (1, 5) CTPO (8)	• Lesson Plan with Sample Multimedia Project
IV. advocate emerging technology as a tool for critical	ISLO (1, 2, 3)	• Class Discussions

7. The student will develop the ability to provide learning opportunities within the discipline that addresses different approaches to learning and creates instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
8. The student will acquire the ability to understand the role of technology within the discipline and be able to demonstrate skills using instructional tools and technology to gather, analyze and present information, enhance instructional practices, facilitate professional productivity and communication.

thinking, creativity, and communication.	SELO (1, 3, 4) GEPO (1) CTPO (6, 7, 8)	

CT program Mission/Goal: Prepare educators to integrate technology into their curriculum and update their computer skills..			
***CT Program Outcomes**	***Student Learning Outcomes**	**Assignments**	**Assessment Tools**
Core Competency 1: ***Student Learning and Creativity** Professionals use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	a. promote, support, and model creative and innovative thinking and inventiveness. b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources. c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.		
Core Competency 2: ***Digital Learning** Professionals design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources that promote the use of technology to meet current academic needs.	a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and	Digital Video Assignment Multimedia Project/Lesson Plan	Multimedia Lesson Plan Rubric

	teaching.		
Core Competency 3: ***Information & Technological Literacy** Professionals exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.		
Core Competency 4: ***Digital Citizenship and Responsibility** Professionals understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. c. promote and model digital etiquette and responsible social interactions related to the use of technology and information. d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.		

Core Competency 5: ***Professional Growth and Leadership** Professionals continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. *National Educational Technology Standards for Teachers, Second Edition ©2008, ISTE® (International Society for Technology in Education), www.iste.org <http://www.iste.org/> . All rights reserved.	a. participate in local and global learning communities to explore creative applications of technology to improve student learning. b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.		

Course Requirements & Assessments:

I. The student will learn and demonstrate guidelines for effective multimedia development.

   a. The student will understand authoring terminology.
   b. The student will build effective and appealing teaching/learning environments that integrate technology in exciting ways for children.

II. The student will apply concepts of learning and communication in the development of multimedia presentations.

   a. The student will use cooperative learning, multiple intelligences and constructivism theories to develop multimedia projects.
   b. The student will use multimedia to enhance and deliver instruction.

III. The student will develop multimedia projects from concept to completion in both individual and collaborative environments

   a. The student will design and construct lessons, tutorials and presentations for the classroom utilizing authoring software.
   b. The student will incorporate multimedia, including sounds, pictures and movies into the products created.

IV. The student will advocate emerging technology as a tool for critical thinking, creativity, and communication.

   a. The student will demonstrate effective use of multimedia technology to motivate students in the classroom.
   b. The student will learn strategies to utilize multimedia technology in the classroom.

Middle States Competencies addressed in assignments are indicated in parenthesis.

Written communication (WC)
Oral communication (OC)
Scientific reasoning (SR)
Quantitative reasoning (QR)
Technological competence (TC)
Critical analysis & reasoning (CA&R)
Information literacy (IL)

Course Assignments

Unit	Assignment	Due Date
Unit 1	**Discussion**	See Course Calendar.
Unit 2	**Discussion**	See Course Calendar.
Unit 3	**Discussion**	See Course Calendar.
Unit 4	**Multimedia Software Comparison Chart**	See Course Calendar.
Unit 5	**Brainstorming Web**	See Course Calendar.
Unit 6	**Multimedia Project Visual Planning Tool (Hybrid Storyboard/Navigation Map)**	See Course Calendar.
Unit 7	**Discussion**	See Course Calendar.
Unit 8	**Digital Image Portfolio**	See Course Calendar.
Unit 9	**Digital Audio Recording**	See Course Calendar.
Unit 10	**Digital Animation**	See Course Calendar.
Unit 11	**Screencast**	See Course Calendar.
Unit 11	**Digital Video**	See Course Calendar.
Unit 12	**Multimedia Authoring Lesson Plan with Sample Project**	See Course Calendar.

Unit 4: Multimedia Software Comparison Chart

For this assignment, please create a chart that compares three multimedia software authoring applications. Compare ten features the software provides by creating a Microsoft Word Table with 4 columns and 11 rows. In the first column, describe the feature. Row 1 of columns 2, 3, and 4 should have the name of the software application. In columns 2, 3, and 4 place an "X" or a check mark to indicate that the software has the feature. You may compare any three similar software applications that allow students to create any type of multimedia. For example, you might compare one of the following categories and select specific software that fits into the category. There are literally dozens of software/applications that could fit under each of these categories.

Category	Software/Application 1	Software/Application 1	Software/Application 1
Multimedia	HyperStudio	Glogster (web-based)	Mediator 9
Presentation	Microsoft PowerPoint	Keynote (Apple)	Prezi (web-based)
Audio Editing	Windows Sound Recorder	GarageBand (Apple)	Audacity (open source)
Video Editing	Windows Movie Maker	iMovie (Apple)	WeVideo (web-based)
Photo Editing	Photoshop Elements	GIMP (open source)	Pixlr (web-based)
Drawing/Paint	Google Drawing (web-based)	Microsoft Paint	Sketchpad.io
Animation	FlipBook (web-based)	Go! Animate (web-based)	Kerpoof (web-based)
Screencasting	Screencast-o-matic (web-based)	Jing (web-based)	CamStudio (open source)
Mind Mapping	Inspiration	Kidspiration	Webspiration (web-based)
Cartoon	FlipBoom	Comic Creator	Anime Studio
3-D	Google Sketch-up	AutoCAD	Cabri
Website	Google Sites	Weebly (web-based)	CoffeeCup

There are hundreds of multimedia authoring software programs. If you "Google" the term "multimedia authoring software" you will find lots of companies that sell their products and describe the features of these products. The intent of the assignment is to get you to explore these programs and their features. In addition to the chart, please write between 200-300 words describing which software might work best for your classroom use or for teachers in the field. (QR Rubric)

Unit 5: Brainstorming Web

Students engaged in creating multimedia projects are encouraged to brainstorm the content of their topics. This can be accomplished by a number of methods including paper and pen, chalk and chalkboard, post-it notes and poster board, software applications like Inspiration, and various web-based applications.

For this assignment, create a digital brainstorming web for any instructional content. Please include the following in your brainstorming web:

1. At least one main topic and five sub-topics
2. Color to define categories
3. Clipart
4. Connectors/Branches
5. Titles/Phrases

You can accomplish this using any number of tools. Consider the following…

- **Inspiration Software** - http://www.inspiration.com (trial version)
- **Kidspiration Software** - http://www.inspiration.com/kidspiration (trial version)
- **Bubbl.us** - http://bubbl.us
- **Spiderscribe.net** – http://www.spiderscribe.net
- **Mindmeister** – http://www.mindmeister.com
- **XMind** - http://www.xmind.net
- **FreeMind** - http://freemind.sourceforge.net (open source software)
- **View Your Mind** - http://sourceforge.net/projects/vym (open source software)

Once you have completed your brainstorming web, please save it as a .jpg, .pdf, .doc, .docx, or .rtf file and upload to the course assignment dropbox.

Unit 6: Multimedia Project Visual Planning Tool (Hybrid Storyboard/Navigation Map)

A *hybrid storyboard/navigation ma*p is an excellent planning tool to help your students with the development of multimedia projects. This tool is combination of a storyboard and navigation map (flowchart).

For this assignment, create a hybrid storyboard/navigation map for a non-linear multimedia project assignment. A hybrid storyboard/navigation map is a planning tool to help you think through your multimedia project design.

Your hybrid storyboard/navigation map must include the following…

- Minimum of 20 slides
- Descriptive placeholders for graphics (or simple sketches),
- Text, navigation buttons, and screen/card titles.
- Navigation placement
- Project title slide (this slide will "introduce" your project)
- Table of Contents
- "About the Author" slide
- References slide
- Arrows/lines to indicate navigation directions between slides (uses arrows)

Once your hybrid storyboard/navigation map is completed, please scan or take a digital photo of the storyboard, save as a .jpg file, and upload the file to the course assignment dropbox.

Unit 8: Digital Image Portfolio

For this assignment, you are going to create a Digital Image Portfolio. Your portfolio will be a collection of images saved in Microsoft Powerpoint. You will submit your project as a .ppt or .pptx file. No other file types will be accepted.

Your portfolio will include the following…

- **Slide 1** – Portfolio Cover Page (Your Name, Project Name, and Date)
- **Slide 2** – Digital Artwork
- **Slide 3** – Screen Capture of your computer desktop
- **Slide 4** - Digital Photograph (Portrait) – your own original photo
- **Slide 5** – Digital Photograph (Landscape) – your own original photo
- **Slide 6** – Digital Photograph (Still Life) – your own original photo
- **Slide 7** – Digital Photo Editing (Black and White) - Show Original and Edited Image
- **Slide 8** – Digital Photo Editing (Red Eye Reduction) - Show Original and Edited Image
- **Slide 9** – Digital Photo Editing (Special Filter) - Show Original and Edited Image
- **Slide 10** – Digital Photo Editing (Captions/Labels) - Show Original and Edited Image
- **Slide 11** – Digital Photo Editing (Rotate Image) - Show Original and Edited Image
- **Slide 12** – Scanned Image
- **Slide 13** – Assignment Reflection (200-300 words)

The file size of your portfolio must not exceed 5 MB. Likely, you will need to compress images within PowerPoint to reduce the overall PowerPoint file size. Use the Microsoft PowerPoint built-in help system to find specific directions for your software version.

Digital Artwork

There are many tools to create digital art work. These art-oriented software programs and web-based (Web 2.0) applications are designed especially for painting, drawing, coloring, and creating original art work. Most of these tools mimic traditional artistic media such as oils, watercolors, acrylics, pencils, markers, crayons, chalk, pastels, and felt pens. Many of them also offer a variety of unusual, non-traditional tools.

For this assignment, create digital artwork that represents a minimum of one hour of effort using a variety of functions within the application. You can accomplish this using any number of tools including…

- **Microsoft Paint** (Software included with the Windows operating system)
- **Sketchpad** - http://mudcu.be/sketchpad/
- **iPaint -** http://www.jswidget.com/index-ipaint.html
- **Sketchtoy –** http://www.sketchtoy.com
- **Sketchpad.io** - http://sketchpad.io
- **Google Drawing -** http://drive.google.com
- **PaintBrush** - http://paintbrush.sourceforge.net (open source software, Mac only)
- **TuxPaint** - http://sourceforge.net/projects/tuxpaint (open source software)
- **GIMP** – http://www.gimp.org (open source software, Mac & Windows)
- **Seashore -** http://seashore.sourceforge.net/The_Seashore_Project/About.html (open source - Mac only)

Screen Capture

A “screen capture” or “screen shot” is the term used to describe the action of capturing your computer desktop or anything shown on your computer screen to a static image file. In other words, it is a way of taking a snapshot, or picture, of your computer screen. It is a highly effective technique for capturing any image that cannot be obtained in any other way.

Digital Photographs

Digital photography is a form of photography that uses an array of light sensitive sensors to capture the image focused by the lens, as opposed to an exposure on light sensitive film. The captured image is then stored as a digital file ready for digital processing (color correction, sizing, cropping, etc.), viewing or printing. Until the advent of such technology, photographs were made by exposing light sensitive photographic film, and used chemical photographic processing to develop and stabilize the image. By contrast, digital photographs can be displayed, printed, stored, manipulated, transmitted, and archived using digital and computer techniques, without chemical processing. With the proliferation of devices with digital camera capabilities, these tools give students the opportunity to take integrate photography into their digital projects.

For this assignment, take three original photographs—one each of the following: **Still Life, Portrait**, and **Landscape**.

- **Still Life Photography** is the depiction of inanimate subject matter, most typically a small grouping of objects. Still life photography, more so than other types of photography, such as landscape or portraiture, gives the photographer more leeway in the arrangement of design elements within a composition.
- **Portrait photography** or portraiture is photography of a person or group of people that displays the expression, personality, and mood of the subject. Like other types of portraiture, the focus of the photograph is usually the person's face, although the entire body and the background or context may be included.
- **Landscape photography** is intended to show different spaces within the world, sometimes vast and unending, but other times microscopic. Photographs typically capture the presence of nature but can also focus on man-made features or disturbances of landscapes, especially within contemporary photography. Landscape photographers often attempt to document the space as well as convey an appreciation of the scenery.

Digital Photo Editing

The days of retake after retake are over with the continuing evolution of photo editing software. The minor errors that would’ve sent your pictures to the trash bin in the past can be fixed with a few clicks of the mouse using one of the many digital photo editing tools. There will be times when a photo is too difficult to fix or simply unfixable; however, those are going to be few and far between if you have the right tool and a little "know how." Digital photo editing involves a degree of learning, but that’s to be expected when you’re dealing with software that has so many useful functions. Fortunately, there are applications with streamlined feature sets, built-in tutorials, and easy-to-follow directions for those of us who don't have a lot of experience with such capable products. Whether you choose one or the other depends greatly on what you need your photo editing software to do and your level of experience.

For this assignment, take an original image of your own and do the following…

- Digital Photo Editing (**Black and White**) - Show Original and Edited Image
- Digital Photo Editing (**Red Eye Reduction**) - Show Original and Edited Image

- Digital Photo Editing (**Special Filter**) - Show Original and Edited Image
- Digital Photo Editing (**Captions/Labels**) - Show Original and Edited Image
- Digital Photo Editing (**Rotate Image**) - Show Original and Edited Image

You may use any photo editing tool to complete this assignment; here are some for your consideration.

- **MugTug Darkroom –** http://mugtug.com/darkroom
- **Simple Image Editing Tool** - http://sourceforge.net/projects/siet/
- **Pixlr –** http://www.pixlr.com

Scanned Image

In computing, an image scanner, often abbreviated to just scanner, is a device that optically scans images, printed text, handwriting, or an object, and converts it to a digital image. A common type of scanner found in many school districts is the desktop (or flatbed) scanner where the document is placed on a glass window for scanning. Your school may even have photo copiers with digital scanning capabilities.

For this assignment, scan an image of any photo, illustration, graph, table, or graphic with a penny in the bottom right of the image. Place the coin carefully on the scanner bed so as not to scratch the scanner glass. Save the image as a .jpg file and reduce the file size to less than 500k, next upload the file to the assignment dropbox.

ALTERNATIVE ASSIGNMENT: If you do not have access to a scanner, write a 500-word original report on how scanning technology could be used in your classroom if you had the equipment. Cite all resources in APA format.

Assignment Reflection

Write a 200-300 word reflection on this assignment. You might include what was difficult, what you liked or disliked about the assignment, describe the software used, describe what you might do differently if you had to do this type of assignment again, and/or describe what you learned.

Unit 9: Digital Audio Recording

Digital audio has emerged because of its usefulness in the recording, manipulation, mass-production, and distribution of sound. By encoding analog sound into digital format, we can now process sound digitally, adding effects, mixing, and so on, plus edit to literally dozens of "generations" without any loss of quality.

For this assignment, record a 10 second segment of narrated text (someone reading a passage of text from any source). You will need a microphone to complete this assignment. A microphone can be purchased from a local retailer RadioShack, Best Buy, or Wal-Mart (about $7). Save the file in .wav, .wma, .aiff, .mp4, or .mp3 format, then upload the file to the assignment dropbox.

To complete this assignment you may use any number of tools including:

- **Sound Recorder** - http://windows.microsoft.com/en-US/windows7/Record-audio-with-Sound-Recorder (Windows)
- **GarageBand –** http://www.apple.com/ilife/garageband (Macintosh Software)
- **Audacity** – http://audacity.sourceforge.net (Open Source Software, Mac & Windows)
- **Wavosaur** - http://www.wavosaur.com/ (Windows OS freeware)

ALTERNATIVE ASSIGNMENT: If you do not have access to a microphone and do not wish to purchase one, you may write a 500 word report on how digital audio technology could be used in your classroom if you had the equipment. Cite all resources in APA format. Save the document as an .rtf file and upload it to the assignment dropbox.

Unit 10: Digital Animation

Digital animation software and applications have advanced so much so in recent years that it is relatively easy to create animation within the classroom with the right tools. Having students create digital animation gives them tools to animate as a form of visualization and as a mode of communication which uses visual thinking. Animation is a sequence of images that tells a story visually, serving not only as an art making tool helping students interpret the world, but as a vehicle for expanding students' imagination in addressing their own knowledge and experience.

For this assignment, you are going to create a very basic animation along the lines of a person juggling, kite flying, car moving, stick-man running, bird flying, book closing, washing machine tumbling clothes, rocket launching, river flowing, tea kettle steaming, etc.) Be creative, you are not limited to these suggestions. Choose anything appropriate for the classroom and your content area (if possible).

You may use any of a number of tools to create your digital animation.

- **FlipBook** - http://www.benettonplay.com/toys/flipbookdeluxe
- **FluxTime** - http://www.fluxtime.com/animate.php
- **Kerpoof** - http://www.kerpoof.com
- **GoAnimate** – http://www.goanimate.com
- **Xtranormal** – http://www.xtranormal.com/
- **Voki** - http://www.voki.com
- **FlipBook Maker** - http://flipbookmaker.sourceforge.net/ (open source software)

Submission Options	
Option 1	**Option 2**
• Upload a .gif file to the assignment dropbox.	• Type the full URL in the assignment drop box comment box

Unit 11A: Screencast

A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration. The term screencast compares with the related term screenshot; whereas screenshot is a picture of a computer screen, a screencast is essentially a movie of the changes over time that a user sees on a computer screen, enhanced with audio narration. (OC Rubric)

For this assignment, you are going to create a 1 minute screencast demonstrating/teaching any software or web-based tool for creating any type of multimedia element (text, graphics, audio, video, animation). For this assignment, your tutorial must demonstrate one feature of a multimedia authoring software/application.

- **Screenr** - http://www.screenr.com/
- **Screencast-o-matic** - www.screencast-o-matic.com/
- **Jing** - http://www.techsmith.com/download/jing/
- **CamStudio –** http://www.CamStudio.org (open source software)

Once you have created your tutorial, upload it to the assignment dropbox.

Unit 11B: Digital Video

For this assignment, create an original "How to" video tutorial (between 30 seconds and 3 minutes). Select any appropriate topic.

Your video must include all of the following…

- Movie Title (screen)
- Subtopics (Step 1, Step 2, Step 3)
- Transitions between Sections
- Narration
- Rolling Credits

Save the file so that it is smaller than 5 MB. Choose any number of video editing software applications, including:

- **Windows Movie Maker** (Windows Operating System Software)
- **Apple iMovie** (Macintosh Operating System Software)
- **Adobe Premiere Elements** (commercial product)
- **Adobe Premiere Pro** (commercial product)
- **Avid Studio** (commercial product)
- **Final Cut** (commercial product)
- **WeVideo** - http://www.wevideo.com/ (web-based, highly recommended)
- **PopcornMaker** - https://popcorn.webmaker.org (web-based)
- **YouTube Video Editor** - http://www.youtube.com/editor (web-based)
- **Video Toolbox** - http://www.videotoolbox.com (web-based)

Once you have created your video, save it as one of the following formats: H264, MP4, WMV, MOV or AVI.

NOTE: Do not send the video project file! Most video editing programs create a project file. **This project file is not a true movie** in that it is not playable outside of software application (say for example, Windows Movie Maker). The file retains all of your components and editing data. **You must export the project file to one of the following finished video file formats (MP4, MOV, or AVI).** Next, upload your file to the assignment dropbox.

Unit 12: Multimedia Authoring Lesson Plan with Sample Project

In this course, you have explored various tools for creating multimedia. Which of these tools will you integrate into your classroom? How will you integrate these tools into your classroom? There are many various types of multimedia applications suitable for creating digital multimedia projects.

PART A:

For this assignment, create an instructional lesson designed for the grade level and subject area(s) you teach, plan to teach, or would like to teach.

You will have your students create a multimedia project using any Web 2.0 multimedia tool. For this assignment, you may NOT use Microsoft PowerPoint or Apple Keynote because other courses within the Wilkes Graduate Education Program require those assignments. I'm interested in having you stretch your technical skills.

Your lesson must demonstrate effective integration of digital multimedia projects for the classroom. The course articles and course website content should inform your approach.

Additional Requirements:

- Your lesson plan must be at least one-page, single-spaced.
- Do not include a title page.
- Use a 10 pt. font (Times New Roman, Calibri, or Arial)
- 1 inch margins (left, right, top, bottom)
- Save your document in .rtf, .doc, or .docx format

Include the following (in the order provided):

- **Your Name:**
- **Title of the Project:**
- **Subject Area:**
- **Grade Level:**
- **Brief Overview/Summary of the Lesson** (one paragraph)**:**
- **Learning Goals and Objectives:** (list at least three)
- **Multimedia Software/Tool(s)/Application(s):**
- **Multimedia Hardware Requirements:**
- **Timeline/Schedule:** (teacher preparation timeline and classroom project timeline)
- **Activities**: Step-by-step directions that students will take to complete the lesson (include strategies and learning activities that are student-centered, collaborative, and promote learning.) Don't forget to include pre-planning activities.
- **Potential Challenges:** Describe how you will implement your plan and how your behavior, management style, and instruction will address factors you think might be keeping you and your students from your vision of success.

PART B:

Include a sample Web 2.0 multimedia project that clearly demonstrates an exemplary project that you would expect to receive from your students (given enough time and resources). This sample project is the end result of

implementing your lesson plan; therefore, if your lesson plan is on creating claymation videos then the sample project you will submit will be a claymation video. This project must be your original work.

Your multimedia project must follow good design principles. Your entire project must not be larger than 5 MB. You may need to compress the file.

Upload your comprehensive lesson plan and sample multimedia project using the Assignment Dropbox.

Be sure to include all of your project files.

You will submit two files for this assignment using the following naming conventions...

- **LP_FirstName_Lastname** (insert your name) – [file type: .doc, .docx, .pdf, or .rtf]
- **SP_FirstName_LastName** (insert your name)

Note: LP is short for Lesson Plan and SP is short for Sample Project.

IMPORTANT NOTE: I must be able to view your project so save it in a common format that can be opened easily on most computers without any difficulty or required installations of software.

If you post your project to the web, you must make it viewable via a URL link which you will provide and you must **also include 7-10 screen shots** of your project placed in a PowerPoint file (.ppt or .pptx).

Attendance Policy:

Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. Discussions cannot be "made-up" after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts. In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all assignment due dates are assumed to be absolute unless prior permission for an extension has been granted.

Course Expectations & Late Work Policy:

All course work will be completed in a manner consistent with the high expectations of a graduate student. All required assignments and discussion postings are to be submitted by the due date and time provided by the instructor. When accepted, late assignments may result in a deduction of up to 25% for each day the assignment is late.

Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Online References:

http://www.apastyle.org/
http://owl.english.purdue.edu/owl/resource/560/01/

Course Grading:

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

General Class Information (Face-to-Face Course Format):

- Contribute to the class, your opinions and experiences are valued.
- Keep on top of projects! Submit work on or before the due date.
- Submit assignments early to avoid last minute technology problems.
- Submit your best work that reflects professionalism, attention to detail, and the thoughtful application of your pedagogical skills.

Course Technology Integration:

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

Academic Honesty:

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal. For more specific information, please refer to page 74 in the Student Handbook at: http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf. Students are expected to follow all other academic honesty expectations as outlined by the instructor.

Brainstorming Web

Criteria	Level 4 10 points	Level 3 7 points	Level 2 4 points	Level 1 1 point	Assignment not submitted. 0 points
Clarity of Elements	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Analysis	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Application	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Overall Score	**Level 4 11 or more**	**Level 3 8 or more**	**Level 2 5 or more**	**Level 1 0 or more**	

Multimedia Software Comparison Chart (QR)

Criteria	Level 4 10 points	Level 3 7 points	Level 2 4 points	Level 1 1 point	Assignment not submitted. 0 points
Data Presentation	*Advanced*	Proficient	Basic	Below Basic	Assignment not submitted.
Interpretation	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Application	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Overall Score	**Level 4 11 or more**	**Level 3 8 or more**	**Level 2 5 or more**	**Level 1 0 or more**	

Software/Application Tutorial (Screencast)

Criteria	Level 4 10 points	Level 3 7 points	Level 2 4 points	Level 1 1 point	Assignment not submitted. 0 points
Organization	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Flow	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Delivery	Advanced	Proficient	Basic	Below Basic	Narration not included.
Language	Advanced	Proficient	Basic	Below Basic	Narration not included.
Audio/Visuals	Advanced	Proficient	Basic	Below Basic	Audio and/or visuals are missing.
Overall Score	**Level 4 11 or more**	**Level 3 8 or more**	**Level 2 5 or more**	**Level 1 0 or more**	

Lesson Plan with Sample Multimedia Project

Criteria	Level 4 10 points	Level 3 7 points	Level 2 4 points	Level 1 1 point	Assignment not submitted. 0 points
Instructional Objectives	Advanced	Proficient	Basic	Below Basic	Instructional objectives are missing.
Alignment to Standards	Advanced	Proficient	Basic	Below Basic	Standards are missing.
Organization	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Classroom Management Strategies	Advanced	Proficient	Basic	Below Basic	Classroom management strategies are missing.
Integration of Multimedia Authoring Technology	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Learning Activities	Advanced	Proficient	Basic	Below Basic	Assignment not submitted.
Description of Hardware, Software, and Materials	Advanced	Proficient	Basic	Below Basic	Description of Hardware, Software, and Materials is missing.
Assessment	Advanced	Proficient	Basic	Below Basic	Assessment is missing.
Schedule	Advanced	Proficient	Basic	Below Basic	Schedule is missing.
Use of Planning Tools	Advanced	Proficient	Basic	Below Basic	Use of planning tools (like brainstorming webs, flowcharts, and or storyboards) are missing.
Overall Score	**Level 4 11 or more**	**Level 3 8 or more**	**Level 2 5 or more**	**Level 1 0 or more**	

Course Assignments – Point Values

ASSIGNMENTS	POINTS
Class Participation/Discussions	**180**
Unit 4 – Multimedia Authoring Software Comparison Chart	**15**
Unit 5 – Brainstorming Web	**15**
Unit 6 – Multimedia Project Visual Planning Tool (Storyboard/Navigation Map)	**10**
Unit 8 – Digital Image Portfolio	**100**
Unit 9 – Digital Audio Recording	**15**
Unit 10 – Digital Animation	**15**
Unit 11 – Digital Video & Screencasting	**50**
Unit 11A – Screencast	(25)
Unit 11B – Digital Video	(25)
Unit 12 – Multimedia Authoring Lesson Plan with Sample Project (Total for Parts A-B)	**100**
Unit 12A – Lesson Plan	(50)
Unit 12B – Sample Project	(50)
GRAND TOTAL	**500**

Class Schedule for the Semester

Date	Topic(s)	Assignments
June 24	Introductions & Multimedia Multimedia as a Tool for Teaching/Learning Multimedia Authoring Systems – Hardware Multimedia Authoring Systems – Software Classroom Management Strategies	 Unit 4 – Multimedia Authoring Software Comparison Unit 5 – Brainstorming Web
June 25	Digital Video and Screencasting	Unit 11 –Screencast Unit 11 – Digital Video
June 26	Multimedia Design Digital Audio and Editing Digital Images and Editing	 Unit 9 – Audio Recording Unit 8 – Digital Image Portfolio
June 30	Planning Tools for Designing Multimedia Digital Animation Evaluating Multimedia Projects	Unit 6 –Storyboard/Navigation Map Unit 10 – Digital Animation Unit 12 – Multimedia Authoring Lesson Plan & Project
July 01	Project Development	Project Development
July 02	Presentations Evaluations	Presentations Evaluations