

MEDT 7470 – DIGITAL MEDIA PRODUCTION AND UTILIZATION

Semester Hours: 3
Semester/Year: Spring 2015
Instructor: Dr. Adriana D' Alba
Email: adalba@westga.edu
Fax: (678) 839-6153
Office Telephone: 678-839-6129
Office Location 140 Education Annex
Office Hours Tuesdays and Thursdays, 1:00 - 4:00 p.m.
Online Hours Tuesdays and Thursdays, 11:00 a.m. - 1:00 p.m.

Online Support: CourseDen D2L Home Page
<https://westga.view.usg.edu/>
CourseDen D2L Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>, or
<http://help.view.usg.edu> (Click on “Request Support” for live chat)
UWG Distance Learning
<http://distance.westga.edu>
UWG Online Learning Connection
<http://www.westga.edu/~online> ,
Distance Learning Library Services
<http://www.westga.edu/~library/depts/offcampus/> ,
Ingram Library Services
<http://westga.edu/~library/info/library.shtml>
University Bookstore
<http://www.bookstore.westga.edu/>
CourseDen D2L Server goes down every other Friday 10:00 pm – 7:00 am
<http://www.alt.usg.edu/gaview/support/maint-schedule.phtml>
Information Technology Services Helpdesk: 678-839-6587

COURSE DESCRIPTION

This is an advanced course in the design and production of video instructional materials. Utilization of video will be included.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (*National Board for Professional Teaching Standards [NBPTS]*, *International Society for Technology in Education [ISTE]*, *American Association for School Librarians [AASL]*, and *Georgia Professional Standards [GaPSC]*) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of instructional strategies will be employed in this course including readings, evaluative analysis and review, small group discussion, individual and small group hands-on production, and self-reflection and assessment. A variety of interactive technologies will be used for communication, discussion, instruction, and sharing of resources, projects, and other information.

As such, you will be required to complete the following online activities during this course (times are approximate):

Discussion posts/bloggng/	600 minutes
Audio/video instruction/	600 minutes
Other online assignments/activities	1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Instructor Note: What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face "seat-time" trying to quantify "online seat time". It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

COURSE OBJECTIVES

Students will:

1. Design and produce educational videotapes in selected areas of interest that utilize in-camera and electronic editing techniques (Kyker & Curchy, 2003; McConnell & Sprouse, 2000; Millerson, 2001; Pogue, 2001; Zettyl, 2001). (decisive, inquisitive, adaptive, collaborative, culturally sensitive, knowledgeable, reflective; NBPTS 2, 3; ISTE TL I A, II D,E,F, III B,C,D, V C,D, VI A, VII A; ISTE T 2008 1, 2; NBPTS SLM V; AASL 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 4.5,6.4, 7.1, 7.2; GaPSC 1i, 1ii, 1iii, 1iv, 2ii, 2iv, 4v, 6iv, 7i, 7ii)
2. Operate basic audiovisual equipment needed for videotape productions (video camera, video recorder, lights, microphone mixers, microphone, editing machine, and computer graphic programs) (Kyker & Curchy, 2003; McConnell & Sprouse, 2000; Millerson, 2001; Pogue, 2001; Zettyl, 2001). (decisive, inquisitive, adaptive, collaborative, knowledgeable, reflective; NBPTS 2, 3; ISTE TL V C, VI D,E, VII A, B; ISTE T 2008 3; NBPTS SLM III; AASL 1.4, 7.1; GaPSC 1iv, 7i)
3. Develop a greater awareness of the role and impact of videotape in the instructional process as a means of meeting the special and diverse needs of students, teachers, and administrators (Davidson & McKenzie, 2000; Kyker & Curchy, 2003; McConnell & Sprouse, 2000). (decisive, inquisitive, adaptive, collaborative, culturally sensitive, knowledgeable, reflective; NBPTS 2, 3; ISTE TL II A,B, III A,E, V B, VI B,C, VII A,C, VIII A; ISTE T 2008 1, 2, 4, 5; NBPTS SLM V; AASL 1.1, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3; GaPSC 1i, 1iv, 2ii, 2iv, 5i, 5ii, 5iii)
4. Search and retrieve selected readings and/or instructional videotape resources for use with students and faculty in the student's area of interest (Kyker & Curchy, 2003; McConnell & Sprouse, 2000). (decisive, inquisitive, adaptive, collaborative, culturally sensitive, knowledgeable, reflective; NBPTS 2, 3; ISTE TL I B, II B, V A, VI C, VIII A; ISTE T 2008 5; NBPTS SLM V; AASL 1.3, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3; GaPSC 1iii, 1iv, 2ii, 2iv, 5i, 5ii, 5iii)
5. Engage Collaboratively

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Spannaus, T. (2012). *Creating video for teachers and trainers: Producing professional video with amateur equipment*. San Francisco, CA: Pfeiffer.

Required: access to digital video camera, digital video editing software (MovieMaker or iMovie), and a computer with multimedia and video capability

Recommended Text:

Rose, J. (2009). *Audio postproduction for film and video* (2nd ed.). Burlington, MA: Focal Press.

Abram, A. & Hoerger, D. (2009). *Award winning digital video projects for the classroom*. Eugene, OR: Visions Technology in Education.

- Bell, A. (2005). *Creating digital video in your school: How to shoot, edit, produce, distribute and incorporate digital media into the curriculum*. Worthington, OH: Linworth.
- Buechler, J. (2004). *Microsoft Windows Movie Maker 2: Do amazing things*. Redmond, WA: Microsoft Press.
- Greenwood, D. R. (2003). *Action! in the classroom: A guide to student produced digital video in K-12 education*. Lanham, MD: Scarecrow.
- Goodman, R., & McGrath, P. (2003). *Editing Digital Video: The Complete Creative and Technical Guide*. New York, NY: McGraw-Hill.
- Kenworthy, C. (2005). *Digital video production cookbook: 100 professional techniques for independent and amateur filmmakers* (1st ed.). Sebastopol, CA: O'Reilly Media, Inc.
- Limpus, B. (2002). *Lights, camera, action! A guide to video instruction and production in the classroom*. Waco, TX: Prufrock Press.
- McConnell, T. & Sprouse, H. (2000). *Video production for school library media specialists*. Worthington, OH: Linworth.
- Meyer, C., & Meyer, T. (2013). *After effects apprentice: Real world skills for the aspiring motion graphics artist*. Burlington, MA: Focal Press.
- Millerson, G. & Owens, J. (2008). *Video production handbook* (4th edition). Oxford: Focal Press.
- Ozer, J. (2004). *Microsoft Windows Movie Maker 2: Visual quick start guide*. Berkeley, CA: Peachpit Press.
- Pogue, D. (2011). *iMovie 11 & iDVD: The missing manual*. Cambridge: Pogue Press/O'Reilly.
- Shyles, L. (2007). *The art of video production*. Thousand Oaks, CA: Sage.
- Videography*, P.S.N. Publications, Inc., 2 Park Avenue, Suite 1820, New York, NY 10016.
- Zettle, H. (2006). *Video basics*. (5th ed.). Belmont, CA: Wadsworth Publishing Company.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Class Participation

This course lives or dies by YOUR participation and participation is just expected. You need to participate in the course regularly and you need to attend any *Wimba Live Classroom* or other virtual session(s) scheduled in *D2L CourseDen* (if applicable). Lack of participation, failure to complete group work in a timely manner, or other noted absence of participation may lower a student's cumulative point total by **20 points**.

You will find a discussion forum named "**Course questions**" in *D2L*. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

Discussions

You are required respond to a discussion prompts provided by the instructor. With a few exceptions, you are expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. **Points will be deducted if you don't follow this schedule**. In previous semesters I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

You are expected to read and participate in ALL online discussions. **You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete. You have to respond to the postings in a meaningful manner ("I agree" or "this is interesting" are not proper responses)**. Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or

endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation D2L *CourseDen* DB postings, online discussions)

Note that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change.

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Due Dates

All products/assignments/discussions will be due on the due dates posted. Do not fall behind in the class. Late assignments will not be accepted and will be assigned a score of **zero**. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements. I know sometimes real life situations happen, and can affect your class performance, that is why I insist if you have any issue, to let me know as soon as possible so we can make accommodations.

Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Ten percent of the total grade might be deducted for **each day** an assignment is late up to 50%. Without exceptions, late discussion board postings/replies will result in a grade of zero. All *CourseDen* assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *D2L CourseDen* has a **due date** and a **cut-off** date. The cut-off date is five days after the due date. For instance, if an assignment is due January 22nd, the final cut-off date is January 27th. After January 22nd, the assignment is "late." After January 27th, the assignment is GONE. No assignments more than 5 days late will be accepted.

Assignments:

1. Video Projects

Working individually (Claymation and project 1) and in small group production teams of 2-3 people (projects 2 and 3), students will complete three video projects. Below, you will see references to the assignments. **Full instructions** for each of the assignments will appear in the proper *CourseDen* modules. Students in groups will select which final project they will produce (i.e., either project – Promotional Video, or project – Educational Video). You may work individually on the final project **only if you receive prior approval from me**.

Note: To receive full credit for your second and third video projects, your critiques are a **requirement**. If you fail to provide your critique, your correspondent assignment will be awarded zero points.

Claymation video. Produce a brief animated video that can be used in the classroom. You can choose any subject area (math, science, arts, etc.)

Video Project 1: Video Bio. Produce a brief motivational video using any media (i.e., such as existing still photos, digital video, audio, and text) that describes your philosophy of technology, teaching, and learning. The video should be no more than 5 minutes long.

Video Project 2: Video Documentary produced using Resource Kit. For this project, you will develop a script and resource kit of audio, video, graphic, photographic, and text materials that are available in the public domain that students could use to produce a documentary video. Then, you will actually use the resource kit to produce a video documentary that falls into the documentary genre and will submit a brief reflection about strengths and weaknesses of your product.

Video Project 3 – Option 1: Promotional Video (small group project). The video should be one that a teacher, media specialist, or other educational professional could use to promote a school program, activity, event, etc. In addition to the edited video and storyboard/scripting requirements outlined below, a usage plan describing the purpose of the video; the audience that it was produced for; how, where, and when the video will be shown; and how its effectiveness will be evaluated must be submitted. In addition, you will submit a brief reflection about strengths and weaknesses of your product.

Video Project 3 – Option 2: Educational Video (small group project). The project should be a video that a teacher, media specialist, or other educational professional could use for instruction, **or** that P-12 students could produce as part of an instructional classroom activity. The first alternative would be a video that students would WATCH, for instance a video on lab safety or a demonstration of how to build a rocket. The second alternative would be a video that students would MAKE (although for purposes of this class YOU will actually produce the video – the point is that producing the video would be an appropriate learning assignment for your students). This alternative could be a demo, documentary, commercial, sitcom, newscast from another time or place, drama, etc. that students might script, shoot, and edit. In addition, you will submit a brief reflection about strengths and weaknesses of your product.

2. Video in Education Final Reflection

At the end of the course, each student will write a short paper responding to instructor provided prompts regarding their experience during the semester. Complete assignment requirements and submission instructions are provided in CourseDen D2L.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

3. Class Assignments and Participation (see course schedule & evaluation procedure for specific dates).

a. Viewing Analysis. Students will analyze short video segments for composition and structure, and post their analysis for each segment to CourseDen D2L discussion board. Complete project requirements and submission instructions are provided in CourseDen D2L.

(Objectives 3, 4; knowledge, skills, disposition; rubric)

b. Critique papers. Each student will view and critique submitted video projects for assignments 2 and 3 produced by other students. Critiques will be posted in the Critique Group discussion board for each project.

Note: To receive full credit for your second and third video projects, your critiques are a **requirement**. If you fail to provide your critique, your correspondent assignment will be awarded zero points.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

c. Discussion Boards. Throughout the course, students will be given assignments that require them to locate, post, and discuss information on CourseDen D2L discussion boards (DBs) related to use of video in school settings. Class assignments of this nature will be evaluated according to the quality and appropriateness of the information retrieved and posted to CourseDen D2L. Instructor reserves the right to change or delete topics.

Complete project requirements and submission instructions are provided in CourseDen D2L.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

IMPORTANT: You need to take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or discussions with numerous structural, grammar or mechanical errors, or missing the writer's name and the date of submission will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

File Naming Protocol:

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

1. Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
2. The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
3. The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., InitialReflection_)
4. The course number (i.e., for this course, 7470)

Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba_BA_InitialReflection_7470.docx).

REMEMBER: If you use MS Word, you do not add the final extension to the file name (e.g., ".docx") - MS Word does this for you.

EVALUATION PROCEDURES

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools
1. Participation/Discussions, Activities	20	Checklist, Observation
2. Claymation video	10	Checklist
2. Video 1 Introduction	20	Checklist
3. Video 2 Documentary	40	Rubric
4. Analysis of existing video documentary	15	Checklist
5. Video 3 Educational/promotional	50	Rubric
6. Video critiques (2)	10 points each	Checklist
7. Analysis of existing educational/promotional video	15	
8. "Video in education" final reflection	10	Checklist
TOTAL	200	
Professionalism/Participation	Possible points deducted for lack of professionalism or participation in discussions or activities: 20 points	Checklist/ Observation

All work completed in this course must be original work developed this semester.

GRADING POLICY

The following grading scale will be used:

A = 181 - 200 points
 B = 161 - 180 points
 C = 141 - 160 points
 and F = Below 140 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the

academic misconduct policy as stated in the *Connection and Student Handbook, Undergraduate Catalog*, and the *Graduate Catalog*.

Attendance: This course is taught completely online. Students are expected to log in to the CourseDen D2L course at least 4 times per week to check the course questions forum, class notes, email, contribute to discussion board postings, etc.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Extra credit activities are not available in this course.

Late Work: Work submitted after the due date may be subject to penalties to be determined by the instructor. This policy MAY be waived if the student has an emergency situation (illness, death, etc.) AND discusses the situation with the instructor BEFORE the due date.

Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in the face-to-face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time (late assignments will result in a loss of points).
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete assignments. This software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Disciplinary procedures described in the latest University of West Georgia *Connection & Student Handbook, Undergraduate Catalog, and Graduate Catalog*, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.