

WAYLAND BAPTIST UNIVERSITY
SCHOOL OF EDUCATION
VIRTUAL CAMPUS

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Title: Advanced Multimedia and Video Technology

Course Number: EDIT 5344 **Semester:** Fall 1 2026

Instructor: Richard Mendoza

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Course Description:

Advanced skill-building in how to use and teach multimedia and video technology to instruct, solve problems and communicate based upon the state and national Essential Knowledge and Skills.

REQUIRED TEXTBOOK:

Multimedia: Making it Work, 9th Edition (see Blackboard WBU eTextbook)

REQUIRED RESOURCE MATERIALS NEEDED:

- Access to a computer that can properly process video clips with adequate available storage space for saving videos
- NOTE: Chromebooks or other Android OS devices will not be useable for this course.
- Access (and knowledge of) Microsoft PowerPoint
- A video editing software (Such as, CapCut, Adobe Premier, Final Cut Pro, iMovie, Video Editor, Clipchamp, Black Magic Resolve, etc.)
- Hardware:
 - proper camera (phones are acceptable)

- audio capture

Please contact your professor immediately if you have any questions about resources.

COURSE OUTCOME COMPETENCIES:

1. The student will use effective media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.
2. The student will learn how learning theories, especially constructivist and directed approach theories, influence the development of multimedia and technology integration strategies.
3. The student will explore a brief history of multimedia in education.
4. The student will learn a simple model for planning multimedia and video projects.
5. The student will explore preproduction, production, and postproduction steps for video projects.
6. The student will learn techniques for successful digital videography and animations.
7. The student will design ten multimedia and video projects using information gained in the course.
8. The student will indicate an understanding of the foundational knowledge in the textbook by completing individual assignments and participation in discussion board questions.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Academic Honesty:

No form of cheating or plagiarism will be tolerated. In the very least, plagiarism or related forms of cheating will result in an F on the work in question, with the possibility of an F in the class. Some examples of cheating/dishonesty involve submitting writing completed by another person or generative AI as your own writing. An official report will be filed with the Vice President of Academics. **Link to WBU's [Statement on Academic Integrity](#)**

A. Generative AI tools permitted in specific context and with proper citations.

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.

- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

Assignment	Points
VIDEO SUMMARIES (7x100)	700
PROJECTS (7x100)	700
TUTORIALS (7x100)	700
FINAL PROJECT	400

TOTAL: 2,500

PRESENTATIONS EXPECTATIONS:

All videos in this class should be presented professionally. Think about your lighting, sound, script, etc. Avoid word fillers such as um, like, etc. (Please watch this video for more expectations: [LINK](#)). You will be expected to be seen in the video (no voice overs), so please dress professionally (no baseball caps, no sweats, no t-shirts/tank tops, no shirts with words or logos, etc.), as you would in the classroom or an organization. Do not have a distracting background. For each project there should be discernable audio, clear visuals, and proper lighting.

For Research Video Projects: I recommend using PowerPoint with embedded video (Example: [HERE](#)). Each PowerPoints must contain graphics that support your summary. Export the final to a YouTube channel (you will need to create one if you do not have one already). You must submit a hyperlink to the discussion forum by the due date. Please do not upload through the cloud, as all students need to be able to access them. Include slides that are professional, not walls of text, but graphics and bullets that support your instruction.

****IF YOU HAVE QUESTIONS, PLEASE CONTACT YOUR PROFESSOR.****

*** Course Calendar ***

*** See Blackboard for full assignment instructions ***

Weekly Syllabus

Week 1: Multimedia in the Modern Classroom and Learning Theories

- **Reading:** Chapter 1
- **Assignments:**
 1. **Research Video Project:** Read the chapter for this week. Find two YouTube videos support the chapter. In video format, submit a 10-15 minute PowerPoint presentation that summarizes the reading and the YouTube videos. (Please see the instructions above. You will be graded on these expectations.) Make sure you cite all reading and the videos you use.
 2. **Self-Interview Project:** Create a self-interview that is 3-5 minutes. The main criteria are listed above. (You will be graded on these expectations.) Additional criteria are:
 - Use a static shot (Use stabilization on your camera.)
 - Head and shoulder shot
 - Using the *rule of thirds*, you should be in the center with proper head space/room
 - Speak professionally, as you tell us about yourself
 - Optional: You may use multiple video segments to create one video

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

Week 2: Shooting & Editing Video

- **Reading:** Chapter 6 (only the “Shooting & Editing Video” section)
- **Assignments:**

1. **Research Video Project:** Read the chapter for this week. Find two YouTube videos support the chapter. In video format, submit a 7-10-minute PowerPoint presentation that summarizes the reading and the YouTube videos. Make sure you cite all reading and the videos you use. (Please see the instructions above. You will be graded on these expectations.)

Create a minimum of 10 different camera angles. (Example: Click [HERE](#)).

Additional criteria for this assignment are:

- Use titles to describe the shot
- Know and report these camera shots:
 1. Over the shoulder
 2. Medium
 3. Full body
 4. Head and shoulder (H/S)
 5. the 180 degree rule
 6. Establishing
 7. Side of person
 8. Camera movement - ie. tilt, dolly, pan, trucking
 9. Your individual choice
 10. Your individual choice
- Describe what is head/space room, look/nose room
- Use audible voice over
- Make sure to follow the rules you learned last week, paying special attention to the rule of thirds.
- Optional: You may use multiple video segments to create one video

(NOTE: If you do not know how to do any of these, you will need to research it.)

2. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

Week 3: Animation

- **Reading:** Browse Chapter 5, but also find 3 animation videos
- **Assignments:**
 1. **Research Video Project:** Read the chapter for this week. Find THREE YouTube videos on animation. In video format, submit a 5-7-minute PowerPoint presentation that summarizes the reading and the YouTube videos. Make sure you cite all reading and the videos you use. (Please see the instructions above. You will be graded on these expectations.)

2. **Animation Project:** Create a 20-30 second stick figure animation. (Example: Click [HERE](#)). The main criteria are listed above. (You will be graded on these expectations.) Additional criteria for this assignment are:
 - Use voice overs for the figure
 - Use “foley” for sound effects

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

Week 4: Using Chroma Key

- **Reading:** Research Chroma Key and find four videos
- **Assignments:**
 1. **Research Video Project:** Find a minimum of FOUR YouTube videos on “chroma key.” In video format, submit a 5-7-minute PowerPoint presentation that summarizes the YouTube videos. Make sure you cite all the videos you use. (Please see the instructions above. You will be graded on these expectations.)
 2. **Chroma Key Project:** Create a 30-60 second demonstration of using five segments of different objects in front of different backgrounds, using the chroma key process. The main criteria are listed above. (You will be graded on these expectations.) Additional criteria for this assignment are:
 - Five clips will be converted into one (Full segment is 30-60 seconds.)
 - Make sure the app you use can produce chroma key effects.

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

TEMPLATE Week 5: TOPIC

1. **Research Video Project:** Find a minimum of **FOUR** YouTube videos on “chroma key.” In video format, submit a **5-7**-minute PowerPoint presentation that summarizes the YouTube videos. Make sure you cite all the videos you use. (Please see the instructions above. You will be graded on these

expectations.)

2. **Chroma Key Project:** Create a 30-60 second demonstration of using five segments of different objects in front of different backgrounds, using the chroma key process. The main criteria are listed above. (You will be graded on these expectations.) Additional criteria for this assignment are:
 - Five clips will be converted into one (Full segment is 30-60 seconds.)
 - Make sure the app you use can produce chroma key effects.

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

TEMPLATE Week 6: Interactive Multimedia and Screencasting

1. **Research Video Project:** Find a minimum of FOUR YouTube videos on “chroma key.” In video format, submit a 5-7-minute PowerPoint presentation that summarizes the YouTube videos. Make sure you cite all the videos you use. (Please see the instructions above. You will be graded on these expectations.)
2. **Chroma Key Project:** Create a 30-60 second demonstration of using five segments of different objects in front of different backgrounds, using the chroma key process. The main criteria are listed above. (You will be graded on these expectations.) Additional criteria for this assignment are:
 - Five clips will be converted into one (Full segment is 30-60 seconds.)
 - Make sure the app you use can produce chroma key effects.

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. **Student Produced Tutorial:** Create a video tutorial explaining how you created the video in #2. The video should break down the concept and provide a simple, practical example of how to implement it. (Hint: You will want to screen capture your mouse movements in this video.)

TEMPLATE Week 7: Creating a Learning Community with Video

1. **Research Video Project:** Find a minimum of FOUR YouTube videos on “chroma key.” In video format, submit a 5-7-minute PowerPoint

presentation that summarizes the YouTube videos. Make sure you cite all the videos you use. (Please see the instructions above. You will be graded on these expectations.)

2. **Chroma Key Project:** Create a 30-60 second demonstration of using five segments of different objects in front of different backgrounds, using the chroma key process. The main criteria are listed above. (You will be graded on these expectations.) Additional criteria for this assignment are:
 - Five clips will be converted into one (Full segment is 30-60 seconds.)
 - Make sure the app you use can produce chroma key effects.

(NOTE: If you do not know how to do any of these, you will need to research it.)

3. In a 7-10 minute video, discuss what went well, wrong, mention other take-aways with creating the interview video.

Show examples of your pros and cons.

If you did the assignment with no problems, tell us what you did.

In this video, you do NOT have to embed yourself into a slide show.

Observe proper rule of thirds, look space and head space.

Of course, post and hyperlink.

Week 8: Final Project and Professional Portfolio

- **Assignments:**

1. In a 7-10 minute video, discuss your best take-aways and self-critiques about your work.
Provide your examples that convey your dialog.
I should see and hear you.
All video criteria to be observed.
2. Consolidate all project files (not tutorials or research videos) into one video.
At the end of each video, audio record your explanation of what you have created.

Example: <project 1 video ends> <audio recording of your explanation> etc.

You might need to use a video editor, like Final Cut, Premiere, CapCut. There are many free video editors and you may already have an app on your computer for this task.

If the software add a watermark, that is okay.

