

WAYLAND BAPTIST UNIVERSITY
DIVISION OF EDUCATION
PLAINVIEW 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 NUMBER AND TITLE: EDIT 5344 – Multimedia and Video Technology

CATALOG DESCRIPTION: use of multimedia and video technology to instruct, solve problems and communicate; capture and use of digital video to construct innovative applications for instruction and training in various educational settings.

INSTRUCTOR INFORMATION:

Dr. Jerrod Pickering

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TEXTBOOK:

No Textbook

COURSE OUTLINE: The major units of the course are:

1. Technology Integration using technology in the educational context, including the history and some projections for the future
2. Effectively integrating technology in the educational setting
3. Learning theories and integration models
4. Principles and strategies for integrating instructional software into teaching/learning activities
5. Integrating presentation, administrative, support and reference software in the educational setting
6. Using multimedia and video in the classroom
7. Integrating the Internet and other distance resources (web-based activities)
8. The future of technology

OUTCOME COMPETENCIES: See TEKS for Video Production

1. Describe the evolution of incorporating technology in education.
2. Plan and implement the integration of multimedia and video into the classroom.
3. Explain principal learning theories and integration models.

4. Use instructional software in teaching and learning.
5. Use productivity software in teaching and learning.
6. Use multimedia and hypermedia to support teaching and learning.
7. Describe a variety distance learning options and opportunities.
8. Use the Internet in teaching and learning.
9. Create a complete multimedia-integrated lesson based on teaching model(s) and learning theories either learned in the class or developed during the class.
10. Project the future of educational technology based on analysis of the educational environment and the current and projected state of educational technology.

COURSE REQUIREMENTS AND EVALUATION: Grades will depend on timely submission and assignment or project quality. To receive credit, all projects must be turned in no later than 4 p.m. on the last Friday of the term. As a requirement of this course, all students must review all material posted on the BlackBoard Server. Students are expected to attend all scheduled meetings.

GRADING STANDARDS: Grades will be recorded under the following guidelines for successful completion of various portions of course activity.

100% - 90%	=	A
89% - 80%	=	B
79% - 70%	=	C
69% - 60%	=	D
<60%	=	F

EXAMINATIONS: There will be no examinations. Each week there will be a project and with either a discussion and/or wiki assignment.

LAB PROJECTS: Lab projects will be taken either from projects in the text, projects given on handouts, or tutorials, depending upon their applicability. Students will not work on lab or homework assignments during lecture time. It is distracting to both the instructor and to other students. All projects are to be completed before the end of the course. Projects may be corrected and improved for a better grade.

HOMEWORK: Homework assignment due dates are all listed in the Schedule. Homework will be designed to supplement material given in class. Homework is considered to be late if it is turned in after the due date. Each assignment will be graded on a scale of 0-100. Late homework may receive a reduction in grade. Homework should be submitted to the link for the gradebook.

DISCUSSION: Occasionally, discussion items will be posted on Blackboard. Your participation is required. Throughout the duration of the class, class discussions, will be monitored by the instructor. However, one point bears note. Courtesy for fellow

students is expected. Ridicule of another's opinion will not be tolerated. In addition, there will be a participation grade for the discussion board.

PROVISIONS FOR HANDICAPPED STUDENTS: The front door of the building is equipped with a ramp for wheelchair access. All rest rooms have facilities to accommodate handicapped individuals. Classrooms and the computer lab all have sufficient aisle space and desk or table space for the physically impaired.

It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

ACADEMIC HONESTY:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to redo work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to work in question.
6. Assigning the grade of F for course.
7. Recommendation for more severe punishment (see Student Handbook for further information).

The faculty member involved will file a record of the offense and the punishment imposed with the division chair, campus dean, and the Vice President for Academic Services/Graduate Studies. The Vice President for Academic Services/Graduate Studies will maintain records of all cases of academic dishonesty reported for not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The appeals procedure will be the same as that specified for student grade appeals, see page 81. (See Student Handbook for further information or, for external students, the campus dean).

COURSE CALENDAR FOR EDIT 5344

<i>Week</i>	<i>Topic</i>
<i>1</i>	<i>Introduction and Copyright</i>
<i>2</i>	<i>Sound</i>
<i>3</i>	<i>Sound</i>
<i>4</i>	<i>Video</i>
<i>5</i>	<i>Video</i>
<i>6</i>	<i>Editing</i>
<i>7</i>	<i>Content</i>
<i>8</i>	<i>Project</i>
<i>9</i>	<i>Project</i>
<i>10</i>	<i>Project</i>
<i>11</i>	<i>Final</i>

I reserve the right to change Syllabus at my discretion.

ONLINE RESOURCES:

ISTE Standards -

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

TEKS for Video Production

§126.27. Video Technology (One Credit).

(a) General requirements. The prerequisite for this course is proficiency in the knowledge and skills described in §126.12(c) of this title (relating to Technology Applications (Computer Literacy), Grades 6-8). This course is recommended for students in Grades 9-12.

(b) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(c) Knowledge and skills.

(1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of digital and analog video systems, software applications, and communication and networking components;

(B) compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;

(C) make decisions regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;

(E) use vocabulary related to video technology; and

(F) compare and contrast linear and nonlinear editing.

(2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) outline differences among electronic input devices as related to video technology; and

(B) demonstrate proficiency in the use of a variety of electronic input devices including the keyboard, mouse, disk/disc, modem, scanner, voice/sound recorder, and digital video by incorporating such components into the video-related product.

(3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital and video information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and

(C) analyze the impact of video technology on society.

(4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) use strategies to access research information from different resources including local area networks (LANs), wide area networks (WANs), the Internet, and intranet; and

(B) construct and use appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information in electronic formats including text, audio, video, and graphics, citing the source;

(B) engage in preproduction planning by surveying the site and obtaining necessary permits and release forms; and

(C) acquire information from on-line help and other forms of documentation.

(6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:

(A) identify and employ a method to evaluate the information; and

(B) demonstrate skill in testing the accuracy and validity of the information.

(7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) use foundation and enrichment curricula in the development of video and digital products;

(B) integrate productivity tools including, but not limited to, video editor, sound editor, word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs to develop and modify solutions to problems for video productions;

(C) create video technology products for a variety of purposes and audiences; and

(D) develop technical documentation related to video technology.

(8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

(B) demonstrate proficiency in, appropriate use of, and navigation of LANs and WANs, the Internet, and intranet for research and for sharing of resources;

(C) participate in relevant activities in the larger community and society to create electronic projects;

(D) extend the learning environment beyond the school walls through the creation and sharing of digital and video products via electronic networks;

- (E) demonstrate knowledge in composition including ratio of image to frame, position in frame, line of gaze, pan/tilts, movement, and perspective;
- (F) demonstrate proficiency in basic camera techniques including zoom, focus, iris control, white balance, and filters;
- (G) create visual communication by applying the strategies of script writing;
- (H) engage in preproduction activities including storyboarding, script writing, production, contracting, and scheduling;
- (I) utilize lighting techniques including key, fill, and backlight, using incident/reflected light, color temperatures, and filter use;
- (J) use audio techniques, including microphone variances and audio mixers, and edit and integrate digital sounds;
- (K) participate in different roles and jobs of a production crew including executive producer, producer, director, engineer, script writer, editor, camera person, presenters, and audio technicians;
- (L) apply appropriate post production techniques including editing and creating control and/or time coded tracks, transitions, audio levels, background music, and special sound effects;
- (M) apply 2-D and 3-D animation effects to video;
- (N) use character generators, fonts, colors, and principles of compositions to create graphic images;
- (O) create captions and/or titles for video and graphics;
- (P) use different compression techniques, and/or programs; and
- (Q) demonstrate knowledge in outputting digital video to analog and analog video to digital.

(9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

- (A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product;
- (B) seek and respond to advice from peers and professionals in delineating technological tasks;

(C) create technology specifications for tasks and evaluation rubrics;

(D) resolve information conflicts and validate information by accessing, researching, and comparing data; and

(E) monitor process and product quality using established criteria.

(10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(A) use font attributes and color to ensure that products are appropriate for the defined audience and communication purpose;

(B) use white space and graphics to ensure that products are appropriate for the defined audience and communication purpose;

(C) use camera perspective to ensure that products are appropriate for the defined audience and communication purpose; and

(D) use content selection and presentation to ensure that products are appropriate for the defined audience and communication purpose.

(11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy or monitor display; and

(B) publish information in saved files, Internet documents, CD-ROM discs, or video.

(12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) evaluate the project for design, content delivery, purpose, and audience using established criteria;

(B) seek and respond to advice from peers and professionals in evaluating the product; and

(C) research the best method of distribution, number of copies of finished product, and appropriate method for promoting product.