Using Visual Literacy to Improve K-12 Student Learning
EDST 638 (3 Units) online
Fall Semester 2011: CRN 41465
August 30th – December 17th

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Instructor	Phone	E-mail Address
Dr Katherine Hayden	760.750.8545	khayden@csusm.edu
Stacey Campo		scampo@powayusd.com

Video Production in Education Certificate Program
This course is designed as part of the **Video in Education Certificate Program** at CSUSM, developed through a partnership with the *Picture This!* Project at the San Diego County Office of Education: http://picturethis.sdcoe.net/

Graduate Credit
This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General Option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

Some elements of this course are based on a project from the Escondido Union Elementary School District called *Project LIVE* found student achievement could increase student understanding and performance in academic areas.
http://www.eusd4kids.org/edtech/Proj_LIVE/Howard_Tribute_2008.mov
http://www.eusd4kids.org/edtech/project_live.html

Course Description
This online course will explore four elements of video production in the classroom: 1) learn how to plan for video production targeting student needs to impact learning based on student achievement; 2) learn the basic aspects of media production; 3) plan video production project and implement in a K-12 classroom setting, and 4) assess learning outcomes and reflect on the use of video to enhance student learning.

Learning Outcomes:
- Understand how to plan a video production project to target student-learning needs in content areas of curriculum.
- Understand the main elements of video production.

- Learn how to use a video camera and accessories to create videos.
- Develop a lesson plan and example project based on student needs in a content area related to academic content standards.
- Develop a video sample project for a classroom project.
- Plan and implement a video production project in a K-12 classroom.
- Assess the outcomes of implementation of a video production project in a content area related to student needs.

Required Text and Materials:

- Up to Date Computer and Operating System that provides software for digital editing, video editing and photo manipulation. Free tools are also available online.
- Digital Video Camera that can be connected to a computer through USB
  Recommended is a Canon Digital Video Camcorder, 1000x Digital Zoom, #ZR 800 (or 960) Mini DV, 35X equivalent or better. These are available as new or used online. The CSUSM campus allows check out of similar video cameras and microphones through their Multimedia Check Out Room on the 2nd floor of Kellogg Library, however, you will need to follow their guidelines (cameras can be checked out for 1 week at a time). There are penalties for late returns, and they are not open on weekends.
- USB Microphone for recording audio files - *such as: the Samson Q1U*
- Green Shower Curtain (not shiny) bed sheet or material for Chroma key Video
- Access to K-12 classroom for field-testing a technology lesson.

Plagiarism and Cheating
All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

Attendance Policy
In this online course, it is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Cougar Courses Moodle shell every 2-3 days.** This will provide you the opportunity to stay in touch with the module assignments, activities and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Moodle and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. In addition, you must have ongoing access to a digital video camera and microphone for course activities. Recommendations are made within Module 0 in the course. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). You must use **Firefox** as your browser in order to have full feature editing ability. *Modules begin on Tuesday each week and end on Monday the following week except for when Monday is a holiday. **Initial posts in each module are due on Friday** after the module start date.*

Graduate Writing Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SOE graduate courses.

Grading Policy

IT is expected that all required work will be submitted or posted on time, and that students will proofread and edit their assignments and posts prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proofreading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance.

Late Assignments:

Assignments are due before midnight on the date specified. Students are expected to submit early to avoid last minute technical difficulties. Late assignments, or posts, will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

Discussion Posting (Value Added Model)

When replying to a forum post in Moodle (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. Use a variety of these formats instead of using "expand" as a general format. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to model effective use of all formats to demonstrate their understanding of this model.

Assignment Questions: There is a **Questions** Forum section in Moodle. This forum is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. It is hoped that other students will respond to questions when they have information that will help answer the question.

Moodle Help: Contact the CSUSM help desk for you have questions about Moodle tools such as posting in forums, submitting assignments, or receiving announcements. Their location and hours are listed on the web: http://www.csusm.edu/iits/support/studenthd/index.html Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Moodle environment including problems with accessing files, uploading assignments, and using Moodle tools. **If you write to the instructor about a problem with Moodle,** please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

Important Considerations:
- Assignments are due when noted in the module and/or assignment link. Submit assignments early to allow for any technical difficulties.

- **All assignments should be based on thoughtful reflection**, and submitted only after final edits and proofreading. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion forums instead of posting a file. There is a spell check in Moodle, but it will not catch all errors.

- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.

- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors as well as being submitted on time.

- **Remember to cite** all information obtained from others completely in APA 6th Edition format. References are required.

- **Participation Points:** you are expected to be an active participant in the course forums, activities. You are expected to respond to questions that others ask of you in forums as part of discussions. Your timely posting and engagement creates a dynamic community. In addition, your attitude and disposition are important to keep the environment positive and safe for everyone. Points for participation are added during forum discussions. Additional points are assessed by instructor based on your overall performance in the course activities.

Course Modules

There are 8 Main Topics in the course based on the 8 modules from the Picture This Web site. The Topics are listed below In addition, there is a 0 Module for becoming familiar with the course delivery system, acquiring materials and meeting others taking the course. Many of the topics have a Part B Module to allow two weeks to complete the topic area and tasks. There are a total of 15 modules (one per week) in the course that will be posted in Moodle. Each of the 15 modules requires one week and approximately 8 hours to complete. Some students may require additional time depending on learning style, prior technology experiences, and individual preferences and skills.

Topics are:
1. Video in the Classroom
2. Pre-Production
3. Camera Technology
4. Camera Technique
5. Lighting
6. Audio
7. Post-Production
8. Showcasing and Sharing

Proposed Activities by Topic

Topic 1: Video in the Classroom Introduction - Why use video? Looking at the research in educational video in the classroom.

1. Understanding student needs
2. Understand how to address needs related to content standards
3. Incorporating Problem Solving Skills
4. Main Assignment: Given a set of student data, identify specific video projects that address the data. (50 points)

Topic 2: Pre-Production A
Using Concept Maps to Storyboard.
Pitch the idea
Writing
Sets and Costumes
Management: Student Roles

Main Assignments: 100 points

Topic 3 and 4: Production B
Camera Technology: Shots and Angles (Shot List)
Camera Technique: Learning about the camera
Activity: Practice using a camera and create a shot list for your sample project.
Main Assignments: 150 points
Quiz: 50 points

Topic 5: Production C
Lighting Tips and Tricks
Activity: Practice using techniques for lighting. Make a series of video or snapshots showing the differences between at least 3 forms of lighting for a classroom video setting.
Activity: Begin your video project in the classroom and reflect on the Pre Production phase of the project. What worked well? What changes would you make?
Main Assignments: 100 points

Topic 6: Production D
Audio and Sounds: Narration and Exploring Free Music
o Activity 1: Create an original sound track for your video.
o Activity 2: Identify one audio file from a free music source online.
o Assignments: 150 points

Topic 7: Post-Production
Culmination - Editing and Polishing

Main Assignments: 100 points
Quiz: 50 points

Topic 8: Showcasing and Assessment
Publishing - Evaluation of Videos

Final Project: 100 points
Submit 2-3 student samples and reflect on how student learning was affected. Complete the reflection sheet and submit to the instructor.

Schedule

Course Module	Picture This Topics	Dates (Modules will be begin on Tuesdays)
0	Start This	8/25/2011
1	Video in the Classroom	8/30/2011
2	Preproduction	9/6/2011
3	Preproduction	9/13/2011
4	Camera Technology	9/20/2011
5	Camera Technology	9/27/2011
6	Camera Technique	10/4/2011
7	Lighting	10/11/2011
8	Lighting	10/18/2011
9	Audio	10/25/2011
10	Audio	11/1/2011
11	Post-production	11/8/2011
12	Post-production	11/15/2011
Thanksgiving Break 11/24 - 11/25		
13	Showcasing	11/29/2011
14	Showcasing	12/6/2011

Grading

Category of Grade	Total Points	Percentage of Grade
Assignments	650	65%
Quizzes	100	10%
Final Project	100	10%

*Participation	150	15%

*Forums, intro activities, participation in activities, disposition.

Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

Resources:
Picture This Web Site and Modules: http://picturethis.sdcoe.net/
IVIE Awards Resources: http://www.ivieawards.org/
Escondido Project LIVE Resources
https://sites.google.com/a/eusd.org/eusd-project-live/

Escondido Project LIVE Video:
http://www.eusd4kids.org/edtech/Proj_LIVE/Howard_Tribute_2008.mov

Ken Burns Photo Technique with iMovie Software:
http://multimedia.journalism.berkeley.edu/tutorials/video/imovie/photos-kenburns/
Digital Video in the Classroom
http://edtech.guhsd.net/video/videoideas.html
Chroma key with Window MovieMaker: http://www.wikihow.com/Chroma-Key-in-Windows-Movie-Maker
Chroma key Youtube video on how to do it:
http://www.youtube.com/watch?v=w6brdwY-dvU