COURSE SYLLABUS

Course: Using Digital Media to Enhance Learning

Presenters: Rushton Hurley

Credits: 3 Graduate Credits

Course Overview

Digital media can provide highly engaging access to knowledge—particularly when students are the makers of that media. Research suggests that incorporating multimedia into instruction extends students' critical and creative thinking skills and increases their motivation and self-esteem. Concurrently, they develop skills essential to the 21st century, including technological expertise and productive collaboration. Participants will learn why and how to use a range of tools and strategies to empower their students to express themselves through digital media and to develop their learning of curriculum through such projects as creating slideshows, screen casts, audio, and video projects. Presenter Rushton Hurley's screen casts walk participants step-by-step through the essential stages of such projects; student projects provide models of good practice; and interviews with teachers who have incorporated these projects into their curriculum highlight the benefits for students and provide inspiration for participants ready to embark on their own.

Presenters' Bios

Rushton Hurley earned his B.A. in history and religion at Trinity University in San Antonio, Texas, and two master's degrees, in education and East Asian studies, from Standard University, where his research included using speech recognition technology with beginning students of Japanese in computer-based role-playing scenarios for developing language skills. Hurley has been a Japanese language teacher, a principal of an online high school, a teacher trainer, an educational technology researcher, and a school reform consultant who has worked and studied on three continents. He is now director of an educational nonprofit called Next Vista for Learning, which he hopes may someday preclude ignorance. In the late 1990's his work with teenagers at a high school in San José led him to begin using Internet and video technologies to make learning more active and engaged, helping him reach students who had struggled under more traditional approaches.

In addition to his regular work, he devotes time to the community as a Rotarian and in Santa Clara's international exchange efforts. In early 2005, he was awarded the Baha'I Unity of Humanity Award in San Antonio, Texas, for his work developing online and international programs for at-risk students.

Course Objectives

After completing this course, educators will know:

- How to create audio, video, slideshows, and screen casts
- How to assess their students' work
- How to properly cite sources
- Sample projects as models for their own
- How to create rubrics

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Create audio, video, slideshows, and screen casts
- Assist their students in creating these digital media projects
- Align projects to the NET Standards for Students
- Integrate projects to advance their curricula
- Develop appropriate rubrics for digital media projects

Unit 1: Multimedia as a Learning Tool

Presenter Rushton Hurley, his interview subjects, and participants embark on a journey to explore why digital media is a powerful tool and how it can be used to enhance learning. Digital media can excite students and their teachers and can advance critical and creative thinking skills. Creating digital media improves collaborative skills and increases motivation and self-confidence, while helping students develop such practical skills as finding copyright-friendly material and citing their sources properly.

Unit 2: Learning to Use Audio

In this unit presenter Rushton Hurley teaches participants how to create podcasts and other audio projects, as well as where to find copyright-friendly audio files. Interviews with teachers using digital media illuminate many reasons to use audio in instruction before Hurley walks participants through the critical steps in using Audacity.

Unit 3: Projects with Audio

In this unit, presenter Rushton Hurley takes participants through the critical steps of planning audio projects as he simultaneously explores how to facilitate students' best work in all stages of the process. He provides tips for participants' own planning and suggests a number of projects to use as starting points.

Unit 4: Learning to Use Images and Slideshows

In this unit presenter Rushton Hurley introduces participants to the value of using images in slideshows, and to how to plan appropriate projects for students. Images can engage students by virtue of their unpredictability; they can be used as prompts for creative writing and as means to make precise observations and connections. Participants learn to use storyboards and Photo Story 3 to help their students make meaningful, curriculum-related slideshow projects.

Unit 5: Projects with Images and Slideshows

Rushton Hurley and his interview subjects share a number of ways that slideshow projects can enhance learning across the curriculum. They describe model single-image and multiple-image projects, all for multiple uses, including reproducing experiments, communicating with other schools, communicating with parents, and reviewing important steps in tasks the students need to learn.

Unit 6: Learning to Edit Video

In this unit, participants learn to use video footage—to capture, transfer, and edit it—as well as to guide their students through the process. Participants will come away from this unit with ideas for implementing video-making into their instruction.

Unit 7: Projects with Video

In this unit, presenter Rushton Hurley prepares participants to implement an assortment of video projects to enhance their students' learning across the curriculum. Participants view sample videos that will help them promote quality in their students' work and prevent students' mistakes before they make them. They also learn to create appropriate assessment rubrics. Hurley and his interview subjects offer examples of projects that will inspire participants to create meaningful projects of their own.

Unit 8: Next Steps

In this unit presenter Rushton Hurley begins by preparing participants to use screen casts for a range of curriculum-related projects. Participants will learn how to collaborate with online communities to develop their projects and to find appropriate audiences. They will learn where to pursue additional resources to enhance their own learning of these tools. They will also learn with whom and how to share videos that celebrate aspects of their educational community.

Unit 9: Creating Rubrics (project-based unit)

This project-based unit prepares educators to develop rubrics to assess their students' digital media projects. Participants read three brief articles online, respond to 10 quiz questions, and then go through steps to create a rubric.

Unit 10: Article: "Getting More Value out of the Technology You Already Have"
Participants read "Getting More Value out of the Technology You Already Have," which offers tips culled from educators for how best to exploit the technology available to them. They respond to the reflection questions that follow.

Unit 11: Article: "Using Multimedia to Overcome the Problems with Problem Based Learning"
Participants read "Using Multimedia to Overcome the Problems with Problem Based Learning," an article that explores the strengths and challenges to problem based learning and how multimedia can address those challenges. They respond to the reflection questions that follow.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions   25%
- Quizzes   15%
- Project   25%
- Final   35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Project

This project-based assignment requires you to develop a rubric appropriate for assessing one of the digital media projects you designed during this course. Please access the Rubric Template by clicking on the Resources button. Then follow the instructions below. (A Sample Rubric has been provided to assist you, also available by clicking on the Resources button.)

1. **TITLE AND STANDARD**

Choose one of the projects you have designed during this course for which you'll develop your rubric. Give your rubric a title and include the standard you want students to master.

2. **LEARNING GOALS/CRITERIA**

In the left-hand column, create a list of 3 – 5 learning goals/criteria for the project. Each goal should begin with a verb, and describe what a student should be able to do to demonstrate mastery. You may find it helpful to do a bit of Internet research on Bloom's taxonomy for assistance in describing the behavior you want students to demonstrate. (Note a final goal in the Sample Rubric is devoted to "Presentation," and separates the mechanics of the project from its content.)

3. **PERFORMANCE LEVELS**

Notice that there are four columns across the top of the Sample Rubric, each representing a performance level from Unsatisfactory to Distinguished. An even number of categories (in this case, 4) is recommended, as this helps graders avoid the tendency to choose the "middle" category. Teachers may want to re-label the performance levels to suit the age and ability level of their students, for example, using emoticons (smiley/frowning faces) or less formal language (needs more effort, getting there, good, awesome).

Begin with the "proficient" level (3) and describe a good performance in as objective terms as possible, that is, tell students what you'd expect to see from someone who had mastered the standards. Then create a description of a "distinguished" performance, one that would really wow you, for level (4). Finally, fill in levels (2) and (1).

4. **GRADING (OPTIONAL)**

Many teachers will want to include an additional column on the right for scoring the rubric. The assignment of points is completely up to you. For example, if you wanted a perfect score on the sample rubric to be 100, you could assign 25 points for every criterion met at the (4) level: 4 items x 25 for a total of 100 points. Level (3) items could be worth 20 points each, so a student with all 3's would receive 20 x 4 = 80 points, and so on. You might wish to assign a different number of points to different criteria, also known as a weighted rubric. For example, you could assign more points for content, fewer points for mechanics. (There's lots more information on the Internet regarding weighted rubrics and how to use them.)

5. **UPLOAD**
Once you've completed your rubric, please upload it to the eClassroom.

Project Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
TITLE AND STANDARD **Identify a project and a standard appropriate to that project.**	The standard selected shows evidence of "backward design," that is, the project was designed with the standard in mind.	The standard is appropriate to the project selected.	There's no clear connection between the project and the standard selected.	No standard has been provided.
LEARNING GOALS/CRITERIA **Create 3-5 learning goals for the project.**	All performance criteria for the Proficient category are met. Learning goals/criteria include higher-order thinking skills.	Learning goals/criteria describe steps to mastery that students will understand. With the exception of the "presentation" category, each learning goal/criterion begins with a verb. A learning goal/criterion for presentation is included.	Learning goals/criteria are included, but lack clarity re: expectations for students.	Learning goals/criteria are missing, or fail to follow the format suggested in the Sample Rubric.
PERFORMANCE LEVELS **4 Performance Levels are identified and described for each learning goal/criterion.**	Performance levels clearly delineate expectations, leaving no doubt as to what needs to be done to satisfy requirements at each level. Students will be able to evaluate their own performances.	Performance levels are appropriate for the targeted age group. Performance levels clearly delineate expectations, so that students will be able to evaluate their own performances.	Performance levels are present, but don't fully describe how students will meet expectations at each level.	Performance levels are missing, or descriptions fail to distinguish between performances at each level.
FORMAL ISSUES	Participant has made no grammatical or typographical errors. The rubric is well-organized, easy to read, and extraordinarily	Participant has made a few grammatical or typographical errors. The rubric is well-organized and easy	Participant has made some distracting grammatical or typographical errors. Some	Participant has made multiple grammatical or typographical errors. Rubric fails to follow the example provided.

	student-friendly.	to read.	organizational elements may prove confusing.	

Final

In your final, you will develop a lesson using the ISTE NETS Standards for Students and reflect on how the lesson employs technology to enhance teaching and learning.

<u>Develop a Lesson</u>

The ISTE NETS Standards for Students challenge teachers to help their students:
- Demonstrate creativity and innovation
- Develop their communication and collaboration skills
- Develop their research and information fluency
- Develop their critical thinking, problem solving, and decision making skills
- Become digital citizens
- Understand technology operations and concepts

Consult the standards (at http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx), read through the four components of each, and select one of the standards to align your lesson to. Your lesson should address at least three of the four components of the standard you choose.

Please do the following:

1. Choose a standard to align your lesson to
2. Outline your lesson in detail, including:
    a. The lesson's objectives (i.e., what skills/knowledge students will learn)
    b. The activity or activities students will engage in
    c. How the lesson differentiates for students' needs and/or interests
    d. How the lesson addresses each of the standard's components
3. Write a reflection addressing:
    a. How you think your lesson effectively employs technology to enhance your teaching
    b. How you think your lesson effectively employs technology to enhance your students' learning

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Outline your lesson in detail, including:	Participant has outlined a fully developed lesson in	Participant has outlined a lesson that includes all of	Participant has outlined a lesson that includes3- 4 of	Participant has outlined a lesson that includes 0-2 of the

• **The ISTE NETS standard chosen** • **The lesson's objectives** • **The activity or activities students will engage in** • **How the lesson differentiates for students' needs and/or interests** • **How the lesson addresses each of the standard's components**	appropriate detail that includes all of the following: • The ISTE NETS standard • The lesson's objectives • The activity or activities students will engage in • How the lesson differentiates for students' needs and/or interests • How the lesson addresses each of the standard's components	the following: • The ISTEN NETS Standard • The lesson's objectives • The activity or activities students will engage in • How the lesson differentiates for students' needs and/or interests • How the lesson addresses each of the standard's components	the following: • The ISTE Nets standard • The lesson's objectives • The activity or activities students will engage in • How the lesson differentiates for students' needs and/or interests • How the lesson addresses each of the standard's components	following: • The ISTE Nets standard • The lesson's objectives • The activity or activities students will engage in • How the lesson differentiates for students' needs and/or interests • How the lesson addresses each of the standard's components
Write a reflection addressing: • **How you think your lesson effectively employs technology to enhance your teaching** • **How you think your lesson effectively employs technology to enhance your students' learning**	Participant has written a thoughtful reflection, detailed with appropriate examples, addressing both of the following: • How he or she thinks the lesson effectively employs technology to enhance his or her teaching • How he or she thinks the lesson effectively employs technology to enhance students' learning	Participant has reflected on both of the following: • How he or she thinks the lesson effectively employs technology to enhance his or her teaching • How he or she thinks the lesson effectively employs technology to enhance students' learning	Participant has reflected on one of the following: • How he or she thinks the lesson effectively employs technology to enhance his or her teaching • How he or she thinks the lesson effectively employs technology to enhance students' learning	Participant has not reflected on the following: • How he or she thinks the lesson effectively employs technology to enhance his or her teaching • How he or she thinks the lesson effectively employs technology to enhance students' learning
Formal issues	Participant has made no grammatical errors. Participant has organized	Participant has made a few grammatical errors. Participant has organized most	Participant has made some distracting grammatical errors. Participant has	Participant has made multiple grammatical errors. Paragraphs are not organized around

paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.