# COURSE SYLLABUS

**Course:** Using Digital Media to Enhance Learning

**Presenters:** Rushton Hurley

**Hours:** 30

## 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 with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)

**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.

**Passing Requirements:**

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes                         40% of total grade
- Reflection Questions            60% of total grade

## KDS Self-Assessment Rubric:

|  | Distinguished | Proficient | Basic | Unsatisfactory |
|---|---|---|---|---|
| **Quizzes** | 100% Correct | 80% Correct | 60% Correct | 0-40% Correct |

|  | Distinguished | Proficient | Basic | Unsatisfactory |
|---|---|---|---|---|
| **Reflection Questions** | Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful | Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions | Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully | Participant includes no content from the course in his or her responses Participant does not address the questions posed |