



### Course Syllabus

<b>COURSE NUMBER:</b> EDTC 5290.01	<b>COURSE TITLE</b> Creating a Digital Movie	<b>TERM:</b> Spring2
<b>SITE:</b> Webster Hall Rm 225	<b>INSTRUCTOR CONTACT INFORMATION:</b> Mark Lynn lynnmar@webster.edu	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:** (insert course description below, the box will automatically expand as you type.)

This class will address the use of computer and digital video technologies to teach higher level thinking skills in the k-12 classroom. iMovie HD is the latest version of the easy-to-use software that has encouraged so many Mac users to make their own desktop movies. iMovie gives you easy to learn effects that let you do your digital storytelling in even more visually interesting ways without the use of a technical manual. Emphasis will be placed on the process of planning, shooting, editing, and presenting an iMovie. It is played using Quicktime on a Mac or a PC.

**2. LEARNING OUTCOMES:** (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
	Note The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.
1. become familiar with using digital cameras and camcorders	
2. develop storyboards to begin their video development	(NETS 2)
3. select appropriate scenes, lighting, timing, and content for their video	
4. become familiar with iMovie software to capture, edit, and present their video	(MO-STEP 1e, 2d, 4a, 4b, 5a, 6a)
5. become familiar with the variety of	(MO-STEP 5a, 4b)

presentation formats that can be used in a classroom.	
6. effectively integrate your videos into a classroom lesson	(NETS 3, NETS 5)

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)**

SCHEDULE AND COURSE OUTLINE: (Subject to Change)

Week One: 3/19

Class introductions, review of syllabus and class expectations, demonstrations of student and teacher projects, discuss and present the movie production process. Start Development and PreProduction. Time to work on storyboard creation (if time allows)  
HW: Storyboard for 1 movie due next week

Week Two: 3/26

Tips on shooting good video including lighting and audio. Create shooting schedule with digital equipment. Demo iMovie and how to capture and edit footage.  
HW: Start Shooting/Acquiring footage

Week Three: 4/2

Bring back footage from last week and start editing your movie. Time to work.

Week Four: 4/9

Effects, transitions, titles and audio. Time to work.  
HW: Storyboard for Movie 2 due

Week Five: 4/16

Time to work

Week Six: 4/23

iMovie importing, editing, and advanced features reviewed. Time to work on videos.

Week Seven: 4/30

Time to work on videos. Exporting of videos for different formats. iDVD overview. Time to finish and export videos.  
HW: Lesson Plan due next week

Week Eight: 5/7

Completion of projects and Individual iMovie presentations

**ASSIGNMENTS:**

- Digital Video Movie- Must include at least 2 minutes of live video.
- Digital Still Movie- Must include at least 20 still pictures.
- Storyboards- 1 storyboard for each movie (2 total)
- Lesson Plan- Create a detailed lesson on how ONE of your 2 movies could be used in a classroom

All videos created must have an educational focus.

**4. RESOURCES:**

**Required Text(s):** (Insert text information below; box will expand as you type.)

Text(s): None

Supplemental Readings: To be chosen by students

**5. EVALUATION:** (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Still Digital Picture Movie	1-6	30
Digital Video Movie	1-6	40
Storyboards	1-6	20
Video Lesson Plan	6	10

**6. GRADING SCALE:** (Insert grading scale criteria below; the box will automatically expand as you type.)

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

### iMovie Lesson Template

Choose ONE of your movies that you have created in this class. Describe how you will use your movie in a classroom as part of a lesson you teach. Your lesson should include the following parts:

Materials - What do you need to teach your lesson including any technology needs.

Lesson Objectives - What will the students achieve by the end of the lesson.

Description of the Activity- Describe what the lesson will look like and what the students will do.

Standard Alignment - Either how your lesson aligns to state standards or Bloom's Taxonomy.

Assessment - How will you know if the objectives have been met? Your lesson needs to be typed and no longer than 2 pages in length. It will be collected the last day of class when you present your movie.

Links:

MO State Standards: <http://www.dese.state.mo.us/standards/>

Blooms taxonomy: <http://www.nwlink.com/~donclark/hrd/bloom.html>

### **7. OTHER**

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade may be reduced. **Due to the short schedule of this class**

**attendance for every class period is required.** Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

**NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.**

## **8. Standards / Goals**

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**) - [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

### **ISTE NET Standards:**

#### **1. Technology operations and concepts.**

Teachers demonstrate a sound understanding of technology operations and concepts.

#### **2. Planning and designing learning environments and experiences.**

Teachers plan and design effective learning environments and experiences supported by technology.

#### **3. Teaching, learning, and the curriculum.**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

#### **4. Assessment and evaluation.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

#### **5. Productivity and professional practice.**

Teachers use technology to enhance their productivity and professional practice.

#### **6. Social, ethical, legal, and human issues.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

### **The School of Education (SOE) Goals:**

#### **1. The knowledgeable learner:**

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

#### **2. The informed instructor:**

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

#### **3. The reflective collaborator:**

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

#### **4. The responsive educator:**

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

*This syllabus is subject to change at the discretion of the instructor.*

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

## ACCESSIBILITY/ACCOMMODATIONS POLICY

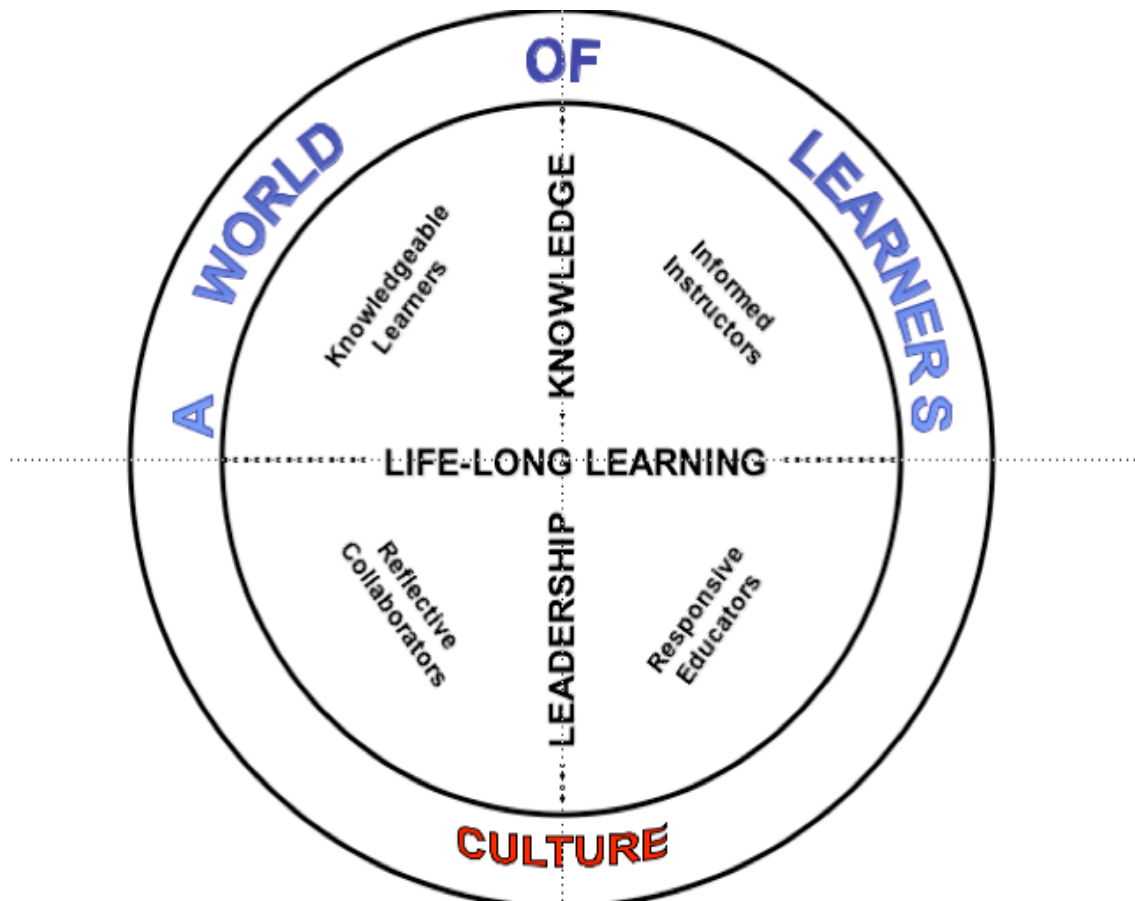
If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

Webster University  
School of Education

**Vision:** "... We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to

develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**