



EDTC 5060	Paul Shirer	paulshirer@earthlink.net
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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS

Flash in the Classroom	Summer 2003	2 credit hours
_____	_____	_____
COURSE TITLE	TERM	CREDIT HOURS

SVER – On Campus

SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course will introduce you to Flash MX software and its application in a classroom setting. Course will explore the basics of Flash, including tools and features, different types of animation, buttons, symbols, and movie clips. Students will explore the use of Flash in the classroom as both a teacher and student driven tool to support the teaching/learning process. Applications in the classroom include teacher created interactive assignments and quizzes, student created “show-what-you-know” performance tasks, use as a performance based evaluation and assessment tool, web application, and differentiation strategy for technology, communication, and problem solving.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Involvement in this course will enable educators to:

1. Provide a rationale for the importance of incorporating technology in the curriculum and differentiating instruction through educational technology. (MoStep 1, 2, 5)
2. Identify a real –world learning outcome/objective and incorporate Flash technology as a problem-solving tool for the classroom. (MoStep 1, 2, 5)
3. Plan and create a Flash animation to demonstrate understanding of concepts. (MoStep 1, 5)
4. Use Flash as a technology tool to exchange information and ideas. (MoStep 1, 5)
5. Using Flash animation, organize data, information and ideas into useful forms for analysis or presentation. (MoStep 2, 5)
6. Design appropriate instructional strategies for a variety of learners. (MoStep 2, 3, 5)

7. Design appropriate assessment tools for a variety of learners. (MoStep 2, 4)
 8. Become proficient in basic techniques of Flash animation. (MoStep 4, 8)
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

June 16	<p>Course Overview, Introduction to Flash environment Introduction to Flash as evaluative tool – teacher application Introduction to Flash as evaluative tool – student application Tools, timeline, drawing and painting, working with text, basic animation Exercise: Creating a timeline, basic animation problem Exercise: Student selected real-world application of Flash in the Classroom</p>
June 17	<p>Multiple Layers, symbols, tweening, buttons, guide layers, mask layers Exercise: Application of skill activity Exercise: Student selected real-world application of Flash in the Classroom</p>
June 18	<p>Review of Flash techniques Interactivity, Movie control Final project template requirements and criteria Exercise: Application of skill activity Exercise: Developing effective assessment strategies using Flash</p>
June 19	<p>Project development worktime Optional Afternoon Break-out Sessions: 1. Advanced Applications of Flash 2. Can you show me that AGAIN?</p>
June 20	<p>Project completion Project presentation to class Optional Afternoon Break-out Sessions: 1. Advanced applications of Flash 2. Can you show me that AGAIN? Course evaluations</p>

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): *Macromedia Flash MX: A beginner's Guide*, Brian Underdahl 2002
 Supplemental Readings: Supplemental handouts will be provided by the teacher.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
 - a) Completion in class of daily exercises/assignments incorporating Flash techniques
 - b) Development, presentation and sharing of final project Flash design based on real-world application of Flash in the Classroom
 - c) Class participation in daily discussions, problem solving, and analysis

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

None.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

None.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Other (explain):

NOTE: Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.