

Revised as of 11/23/11 43-UNC

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Graduate	College/School	Education
Prepared by	Don Peterson	Phone	474-5761 (Peterson) 474-5453 (Roehl)
Email Contact	dtpeterson@alaska.edu	Faculty Contact	Roy Roehl

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits: **Advanced undergraduate course providing current knowledge and practice in the content area.**

3. PROPOSED COURSE TITLE: **Fundamentals of Media Design**

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING: **Fall (every), as demand warrants**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) **2011-12 (Fall 2011)**
Correction: FALL 2012 j.h.

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

A variety of instructional methods will be used in this course, including Internet research, reading assignments, discussion, reflection, presentation, peer evaluation, and hands-on practice. There will be 3 required synchronous check-in times to assist students with this course.

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type) **Online/Web Delivered, 3 synchronous class sessions during the semester**

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ED F432 Fundamentals of Media Design
3 credits As Demand Warrants
Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture and motion screen capture. These productions will be included on the students' MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 431 Web 2.0 Fundamentals: Participate, Produce, Publish. Prerequisites: Admission to the Master of Education

Program or permission of the instructor. (3+0)

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER: X PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Admission to the Master of Education program or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

None

16. **PROPOSED COURSE FEES**

None

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This is an asynchronous web based course cosponsored with the Center for Distance Education. CDE has funded course development costs. CDE will advertise the course in the Distance course schedule. Student advising will be provided through the School of Education graduate advisor and faculty, as with existing M. Ed. students. Faculty workloads for SOE employees will be adjusted as needed and approved by department heads and SOE Dean. There is no impact on space as this course is web delivered.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X Yes Students will utilize Academic Search Premier

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The School of Education and the Center for Distance Delivery. Both departments have had equal input into the proposal for this M. Ed. concentration and the development of the new content courses. With the new concentration the School of Education will be able to offer a web based, asynchronous

Master of Education with emphasis in education technology, (M. Ed. in Instructional Technology Innovation).

The Center for Distance Education will manage the web course development, scheduling and advertising of this course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive: Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis. By offering this course and others in the proposed MITI program, enrollment in the M. Ed. program will increase. Core M. Ed. courses will see an increase in student enrollment (ED 601, ED 603, cross-cultural studies courses). This class is part of a proposed program that is a joint venture between the School of Education and the Center for Distance Education and will be offered completely online. There is further positive benefit to students, especially those in rural Alaska, who will have greater access to the M. Ed. program.

Negative: None anticipated

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

“Fundamentals of Media Design” is one of eight proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.

This course is one of two fundamentals courses that will be required before a student may continue in the MITI program. The course investigates and students master digital media production and publication.

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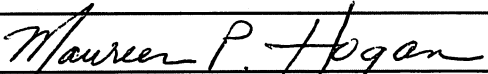
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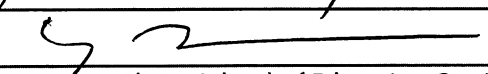
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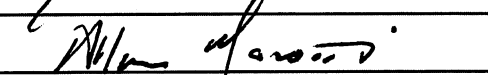
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APPROVALS:

 Date 9-19-11
 Signature, Chair, School of Education Graduate Program, Maureen Hogan

 Date 9/19/11
 Signature, Chair, School of Education Curriculum Council, Roy Roehl

 Date 9/20/2011
 Signature, Dean, School of Education, Allan Morotti

Date
 Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date
 Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ED F432; Fundamentals of Media Design and Web Tools 2.0

3 Credits

Don Peterson, Instructor (dtpeterson@alaska.edu)

Fall 2011

Room 162, Old University Park

Contacts: Phone-474-5761; Skype petersondon; Twitter @Akdonpeterson

Office Hours:

Catalog Description

Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture, motion screen capture, and analyze for educational content. These productions will be included on the students' MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 431 Web 2.0 Fundamentals: Participate, Produce, Publish.

It is expected that this course will take 135+ hours to complete.

Students in the course will:

- Capture and manipulate photos in proper format for print, computer display and web publication.
- Create and publish video productions with multiple elements and in correct format.
- Create, publish and video podcasts for educational content.
- Create and publish SMART presentations and incorporate available presentations.
- Create, publish, and print tutorials using static screen captures and analyze for educational content.
- Create, publish, and analyze video tutorials using motion screen captures.

Alignment with School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions.

The [UAF Student Code of Conduct](#) is adhered to in this course.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the [Office of Disability Services](#) (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the [Office of Disability Services](#) on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

Required Readings/Texts/Software

The readings for this course are meant to be as current as possible. Therefore instead of a text book we will utilize research based Journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

The required readings are as follows.

Anderson, M. (2010). Expanding the power of primary sources with web 2.0. *MultiMedia & Internet@Schools*, 17(4), 36-38.

Campbell, T., Shaing Kwei, W., Hui-Yin, H., Duffy, A., & Wolf, P. (2010). Learning with web tools, simulations, and other technologies in science classrooms. *Journal of Science Education & Technology*, 19(5), 505-511. doi:10.1007/s10956-010-9217-8.

Chih-Hsiung, T., Blocher, M., & Ntoruru, J. (2008). Integrate web 2.0 technology to facilitate online professional community: EMI special editing experiences. *Educational Media International*, 45(4), 335-341. doi:10.1080/09523980802588634.

Lewis, C., Tillou, A., Yeh, M., Quach, C., Hiatt, J., & Hines, O. (2010). Web-Based portfolios: A valuable tool for surgical education. *Journal of Surgical Research*, 161(1), 40-46. doi:10.1016/j.jss.2008.12.010.

Rethlefsen, M., Piorun, M., & Prince, D. (2009). Teaching web 2.0 technologies using web 2.0 technologies. *Journal of the Medical Library Association*, 97(4), 253-259.

Recommended Readings:

Oliver, K. (2010). Integrating web 2.0 across the curriculum. *TechTrends: Linking Research & Practice to Improve Learning*, 54(2), 50-60.

Barlow, T. (2008). Web 2.0: Creating a classroom without walls. *Teaching Science - The Journal of the Australian Science Teachers Association*, 54(1), 46-48.

Course Fees

There are no fees associated with this class as a personal web domain will have been established in ED 493, Web 2.0 Fundamentals.

Software used in the course will be available as freeware, shareware or trial versions for both Windows and Macintosh operating systems. A personal web domain will have been established in ED 493 Web 2.0 Fundamentals.

Writing Standards

Citations and references should adhere to the [American Psychological Association \(APA\) Formatting and Style Guide](#). Additionally, all of your blog and portfolio submissions (but not necessarily your tweets and comment) will be evaluated for proper spelling and grammatical usage.

Technology Requirements

This is an online course that will utilize several multimedia technologies. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive). Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset will be required. Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through a personal learning network.

Students will be expected to have the most current versions of several applications that will be used in this course, including [QuickTime](#), Flash ([Mac](#) | [Windows](#)), [iTunes](#) and [Java](#).

Before the first online class meeting, please visit the [ELive Qualification Room](#) and make sure that your system is capable of supporting ELive sessions.

Evaluation

Each assignment or project will be evaluated on a 5-point rubric with 0-4 points available. There will be a total of six assignments for a possible total of 24 points. The following grading scale applies:

- 24 points: A
- 21-23 points: B
- 18-20 points: C
- 13-17 points: D
- Below 13 points: F

The instructor will review and comment on each assignment and you are free to revise and resubmit as often as desired. Most assignments will also undergo a peer review process before they are included in your portfolio.

Course Assignments

Assignment: Photography/Graphics

Time to complete this unit: 22 hours.

Take a series of at least six high quality photos that demonstrate an understanding of composition, lighting and white balance. The photos are to be at least 8 MB and be related theme-wise. Prepare two of them for printing, two for computer display and two for web publication. Use filters for correcting color balance, contrast, etc. as needed.

Write a blog entry describing how the photos were prepared, reasoning for using or not using particular graphics formats (GIF, JPEG, PNG, TIFF) the aspect ratio used and any difficulties encountered and record any online resources found to be helpful.

Create a web album and a collage of the six (or more) photos with captions.

Instruction: 6, Assignment: 12, Collaboration: 4

Assignment: Video Editing

Time to complete this unit: 30 hours.

Create a series of three videos that are no longer than three minutes and have these elements: video, title, audio, narration, music, at least one still and appropriate transitions. The series of movies are to tell complete stories, document complete events or teach the viewer how to complete a series of tasks. Use consistent elements to demonstrate the movies are a series. Examples include safety issues in a science lab, tuning string instruments, art techniques, etc. Publish the movies on an appropriate online video site (YouTube, Vimeo, etc.). Publish the movies as video podcasts.

Write a blog entry that describes your camcorder (CMOS vs. CCD, DV vs. AVCHD, microphone(s), etc.), the aspect ratio of your video, the format of your movie (SD vs. HD, 640p, 640i, 720p, 720i, etc.) and why letterboxing or pillarboxing was or was not encountered.

Instruction: 8, Assignment: 18, Collaboration: 4

Assignment: SMART Technology

Time to complete this unit: 16 hours.

Create a series of two related lessons or presentations using SMART Notebook software. At least four elements (photos, graphics, etc.) are to be student-created. Publish the lessons/presentations to SMART Education Exchange.

Write a blog entry that describes problems encountered, how they were addressed and how SMART technology can be used effectively for learning/teaching or presenting.

Instruction: 6, Assignment: 6, Collaboration: 4

Assignment: Screen Capture

Time to complete this unit: 22 hours.

Incorporate appropriate applications (system tools, Skitch, etc.) to assist in creating two documents which demonstrate how to accomplish related computer-related tasks. Screen captures are to be appropriate in size and content. Labels, arrows and other elements are to be supportive of teaching/learning.

Write a blog entry that describes any problems encountered, how they were addressed and the use of screen captures in creating education materials.

Instruction: 8, Assignment: 10, Collaboration: 4

Assignment: Desktop Recording

Time to complete this unit: 22 hours.

Incorporate appropriate applications (Snapz Pro, ScreenFlow, Camtasia, etc.) to create two videos which demonstrate how to complete computer-related tasks. Incorporate consistent callouts, narration, music, etc. to show the relationship between the two videos.

Write a blog entry that describes any problems encountered, how they were addressed and the use of desktop recording in creating education materials.

Instruction: 8, Assignment: 10, Collaboration: 4

Assignment: Peer Review

Time to complete this unit: 24 hours.

For this assignment, you will be expected to critically review each of your cohort's blog posts for content and mechanics. This is an important step in the final publication of assignments to the MITI portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the post. Follow these guidelines:

Clarity of message

Cite at least one passage from each post that is the best example of clarity and/or insight, both in terms of relevance of content and strength of writing. Cite an example that supports your comments.

Improvement of message

Cite at least one passage from each post that needs improvement. In each case explain what needs clarification, is misleading, needs additional development, is factually unsupported, etc.

Writing Standards

Comment on any examples of typos or misspellings, grammar or usage, or lack of adherence to APA styles for [references](#) and [citations](#).

Instruction: 2, Assignment: 8 Collaboration: 14