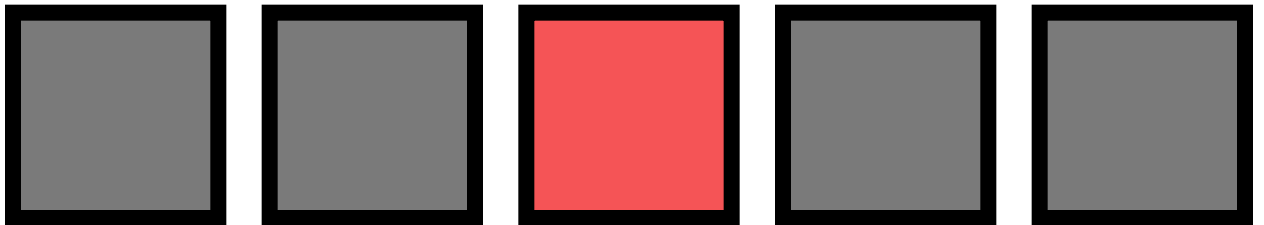


COMPONENT 3

Course Projects



PHOTOSHOP PROJECT INSTRUCTIONS

The Photoshop Project is the first component project that you will complete for this course. It is very structured with well defined steps for completion. However it is so with the hope of having you become comfortable with the Adobe Photoshop software interface and a few of the many tools it has to offer.

This scored project consists of 2 separate activities. The first of which you will cut yourself from one of your pictures, and then layer it on top of another photo. (Follow the instructions on the next page to complete this straight-forward activity.) The second activity is your creation of a *Visual Dictionary*. This activity is slightly longer but places more control in your hands as you will be deciding what elements to add to it.

The aim of this project is to provide you with (1) a skill you may transfer into other projects that may require image editing and (2) a product by which you may use in the future as a template for a lesson. Your goal should be to produce a professional piece of work. Doing so will most immediately help you achieve a good score, but at best you will develop something that you might actually be able to utilize with few modifications in the future.

Please record the submission requirements from your instructor.

DUE DATE/TIME: _____

PROJECT PREPARATION NOTES:

1 - Before You Begin the Project:

- a. Create a desktop folder and name it "Photoshop Project".
- b. Create 3 sub-folders named PSA0, PSA1, and PSA2.
- c. In PSA0 place 1 image of yourself.
- d. In PSA1 place 1 image of yourself & 1 background image.
- e. In PSA2 place 5 object images and the Visual Dictionary Template.

2 - Retrieve Visual Dictionary Template from Instructor or from directed site.

- ❖ Visual Dictionary Template - "supp_EDIT 3318_PS Visual Dictionary.jpg"

3 - Software Required to Complete Project:

- ❖ Adobe Photoshop CS 3/4
- ❖ Adobe Acrobat Professional

PHOTOSHOP PROJECT INSTRUCTIONS:

ACTIVITY #1

ACTIVITY #1 - CUT & LAYER

Complete each step of the process below. Once you've completed your product, place the file in "PSA1" sub-folder of Photoshop Project folder.

Files used for this activity... (1) Self Image & (2) Background Image.

01. Go to *FILE* in the top menu and *Open* (a) the image of yourself & (b) your selected background.
02. Select the image of yourself. In the top menu... Layer → Duplicate Layer → "Copy 0".
03. Look to the bottom of the Layers Palette. Click "Create new Layer" icon. Next, click "Create new filler adjustment layer" icon. Select "Solid Color" and make black.
04. Drag "Copy 0" to the top of list in the Layers Palette.
05. Save File as... "PSA1_working.jpg"
06. Look to the left toolbar. Select *Background Eraser Tool*. Set tolerance of tool to 30%.
07. "Be sure "Copy 0" layer is selected.* Then erase background around yourself. Be sure to run the crosshairs as close as possible to yourself.
08. Save File.
09. Look to the left toolbar. Select *Lasso Tool* and draw around yourself within the erased background section. When finished... Select → Inverse → Delete. (This will erase the background.)
10. Look to the left toolbar. Select *Move Tools* and click and hold cut out image. Drag image to your background image and release.
11. Save File of self on background as... "lastname_EDIT 3318_PSA1.jpg"
12. Place completed file in PSA1 sub-folder of Photoshop Project folder for submission.

YOUR NOTES:

PHOTOSHOP PROJECT INSTRUCTIONS:

ACTIVITY #2

ACTIVITY #2 - VISUAL DICTIONARY

Complete each step of the product below. Once you've completed your product, place the file in "PSA2" sub-folder of Photoshop Project folder.

Files used for this activity... (1) Object Images & (2) Visual Dictionary Template.

01. Go to **FILE** in the top menu and *Open* an object image.
02. Duplicate the background layer... Layer → New → Layer via Copy
03. Select Layer 1... Image → Adjustments → Desaturate
04. Select & Duplicate Layer 1... Layer → Duplicate Layer → "Layer 2"
05. **** At this point you should have 3 layers. ****
06. Select Layer 2... Image → Adjustments → Invert
07. Select Layer 2 & Change Layers Blend Mode... Layers Palette → Color Dodge
08. Apply the *Gaussian Blur Filter* (on Layer 2)... Filter → Blur → Gaussian Blur
(Move radius slider completely to the left, then begin slowly moving it right.)
09. Flatten Image Layers... Layer → Flatten Image
10. Save File as... "lastname_EDIT 3318_PSA2-VD #.jpg"
(You will progressively change the # as you produce more files.)
11. **Repeat this process 5 times on 5 different objects.**

NEXT STEP...

After you produce 5 desaturated object images, you will duplicate your "Visual Dictionary Template" file 5 times. (In Windows you can Copy & Paste 5 times, and on a Mac, simply right-click and select duplicate 5 times.) Using Adobe Photoshop with an object image file and a V.D. Template file open, you will copy the image over into the template using the *Rectangular Marquee Tool* and copy+paste function, then fill-out the other information (e.g. title, definition, description, and your name) as seen in the provided complete example. After you complete each file it is important that you **save each image exactly as the file name provided in Step 10 above.**

FINAL STEP...

Open each image in Photoshop and re-save each as "Photoshop PDF" kind. (Keep the same file names.) Import each of these PDF's in alphabetical order into Adobe Acrobat Professional and save as 1 PDF. Now you are ready to submit your assignment. Final PDF must be saved as "lastname_EDIT3318_PSA2-VD.pdf".

PHOTOSHOP PROJECT EVALUATION RUBRIC

COMPONENT 3

PART 1. COMPLETION OF ACTIVITY #1: [10]

<i>Did the student successfully complete the activity?</i>			TOTAL
01.	0 - NO	5 - YES	
<i>Did the student name their product file exactly as described?</i>			
02.	0 - NO	5 - YES	

PART 2. COMPLETION OF ACTIVITY #2: [80]

<i>Does the V.D. contain at least 5 images produced following the instructions?</i>						TOTAL
03.	2	4	6	8	10	
<i>Collectively, what is the quality of the images?</i>						
04.	1	2	3	4	5	
<i>Are the contents of each V.D. page complete?</i>						
05.	<i>(Title + Definition + Description + Name = 10 pts.)</i>					
V.D. Page #1:	2.5	5.0	7.5	10		
V.D. Page #2:	2.5	5.0	7.5	10		
V.D. Page #3:	2.5	5.0	7.5	10		
V.D. Page #4:	2.5	5.0	7.5	10		
V.D. Page #5:	2.5	5.0	7.5	10		
<i>Is the final document saved in a single PDF in alphabetical order?</i>						
06.	0 - NO	10 - YES				
<i>Is the product file saved exactly as described?</i>						
07.	0 - NO	5 - YES				

PART 3. COMPLETION OF LESSON PLAN + LEARNING OBJECTIVES: [10]

<i>Is a detailed lesson plan complete w/ 3 learning objectives & a scoring method?</i>			TOTAL
08.	0 - NO	10 - YES	

PART 1 TOTAL [10]: _____

SUB-TOTAL [100]: _____

PART 2 TOTAL [80]: _____

ADDITIONAL POINTS: _____

PART 3 TOTAL [10]: _____

TOTAL PROJECT SCORE: _____

FEEDBACK NOTES:

WEBSITE INSTRUCTIONS

Of the Component 3 projects in this course, this is the most important in terms of how it centrally fits in the course. The website you create will essentially be the student aimed version of the teaching/administrative portfolio you will create for Component 5.

To create your website we will use a free website builder called Weebly [www.weebly.com]. (You may also use Google Sites). The design layout, color scheme, and functions within your site will be entirely up to you. The general aim of this project is for you to create a **professional** representation of *the quality of your work*.

As previously noted, the overall design of the website is your choice. However, the content will be more guided as this assignment represents what you are capable of producing for students. That said, once you have established your site, play with it, begin considering various design approaches, ask for assistance or other opinions, and *focus* on how to integrate it perfectly with your document-based portfolio.

In an effort to help you conceptualize what your site will consist of, refer to the table below. At minimum, your site will consist of 9-10 pages.

01. Home Page	06. Lesson Activity - Page #2
02. Introduction Page	07. Lesson Activity - Page #3
03. Learning Resources Page	08. Lesson Activity - Page #4
04. Blog Page	09. Lesson Activity - Page #5
05. Lesson Activity - Page #1	10. Credits Page

*Lesson Activity Pages match with pages in Portfolio.
Lesson Activity Pages are based on work completed in this course.*

You have the entire term to complete this and some will be done in class. ***Your website is due with your portfolio on the last day of class.***

YOUR NOTES:

WEBSITE INSTRUCTIONS CONTINUED...

**** Each page on your site must have to following elements. ****

01: Home Page	
01. Title for Your Site	03. Welcome Message
02. Your Name (whole or Ms./Mr.)	04. Introductory Xtranormal Video

02: Introduction Page	
01. Your Name (whole or Ms./Mr.)	04. 1 clear Headshot (2" × 2").
02. EDIT 3318 + Section Number	05. Hyperlinks to each sub-page.
03. Do not use Default Background.	06. Date of <i>Last Update</i> .

03: Learning Resources Page	
01. Your Name + Title of Page	03. References for Borrowed Graphics.
02. Hyperlinks to each sub-page.	04. Date of <i>Last Update</i> .
05. 4 Types of Resources with a clear organizational structure.	
a. Educational Websites - 5 minimum	
b. Educational Software - 3 minimum instructional software programs	
c. Online Educational Games - 3 minimum	
d. Books & Other Resources - 3 minimum	

Notes on the "Learning Resources Page":

**** Annotated Bibliography of Resources. (3-5 sentences explaining content of that resource.) ****

Educational Games versus Educational Software...

- Educational Games in this context, are those available *online* and free for use.
- Educational Software in this context, is that which is available for purchase for use on computers.

Textbooks & other books...

- You may not link or copy/paste pictures of book covers because they are copyrighted. You may however, link titles and authors.

WEBSITE INSTRUCTIONS CONTINUED...

**** Each page on your site must have to following elements. ****

04: Blog Page

01. You are required to write 5 postings that discuss the website lesson activities and some little things students should note with them. It is an opportunity to inject a casual approach to explaining content rather than strictly academic.

05-09: Lesson Activity Pages

01. Your Name (whole or Ms./Mr.)

03. Hyperlinks to each sub-page.

02. EDIT 3318 + Section Number

04. Date of *Last Update*.

05. Title of project it is covering.

Lesson Activity - Page #1: A project you completed in this course, turned into a full lesson.

Lesson Activity - Page #2: A project you completed in this course, turned into a full lesson.

Lesson Activity - Page #3: A project you completed in this course, turned into a full lesson.

Lesson Activity - Page #4: A project you completed in this course, turned into a full lesson.

Lesson Activity - Page #5: A project you completed in this course, turned into a full lesson.

10: Credit(s) Page - *If needed.*

01. Your Name (whole or Ms./Mr.)

04. Linked Resource

02. EDIT 3318 + Section Number

05. Hyperlinks to each sub-page.

03. Name of Resource + Author/Creator

06. Date of *Last Update*.

WEBSITE EVALUATION RUBRIC

PART 1. WEBSITE OVERALL: [30]

Does it meet the minimum requirement of 9-10 pages?						TOTAL
01.	0 - NO			5 - YES		
How well is the site organized?						
02.	1	2	3	4	5	
How good is the ease of readability and/or viewing?						
03.	1	2	3	4	5	
Does it demonstrate thoughtfulness toward its audience?						
04.	1	2	3	4	5	
How well does it integrate with the document-based portfolio?						
05.	1	2	3	4	5	

PART 2. NON-LESSON ACTIVITY PAGES: [40]

Home Page meets Requirements?						
06.	1	2	3	4	5	
	-≥4	-3	-2	-1	0	
Introduction Page meets Requirements?						
07.	1	2	3	4	5	
	-≥4	-3	-2	-1	0	
Learning Resources Page meets Requirements?						
08.	Is the basic info included? (#'s 1-4)			0 - NO	4 - YES	
	5 Minimum Educational Websites?			0 - NO	1.5 - YES	
	3 Minimum Educational Software			0 - NO	1.5 - YES	
	3 Minimum Online Educational Games			0 - NO	1.5 - YES	
	3 Minimum Books & Other Resources			0 - NO	1.5 - YES	
Blog Page meets Requirements? (Total of 5 Postings.)						
09.	2	4	6	8	10	
Credits Page meets Requirements?						
10.	2	4	6	8	10	
	-≥4	-3	-2	-1	0	

PART 1 TOTAL [30]: _____

PART 2 TOTAL [40]: _____

WEBSITE EVALUATION RUBRIC CONTINUED...

PART 3. LESSON ACTIVITY PAGES: [30]

Lesson Activities Page #1				TOTAL
11. Is the basic info included? (#'s 1-5)	0 - NO	1.5 - YES		
How thoroughly developed is the design?	0.75	1.50	2.25	
How thoroughly developed is the lesson?	0.75	1.50	2.25	
Lesson Activities Page #2				
12. Is the basic info included? (#'s 1-5)	0 - NO	1.5 - YES		
How thoroughly developed is the design?	0.75	1.50	2.25	
How thoroughly developed is the lesson?	0.75	1.50	2.25	
Lesson Activities Page #3				
13. Is the basic info included? (#'s 1-5)	0 - NO	1.5 - YES		
How thoroughly developed is the design?	0.75	1.50	2.25	
How thoroughly developed is the lesson?	0.75	1.50	2.25	
Lesson Activities Page #4				
14. Is the basic info included? (#'s 1-5)	0 - NO	1.5 - YES		
How thoroughly developed is the design?	0.75	1.50	2.25	
How thoroughly developed is the lesson?	0.75	1.50	2.25	
Lesson Activities Page #5				
15. Is the basic info included? (#'s 1-5)	0 - NO	1.5 - YES		
How thoroughly developed is the design?	0.75	1.50	2.25	
How thoroughly developed is the lesson?	0.75	1.50	2.25	

PART 1 TOTAL [30]:	_____	SUB-TOTAL [100]:	_____
PART 2 TOTAL [40]:	_____	ADDITIONAL POINTS:	_____
PART 3 TOTAL [30]:	_____	TOTAL PROJECT SCORE:	_____

COMPUTER PRESENTATION INSTRUCTIONS

For this computer presentation assignment you will be producing a *Non-Linear Computer Presentation*. This assignment will be challenging and require time for planning each section, stepping back to consider elements of your design, and creating correct links between components. What you produce will be in of itself a stand-alone learning activity that you as a teacher may either execute in class or have students take home as an interactive homework assignment. With this assignment you have the chance to practice both your creative and planning skills. Otherwise, to ensure that you get the most out of this project, follow the guidelines below as they are foundation elements you are required to meet.

USE EITHER SOFTWARE PACKAGE:		DESIGN PRESENTATION AS A...
	Microsoft PowerPoint	Introduction
		Lesson(s)
	Apple Keynote	Self-Assessment
	...Combination	

Required Guidelines of *Non-Linear Computer Presentation*:

01. Absolutely no templates. Design from scratch with attention to design principles.
02. Minimum 41 Slides. 3 Core Slides; 3 Lesson Blocks; 1 Assessment Section.
03. Disable Mouse-click. (*Only allow progression through hyperlinked text, pictures, etc.*)
04. Every *assessment/quiz* slide must present a choice.
05. Stimulating experience. Utilize sounds, clip-art, animations, and transitions.
06. Attention to Copyright... Use clip-art *your* pictures, or others pictures with credit.
07. Self-Assessment form of Quiz.
08. Correct spelling, grammar, and facts. (Check these carefully.)
09. Credit Slide last with inclusion of appropriate full TEKS.
10. Title & Credit Slides are hyperlinked with a button.

COMPUTER PRESENTATION INSTRUCTIONS CONTINUED...

Before beginning the development of your non-linear computer presentation, you are required to submit (1) a Lesson Plan & (2) a Non-Linear Computer Presentation Concept Map. Together, these will help you begin the process of developing your project.

STEP 1: Lesson Plan

- #1 Complete information in Step 1 that you only feel is necessary to help you.
- #2 You may skip Steps 4 & 5.
- #3 Print a copy for yourself.
- #4 Save a second copy in PDF format and title "lastname_EDIT 3318_NLplan".
- #5 Follow instructor submission instructions.
- #6 Upon completion, use your answers to develop your Non-Linear Concept Map.

Use the NCRTEC Lesson Planner @ www.ncrtec.org/tl/lp

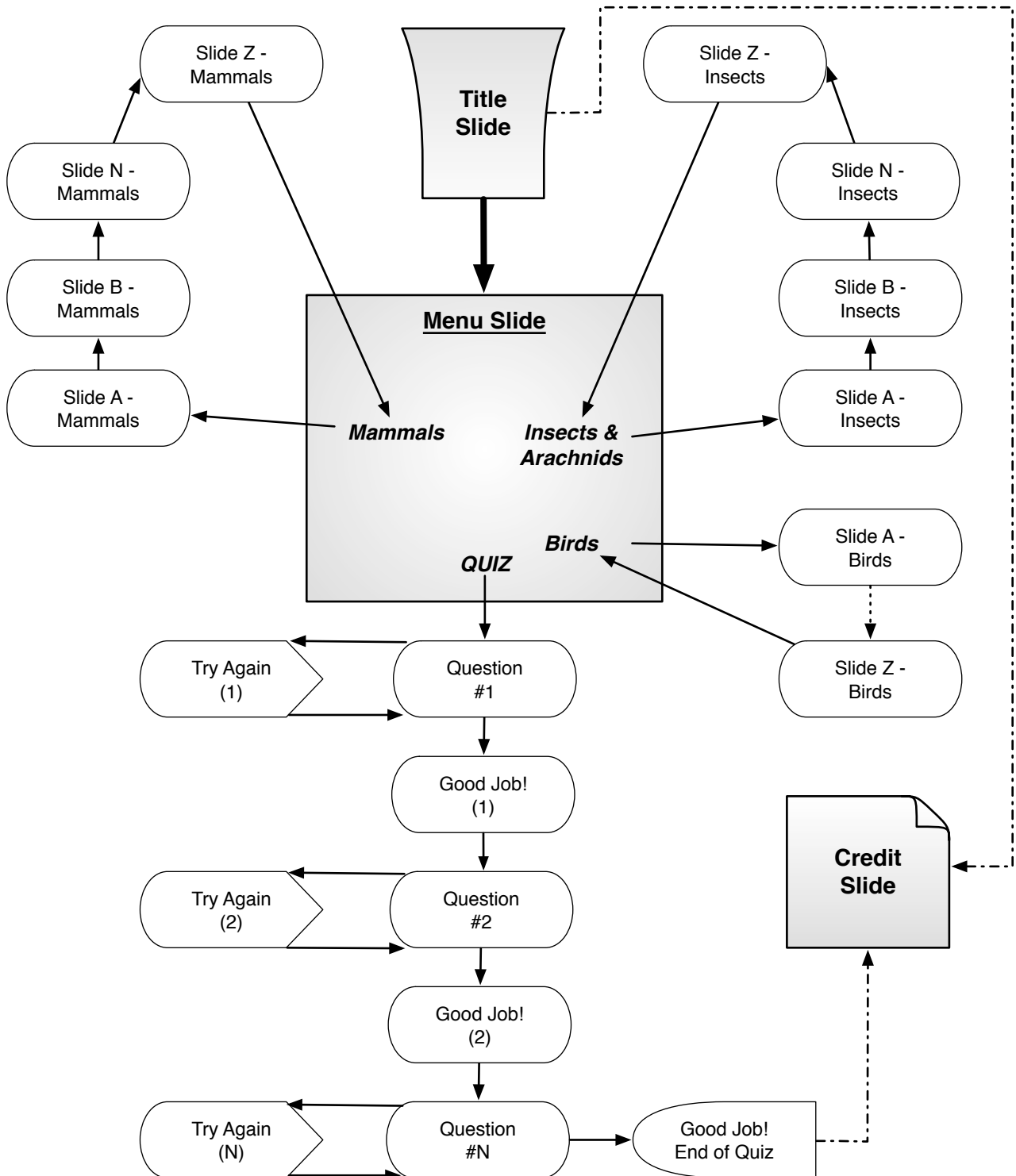
STEP 2: Non-Linear Computer Presentation Concept Map

- #1 Visit www.glimfy.com and sign up for an account.
- #2 Use the diagraming site tools to put together your concept map.
- #3 Upon completion, export to the desktop as a JPEG image file.
- #4 Show and explain completed work to your instructor.
- #5 Re-name or Save Image as "lastname_EDIT 3318_NLmap".
- #6 Submit exported JPEG image as directed by your instructor.

Refer to Concept Map handout.

YOUR NOTES:

Concept Map for a Non-Linear Computer Presentation



Adapted From:

Finkelstein, E., & Samsonov, P (2007). Figure 1.7 A Nonlinear Presentation. In *PowerPoint for teachers: Dynamic presentations and interactive classroom projects* (pg. 16). San Francisco: Jossey-Bass.

COMPUTER PRESENTATION EVALUATION RUBRIC

PART 1. COMPUTER PRESENTATION CONCEPT MAP: [10]

<i>Did the student complete and submit a concept map?</i>			TOTAL
00.	0 - NO	10 - YES	

PART 2. TEN REQUIRED GUIDELINES: [50]

<i>No template. Designed from scratch w/ attention to design process.</i>			
01.	0 - NOT MET	5 - MET	
<i>41 Minimum slides. 3 Core Slides; 3 Lesson Blocks; 1 Assessment Section.</i>			
02.	0 - NOT MET	5 - MET	
<i>Mouse-click disabled. Only progression through hyperlinked text, pictures, etc.</i>			
03.	0 - NOT MET	5 - MET	
<i>All assessment/quiz slides present a choice.</i>			
04.	0 - NOT MET	5 - MET	
<i>Stimulating experience. Utilizes sounds, clip-art, animations, and transitions</i>			
05.	0 - NOT MET	5 - MET	
<i>Pays attention to copyright. Clip-art, personal pictures, & other pictures w/ credit.</i>			
06.	0 - NOT MET	5 - MET	
<i>Quiz section allows student to self-assess.</i>			
07.	0 - NOT MET	5 - MET	
<i>Correct use of spelling, grammar, and facts.</i>			
08.	0 - NOT MET	5 - MET	
<i>Includes full TEKS in the Credit Slide.</i>			
09.	0 - NOT MET	5 - MET	
<i>Title & Credit Slides are hyperlinked with a button.</i>			
10.	0 - NOT MET	5 - MET	

PART 1 TOTAL [10]: _____

PART 2 TOTAL [50]: _____

COMPUTER PRESENTATION EVALUATION RUBRIC CONTINUED...

PART 3. QUALITY MEASUREMENTS: [40]

Information Content			TOTAL	
11.	0 - Minimal Info	2 - Basic Info	4 - Detailed Info	
Use of Language (Misspellings & Grammatical Errors)				
12.	0 - ≥4 errors	2 - 2-3 errors	4 - 0-1 errors	
Selected TEKS Alignment				
13.	0 - No Connection	2 - Some Connection	4 - Strong Connection	
Researched Information on Credit Slide				
14.	0 - none	2 - 1-3 used sources	4 - ≥4 used sources	
Grade Level Appropriateness				
15.	0 - Not appropriate		4 - Appropriate	
Is there continuity in design?				
16.	0 - Disorganized; Hard to follow	2 - Unclear section; Weak connections	4 - Clear sections; Connects well	
Is attention paid to slide structure?				
17.	0 - No attention paid	2 - Some to object placement; Strong negative space.	4 - Strategic object placement; Little negative space.	
Is color used to guide?				
18.	0 - Never	2 - Occasionally	4 - Completely	
Utilization of at least 3 fonts?				
19.	0 - 1 Font	2 - 2 Fonts	4 - 3 Fonts	
Are transitions & effects strategic or distracting?				
20.	0 - Distracting	2 - Both at times	4 - Strategic	

PART 1 TOTAL [10]: _____

PART 2 TOTAL [50]: _____

PART 3 TOTAL [40]: _____

SUB-TOTAL [100]: _____

ADDITIONAL POINTS: _____

TOTAL PROJECT SCORE: _____

INSTRUCTIONAL VIDEO INSTRUCTIONS

For this project you are to produce an instructional video for a student learning at a distance. The student you imagine could be at a distance due to being home-schooled, having an illness, living internationally, or some other reason. Whatever the case, think about this as you consider your audience. Remember, knowing your audience (and their circumstances) is critical for effective instructional planning.

The product you submit is to be completed from the perspective of the teacher. Meaning, you will produce a set of instructional materials for distance education that could be used in lieu of face-to-face class time. Furthermore, you are not only to produce an instructional video, but also the instructional materials to assist the delivery of the lesson.

In short, you are creating *a fully-developed lesson that is completely digitized and prepared for online delivery.*

Primary Software for Editing...



**Microsoft
Movie Maker**

Video Recording:

You may utilize a video camera or a webcam/iSight. Just be mindful of the video quality you receive.

Video Editing:

Even though MS Movie Maker is the software you are encouraged to use, you may use any other PC software of your choice.

Additional Options:

Other software packages you are recommended to explore for completing your assignment are as follows:

1. Adobe Captivate
2. Tech Smith Camtasia

If you wish to utilize one of these, your instructor can arrange access in the College of Education.

Checklist of Major Items:

- ☐ Completed eLearning Plan
- ☐ Topic Approved
- ☐ Teacher Focus of Video
- ☐ Instructional Materials
- ☐ Stage 3 Editing Elements
- ☐ Video Totals 8-12 min.
- ☐ Saved Project File
- ☐ Encoded Video File
(e.g. WMV, MP4, MOV, AVI, M4V.)
- ☐ Correctly Named Video File

INSTRUCTIONAL VIDEO

INSTRUCTIONS CONTINUED...

INSTRUCTIONAL VIDEO DEVELOPMENT GUIDELINES:	
Stage 1 - PLANNING	01. Complete & Submit an eLearning Plan with the following...
	a. Instructional Topic
	b. Proposed lesson layout & accompanying materials.
	c. Proposed reason student is at a distance.
	02. Instructor approval for the topic and plan.
Stage 2 - SHOOTING	03. Teacher must remain focus of the video.
	04. Teacher appears and conducts themselves professionally.
Stage 3 - EDITING	05. Final video must include the following...
	a. 8-12 minutes of video content.
	b. Internal or External Computer Presentation. <i>(Optional)</i>
	c. Strategic points of materials use.
	d. Inclusion of appropriate TEKS in Credits.
Stage 4 - SHARING	06. Save a project file AND export video for encoding.
	07. Encode as filetype WMV, MP4, MOV, AVI, M4V.
	08. Encode at video size 640x480.
	09. Burn video with lesson materials to a single CDR.
	10. Name video as "lastname_EDIT 3318_IV"

YOUR NOTES:

INSTRUCTIONAL VIDEO EVALUATION RUBRIC

PART 1. PLANNING: [15]

<i>Is the grade-level for the lesson defined?</i>			TOTAL
01.	0 - NO	7.5 - YES	
<i>Is there a clear or stated instructional topic?</i>			
02.	0 - NO	7.5 - YES	

PART 2. REQUIRED COMPONENTS: [40]

<i>Teacher is focus of video.</i>						
03.	0	2	4	6	8	
<i>8-12 Minutes of video content.</i>						
04.	0	2	4	6	8	
<i>Professional delivery of content.</i>						
05.	0	2	4	6	8	
<i>Provision (at least) 2 sets of of lesson materials. (May include online.)</i>						
06.	0	1	2	3	4	
<i>Utilization of provided lesson materials.</i>						
07.	0	1	2	3	4	
<i>Appropriateness of included TEKS in Credits.</i>						
08.	0	2	4	6	8	

PART 1 TOTAL [15]: _____

PART 2 TOTAL [40]: _____

FEEDBACK NOTES:

INSTRUCTIONAL VIDEO EVALUATION RUBRIC CONTINUED...

PART 3. QUALITY MEASUREMENTS: [45]

Quality of Script (Purpose; Flow; Breaks where needed.)						TOTAL
09.	1.5	3.0	4.5	6.0	7.5	
Audio Quality (Good throughout with little interference.)						
10.	1.5	3.0	4.5	6.0	7.5	
Video Quality (Good throughout with little pixelation.)						
11.	1.5	3.0	4.5	6.0	7.5	
Pixel Size						
12.	1.5		4.5		7.5	
	< 320 × 240		= 320 × 240		≥ 640 × 480	
Distance Education Perspective Thoughtfulness.						
13.	1.5	3.0	4.5	6.0	7.5	
Development of Lesson through span of video.						
14.	1.5	3.0	4.5	6.0	7.5	

PART 1 TOTAL [15]: _____

SUB-TOTAL [100]: _____

PART 2 TOTAL [40]: _____

ADDITIONAL POINTS: _____

PART 3 TOTAL [45]: _____

TOTAL PROJECT SCORE: _____

FEEDBACK NOTES:

VODCAST INSTRUCTIONS

For this project you are to produce a short video with an instructional component in a small group determined by your instructor. The instructional component you decide to address may present itself through the entirety of the video, or be led up to and presented as something of a point of revelation. However, whatever you do is up to you as this is *your creation!*

The product you submit is to be completed from the perspective of the student. Meaning, it is not to be strictly instructional, but rather be entertaining, thoughtful in presentation of information, and above all, demonstrate creative thinking to approach of addressing content. The best way for you to view this project, is to *aim to produce what you would look for your students to produce if you were to task them with an activity such as this.*

Primary Software for Editing...



Apple iMovie
(’08 or ’09)

Video Recording:

Will be completed during class time. You will be provided with a video camera. It is recommended that you use only 1 video camera as problems could arise importing video from different video cameras.

Video Editing:

As this project will be completed during class time, you will strictly use Apple iMovie for editing.

Additional Notes:

Depending on the quality you wish to produce, you may utilize iDVD to produce a full DVD.

If you wish to go this route, as your instructor for assistance.

Checklist of Major Items:

- ☐ Complete Group Storyboard
- ☐ Topic Approved
- ☐ All Members Appear
- ☐ All Members Film
- ☐ Stage 3 Editing Elements A-G
- ☐ Video is 5-7 Minutes in Length
- ☐ Saved Project File
- ☐ Encoded Video File
- ☐ Correctly Named Video File

VODCAST INSTRUCTIONS CONTINUED...

GROUP VODCAST DEVELOPMENT GUIDELINES:

Stage 1 - PLANNING	01. Complete & Submit a detailed Storyboard with the following...
	a. Scripts for Characters.
	b. Location(s) and Props needed for each scene.
	c. Plan for person responsible for scene filming.
	02. Instructor approval for the topic and plan.
Stage 2 - SHOOTING	03. Every member must appear in the video.
	04. Every member must take a turn filming a portion of the video.
	05. Use your own camcorder or those provided.
Stage 3 - EDITING	06. Final video must include the following...
	a. Title + Opening Credits
	b. Transitions and Effects
	c. Music (no more than 10% of a song)
	d. Text (e.g. headings, sub-titles, thoughts, etc.)
	e. 5-7 minutes of video content
	f. Closing Credits (w/ all member names appearing)
	g. Inclusion of an instructional component.
Stage 4 - SHARING	07. Save a project file AND export video for encoding.
	08. Submit video file or DVD.
	a. If video file... encode video $\geq 640 \times 480$, save as M4V or MP4, and name "group#_EDIT 3318_vodcast". Burn to CDR and write group number plus last names on CDR.
	b. If DVD... write group number plus last names on DVD.

YOUR NOTES:

VODCAST EVALUATION RUBRIC

PART 1. PLANNING: [20]

<i>Concept Clarity</i>						TOTAL
01.	2	4	6	8	10	
<i>Storyboard Development</i>						
02.	2	4	6	8	10	

PART 2. REQUIRED EDITING COMPONENTS: [40]

<i>Does it contain a Title & Opening Credits?</i>			
03.	0 - NO	5 - YES	
<i>Are Transitions & Visual Effects present in the video?</i>			
04.	0 - NO	5 - YES	
<i>Is there clear attention to use of copyrighted materials?</i>			
05.	0 - NO	5 - YES	
<i>Is any text present during viewing?</i>			
06.	0 - NO	5 - YES	
<i>Is the video at minimum 5 minutes in duration?</i>			
07.	0 - NO	5 - YES	
<i>Are closing credits present with group member names?</i>			
08.	0 - NO	5 - YES	
<i>Does the video contain an instructional component?</i>			
09.	0 - NO	5 - YES	
<i>Are all group members present in the video?</i>			
10.	0 - NO	5 - YES	

PART 1 TOTAL [20]: _____

PART 2 TOTAL [40]: _____

FEEDBACK NOTES:

VODCAST EVALUATION RUBRIC CONTINUED...

PART 3. QUALITY MEASUREMENTS: [40]

<i>Quality of Script (Easy to follow; Appropriate Language; All Members Speak)</i>						TOTAL
11.	2	4	6	8	10	
<i>Audio Quality (Good throughout with little interference.)</i>						
12.	2	4	6	8	10	
<i>Video Quality (Good encoding with little pixelation.)</i>						
13.	2	4	6	8	10	
<i>Pixel Size</i>						
14.	2		6		10	
	< 320 × 240		= 320 × 240		≥ 640 × 480	

PART 1 TOTAL [20]: _____

PART 2 TOTAL [40]: _____

PART 3 TOTAL [40]: _____

SUB-TOTAL [100]: _____

ADDITIONAL POINTS: _____

TOTAL PROJECT SCORE: _____

FEEDBACK NOTES: