

**Ed Tec 6415: Teaching and Learning with Technology—Authoring Software
Fall 2005
Mondays, 5:30-8:10, 103 Computer Center Building
(with selected meetings in the E. Desmond Lee Technology & Learning Center)**

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Course Purpose and Overview

This course is intended as a practical introduction to the use of “authoring” software for the development of education computer-based environments and modules. Authoring software refers to software—in this case, Apple's iMovie and Macromedia's Flash—that allows one to develop interactive, media-rich projects with little or no “command-line” programming. We will focus on designing such computer-based environments with learning goals in mind, within the content areas and for the populations of interest to each student.

All sessions of the course will be hands-on, and the course will be conducted as a “design studio”. In a design studio, the ongoing design and development work of each team is supported by other teams and the instructor through occasional updates and opportunities for feedback.

Text and Readings

Required text:

Lambert, J. (2002). *Digital storytelling: Capturing lives, creating communities*. Berkeley, CA: Digital Diner Press.

All readings beyond the basic text will be web-based or available on the password-protected course Mygateway system (<http://mygateway.umsl.edu>).

If you wish to have a reference for iMovie, I recommend first trying Apple's website (tutorials at <http://www.apple.com/support/imovie/>, or the manuals at <http://www.apple.com/support/manuals/imovie/>), and second considering commercial “how-to” books. Manuals for Garageband are at <http://www.apple.com/support/manuals/garageband/>.

If you wish to have a reference for Macromedia Flash, I recommend first trying Macromedia's website <http://www.macromedia.com/support/documentation/en/flash/>), and second considering commercial “how-to” books.

Required Activities

There are four main activities associated with the course:

1) Attending class weekly and actively participating. These sessions will be devoted to hands-on instruction of technological tools and techniques, “design studio” work and presentations on ongoing projects, and discussion of design issues from readings or projects. You should notify me before class if you know you will not be able to attend, and as soon as possible if something unexpected arises. Missing more than two class meetings will require makeup work.

- 2) Occasional short assignments and online discussion. These will relate to the topics and activities underway, and usually serve as preparation for class and future work.
- 3) Completion of a performance-based assessment of Flash skills. This will involve creating a small on your own according to specifications using several basic features. This will be the only “solo” work required of you during the semester, and is intended to ensure that you all know enough to use the tools. You may have multiple opportunities to complete this assessment successfully.
- 4) Completion of two design and development projects that will span most of the semester. These will include numerous graded interim products. Students will work alone on the first project, and may work alone or in pairs on the second project.

Grading

Class participation and short assignments (20%)

Digital Storytelling Project I (35%)

- Script (5%)
- Storyboard (5%)
- Final version, including media content (20%)
- Director's commentary (5%)

Performance-based Flash skills assessment (5%)

Flash design and development project (40%). The overall breakdown is as follows:

- Preliminary flow plan (5%)
- Semi-working Prototype (5%)
- Usability inspection/in class user test and implications (5%)
- Revised version 2 (15%)
- Class use description (10%)

Note

If anyone has a health condition or disability, which may require accommodations in order to effectively participate in this class, please contact the **Disability Access Services Office in 301 Woods Hall at 516-5228**. Information about your disability will be regarded as confidential.

Class schedule

Week 1. Intro

Class Activity on Monday, August 22.

- Course goals and overview
- Self-introductions
- Presentation on and discussion of "primitive" authoring products made with HyperCard as well as digital stories
- Using Mygateway

Week 2.

*Assignments to be completed **before** class this week*

- Read Lambert Introduction (pp. xvii-xxii) and Chs. 1-3 (pp. 1-31)

- Locate an example of a "digital story" or short video documentary that interests you and/or applies to your level/content area on the web. Starting points to begin your search are in the "Links" area of our MyGateway site. Post the URL of the file to the Discussion Board. Be prepared to show it in class and describe what you find effective or problematic about it.
- Propose with a paragraph on the Discussion Board some content or topic for your digital story.

Class Activity on Monday Aug 29

- Demos of selected exemplars.
- Introduction to storyboarding
- iMovie demo and guided instruction

No class on Monday, September 5, Labor Day.

Week 3.

*Assignments to be completed **before** class this week*

- Complete draft script
- Gather any existing photos or materials you would like to scan to include.
- Read Lambert Chs. 4-6 (pp. 33-67)

Class Activity on Monday Sep 12

- Discuss reading
- iMovie demo part 2, plus integrating music from iTunes or Garageband
- Begin scanning materials

Week 4.

*Assignments to be completed **before** class this week*

- Revise script and draft storyboard
- Read Lambert Chs. 7-8 (pp. 69-92)
- Participate in MyGateway Discussion Board about reading

NO CLASS MEETING on Monday Sep 19

- I will be at a professional conference. You may work on your projects during classtime by continuing scanning and/or bringing materials into iMovie.

Week 5.

*Assignments to be completed **before** class this week*

- Finalize storyboard
- Read Lambert Chs. 9-10 (pp. 93-121)

Class Activity on Monday Sep 26

- Discuss reading
- Work on assembling and editing Digital Story in iMovie. Record narration.

Week 6.

*Assignments to be completed **before** class this week*

- Gather any final media materials for your digital story
- Read Lambert Ch. 12 (pp. 141-150)

- Read Davis, A. (2005). Co-authoring identity: Digital storytelling in an urban school. THEN:Journal, 1. Available: <http://thenjournal.org/feature/61/printable/>

Class Activity on Monday Oct 3

- Discuss reading and issues of digital storytelling in the classroom
- Complete narrating and editing digital story

Week 7.

*Assignments to be completed **before** class this week*

- Prepare movie for sharing
- Bring ideas or drafts of Director's Commentary for Digital Story
- Locate an example of a Flash interactive that applies to your level/content area on the web. Starting points to begin your search are in the "Links" area of our MyGateway site. Post the URL of the file to the Discussion Board. Be prepared to demo it in class and describe what you find effective or problematic about it.

Class Activity on Monday Oct 10

- Showcase of Digital Stories
- Discussion of Director's Commentary ideas for Digital Story
- Demos of Flash exemplars

Week 8.

*Assignments to be completed **before** class this week*

- Write up or record Director's commentary
- Propose with a paragraph on the Discussion Board some content or topic for your Flash module.

Class Activity on Monday Oct 17

- Introduction to Flash graphics
- Working on Flash graphics

Week 9.

*Assignments to be completed **before** class this week*

- Prepare Flash preliminary specifications and "flow diagram"

Class Activity on Monday Oct 24

- Introduction to Flash navigation
- Work on Flash graphics and navigation

Week 10.

*Assignments to be completed **before** class this week*

- Gather or create any additional Flash media elements (pictures, video)

Class Activity on Monday Oct 31

- Introduction to Flash scripting
- Work on Flash projects

Week 11.

*Assignments to be completed **before** class this week*

- Work on flow plan (No reading)

Class Activity on Monday Nov 7

- Work on Flash projects

Week 12.

*Assignments to be completed **before** class this week*

- Make sure Flash prototype is functional

Class Activity on Monday Nov 14

- Flash basic skills test: make a file with a certain size, two keyframes, and a custom-made button from a drawing of a basic graphic element. The movie should stop on the first frame, and go to and stop at the second frame when the button is clicked.
- Work on Flash projects

No class on Nov 21—UM-St. Louis Fall Break

Week 13.

*Assignments to be completed **before** class this week*

- Make sure enough of the Flash system prototype is functional or laid out to show to others

Class Activity on Monday Nov 28

- In-class usability inspection/small user test of Flash prototypes
- Work on revisions to Flash projects

Week 14.

*Assignments to be completed **before** class this week*

- Write up results and implications of small user test
- Be ready to demo Flash project.

Class Activity on Monday Dec 5

- Closing Discussion
- Course Evaluations
- Demos of Flash Projects

Due by 5:00pm, Friday, Dec 9:

- (1) Final version of Flash Projects (.fla file and .swf file) uploaded to MyGateway -> Communication -> Group Pages, and
- (2) Two-page (double-spaced) short paper on how you would incorporate the system into a teaching and learning context; you can also refer to elements of a Flash system that you haven't implemented yet, but could imagine in the future. Email the paper to me (polman@umsl.edu) as an attachment (MS Word or PDF).