

**INSYS 544**  
**DESIGNING VIDEO FOR INSTRUCTION AND TRAINING**

**Course Information**

Instructors: Wendy Snetsinger (Ph.D.) & Joel Galbraith (M.S.)

Dates: July 1-Aug 7 2003 (6 weeks)

Times: Tuesday, Thursday 12:45P - 03:35P

Room: 205 Chambers Bldg.

Schedule # 221287

(3 credits)

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**Text and Readings**

There is no assigned text for this course. Readings and Handouts will be provided in class. Additional readings will be available on reserve at West Pattee Library (1<sup>st</sup> floor). See bibliography below.

**Description**



This class will draw upon theoretical principles of visual and multimedia instruction. Students will create short videos suitable as stand alones or to be integrated into PowerPoint presentations or Internet sites. Multiple examples of the use of video in instruction will be presented and critiqued. Students will work both collaboratively and independently. The primary goal of this course is for you to demonstrate competency in applying design theory to evaluate and develop video training modules. This will involve knowledge of learning theory and the process of communication through video.

**Course Objectives**

Upon completion of this course, you should be able to demonstrate the following competencies:

1. Use sound theoretical principles to evaluate the effectiveness of various instructional and training videos.
2. Identify ways to use video as a cognitive tool.
3. Apply knowledge of learning theories and design strategies to plan a production and create a storyboard.
4. Produce three video modules utilizing production techniques that effectively communicate the desired content information.
5. Demonstrate the use of an existing video as a part of an instructional event.
6. Describe current instructional and training video use and future trends.

## Tentative Schedule

Date	Topic	Activity	Assignment
Session 1  <b>July 1, Tues.</b>	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions</li> <li>• Syllabus overview</li> <li>• Discussion (personal experiences with video)</li> </ul>	<ul style="list-style-type: none"> <li>• View video</li> <li>• In-class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Readings/hand-outs</li> <li>• Reflection report #1 (1 page)</li> </ul>
Session 2  <b>July 3, Thurs.</b>	<ul style="list-style-type: none"> <li>• Comments on readings</li> <li>• Discussion (Justification for video)               <ul style="list-style-type: none"> <li>-Symbolism vs. realism</li> <li>-Stills vs. Motion</li> </ul> </li> <li>• Planning &amp; Storyboarding</li> </ul>	<ul style="list-style-type: none"> <li>• View video</li> <li>• Video decision guide</li> </ul> 	<ul style="list-style-type: none"> <li>• Story board and videotape a simple "how to" video</li> <li>• bring a CD for music to add to your video</li> <li>• Readings/hand-outs</li> </ul>
Session 3  <b>July 8, Tues. (15a Sparks Bldg.)</b>	<ul style="list-style-type: none"> <li>• Editing Instruction</li> <li>• Exporting video for multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Guest instructor (Erin Rehrig)</li> <li>• Editing Workshop</li> <li>• Edit "how to" video</li> </ul>	<ul style="list-style-type: none"> <li>• Due: "How to" storyboard and video footage</li> <li>• Readings/hand-outs</li> <li>• Videotape Arts Festival</li> </ul>
Session 4   <b>July 10, Thurs.</b>	<ul style="list-style-type: none"> <li>• Instructional Design for video (Pre-production)               <ul style="list-style-type: none"> <li>○ Objectives</li> <li>○ Audience analysis</li> <li>○ Permission, credits</li> <li>○ script breakdown, planning</li> </ul> </li> <li>• Discussion of Arts Festival videotaping</li> </ul>	<ul style="list-style-type: none"> <li>• View video</li> <li>• Work on Arts Festival projects</li> </ul>	<ul style="list-style-type: none"> <li>• Bring final project ideas (review Final Project Plan outline)</li> <li>• Readings/hand-outs</li> </ul>
Session 5  <b>July 15, Tues.</b>	<ul style="list-style-type: none"> <li>• Production 1               <ul style="list-style-type: none"> <li>○ Directing &amp; Managing</li> <li>○ Camera</li> <li>○ Lighting</li> </ul> </li> <li>• Composition, Framing, Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>• Working with cameras, lights, reflectors,</li> <li>• Review project ideas and form groups</li> </ul>	<ul style="list-style-type: none"> <li>• Due: Art Festival project (online on the 16th)</li> <li>• Prepare Final Project plan)</li> <li>• Readings/hand-outs</li> </ul>
Session 6  <b>July 17, Thurs.</b>	<ul style="list-style-type: none"> <li>• Production 2               <ul style="list-style-type: none"> <li>○ Sound</li> <li>○ Mics (The Interview)</li> <li>○ Music</li> <li>○ Nat sound</li> <li>○ headphones</li> </ul> </li> <li>• Videotaping interviews               <ul style="list-style-type: none"> <li>○ Indoor and outdoor interview</li> <li>○ Office vs. classroom vs. home</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review Art Festival projects</li> <li>• Videotaping interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Due: Critique of peer projects (Angel)</li> <li>• Production Skills project</li> </ul>



<p>Session 7</p> <p><b>July 22, Tues.</b></p>	<ul style="list-style-type: none"> <li>Using video (guest speaker-Dotty Delafield)</li> </ul>	<ul style="list-style-type: none"> <li>Integrating into PowerPoint-using video at conferences and training</li> <li>Discuss videos-peer critiques.</li> </ul>	<ul style="list-style-type: none"> <li>Due: Production skills project</li> <li>Due: Final Project Plan</li> <li>Readings/hand-outs</li> </ul>
<p>Session 8</p> <p><b>July 24, Thurs.</b></p>	<ul style="list-style-type: none"> <li>Student docs (guest speaker-Darryl Davies)</li> </ul>	<ul style="list-style-type: none"> <li>TBA (guest speaker)</li> <li>Comparative video project</li> </ul>	<ul style="list-style-type: none"> <li>Readings/Hand-outs</li> </ul>
<p>Session 9</p> <p><b>July 29, Tues.</b></p>	<ul style="list-style-type: none"> <li>Video and Cognition <ul style="list-style-type: none"> <li>Individual differences in image perception and visual knowledge structuring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>View video</li> <li>Discuss readings</li> </ul>	<ul style="list-style-type: none"> <li>Readings/Hand-outs</li> <li>Due: class presentations</li> </ul>
<p>Session 10</p> <p><b>July 31, Thurs.</b></p>	<ul style="list-style-type: none"> <li>Video in varied settings <ul style="list-style-type: none"> <li>Dist Education</li> <li>Integrating into web (online video)</li> <li>Training, corporate video</li> <li>PBS, Channel One, Discovery Channel</li> <li><b>Interactive video</b>, videodisc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>View video</li> <li>Individual project consultation</li> <li>Online Video critique</li> </ul>	<ul style="list-style-type: none"> <li>Readings/hand-outs</li> <li>Due: class presentations</li> </ul>
<p>Session 11</p> <p><b>Aug. 5, Tues.</b></p>	<ul style="list-style-type: none"> <li>Innovative use and future directions</li> <li>Video and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>View video</li> <li>Individual project consultation - continued</li> </ul>	<ul style="list-style-type: none"> <li>Final project work</li> <li>Final project work: class presentations</li> </ul>
<p>Session 12</p> <p><b>(last class)</b></p> <p><b>Aug. 7, Thurs.</b></p>	<ul style="list-style-type: none"> <li>Present final projects</li> </ul>	<ul style="list-style-type: none"> <li>View and Critique Final projects</li> <li>Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Due: Final project, and reflection paper. (min. 2 pages)</li> </ul>

## Grading & Due Dates

Learning Activity	Points	Due Date
Participation	30	Ongoing
Attendance	10	Ongoing
<b>Written Assignments</b>		
<del>Reflection report #1 (1 pager)</del>	<del>5</del>	<del>July 3</del>
"How to" video project (Plan and Storyboard)	10	July 8
Peer project critique Arts festival peer review (critique) Did they achieve their objective? What did they do well (list 4 examples) What was less effective, or distracting (offer suggestions)	10	July 17
Final Project (Plan)	15	July 22
<del>Reflection report #2 (Post on Angel)</del>	<del>10</del>	<del>July 29</del>
Final Project (Reflection Paper) What you learned from process and course	10	Aug 7
<b>Video Assignments</b>		
"How to" video project (Taping & editing)	15	July 8,10
Arts festival (generate interest and excitement for arts festival) Edit 3-4 minute piece (post online) List topic, specific purpose, audience	25	July 15
Production skills project	15	July 22
Final instructional video project 6-12 minutes	40	Aug 7
<b>Class Presentations</b>		
<del>Student trigger video (class discussion and show)</del>	<del>10</del>	<del>Sign up for 1 date: July 29, 31, Aug 5</del>
Present and lead a class short discussion on an example of instructional video. Describe how video fits in an ID model. (videotape, Internet or CDROM resource) 20 minute presentation includes Q&A time, 1-page class handout.	20	Due: July 29, 31, or Aug 5
<b>Total points</b>	<b>200</b>	

Points Awarded	Grade Assigned
191-200	A
181-190	A-
175-180	B+
169-174	B
161-168	B-
151-160	C+
141-150	C
121-140	D
0-120	F

## **Bibliography:**

- Cartwright, S.R. (1990). *Secrets of successful video training: The training with video casebook*. White Plains, NY, Knowledge Industry Publications, Inc.
- Colamaio, M.E. (1986). *The effects of locus of instructional control and practice on learning from interactive video*. (M.S. Thesis), University Pk., PA, The Pennsylvania State University.
- DeLuca, S.M. (1991). *Instructional video*. Boston, Focal Press.
- Elliott, G. (1984). *Video production in education and training*. London, Croom Helm., Ltd.
- Greenwood, D.R. (2003). *Action! In the classroom: A guide to student produced digital video in K-12 Education*. Lanham, MD, A Scarecrow Education Book.
- Moore, D.M. & Dwyer, F.M. (Eds.), (1994). *Visual literacy: A spectrum of visual learning*. Englewood Cliffs, NJ, Educational Technology Publications.
- Muratore, S. (Ed.) (2001). *The computer videomaker handbook: A comprehensive guide to making video*, Second Ed. Boston, Focal Press.
- Pogue, D. (2001). *iMovie 2: The missing manual: The book that should have been in the box*. Sebastopol, Ca, Pogue Press/O'Reilly & Associates, Inc.
- Wetzel, C.D., Radtke, P.H., & Stern, H.W. (1994). *Instructional effectiveness of video media*. Hillsdale, NJ, Lawrence Erlbaum Associates, Publishers.
- Zetl, H. (1999). *Sight sound motion: Applied Media aesthetics*, Third Ed. Belmont, CA, Wadsworth Publishing Co.
- Zuber-Skerritt, O. (Ed.) (1984). *Video in higher education*. NY, Nichols Publishing Co.

## **Attendance Policy**

The ultimate responsibility for your success in this class rests with you. If we are not providing the resources or environment appropriate for you, let us know. One important resource for this course is Angel. I encourage you to prepare for each class by reading the assignments for the dates listed on the Tentative Course Schedule as well as other pertinent articles and chapters. If you have to be absent from a class, you should find out from your colleagues what you missed and keep up with deadlines. Excessive absences from class will affect your grade, but can be compensated with in some cases with heavier online contributions and participation.

## **Academic Integrity**

Refer to Code of Conduct and Academic Integrity for information on Penn State's policy regarding academic dishonesty and plagiarism. Neither will be tolerated and may result in a failing grade for the course and dismissal.

## **Additional Information**

Notice regarding Classroom Accommodations for Students with Disabilities  
It is Penn State's policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability related need for modifications in this course, contact your instructor and the Disability Service Coordinator in the Student Assistance. Instructors should be notified during the first week of class.