

INSYS 544
DESIGNING VIDEO FOR INSTRUCTION AND TRAINING

Course Information

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

Dates: June 29-Aug 5 2004 (6 weeks)

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

Room: 15a Sparks Bldg.

Schedule # 301102

(3 credits)

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Text and Readings

There is no assigned "text" for this course per se. Herb Zettl's Videolab 3, an interactive DVD-ROM is required. Videolab 2.1 may be used alternatively, but is not recommended. Additional Readings and Handouts will be provided in class or may be downloaded from the course website. See a general bibliography below.

Description

The primary goal of this course is for students to demonstrate competency in developing and evaluating video training modules using principles of design and learning theories. Students will work both collaboratively and independently to create short instructional and training videos suitable as stand alones or for integration into multimedia presentations and web sites. Multiple examples of existing instructional videos will be presented and critiqued.








Course Objectives

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

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

Tentative Schedule

Date	Topic	Activity	Assignment
Session 1 June 29, Tues.	<ul style="list-style-type: none"> Welcome & Introductions Syllabus overview Discussion (personal learning experiences with video) 	<ul style="list-style-type: none"> In-class exercise View video 	<ul style="list-style-type: none"> Readings Videolab (Process) Reflection report #1 (1/2 page)
Session 2 July 1, Thurs.	<ul style="list-style-type: none"> Comments on readings Discussion (Justification for video) Instructional vs. Informational Planning & Storyboarding 	<ul style="list-style-type: none"> View video Video decision guide 	<ul style="list-style-type: none"> Storyboard and videotape a simple "how to" video bring a music CD for your video Readings Videolab (Camera)
Session 3 July 6, Tues.	<ul style="list-style-type: none"> Editing Instruction Exporting video for multimedia 	<ul style="list-style-type: none"> Guest instructor (Erin Rehrig) Editing workshop View "how to" video 	<ul style="list-style-type: none"> Due: "How to" storyboard and video footage Readings/hand-
Session 4 July 8, Thurs.	<ul style="list-style-type: none"> Pre-production (Arts Festival videos) <ul style="list-style-type: none"> Instructional Design for video Objectives Audience analysis Permission, script breakdown, planning (delivery medium) Bare bones Audio & Camera (Arts Festival) 	<ul style="list-style-type: none"> View past Arts festival videos Work on Arts Festival projects (storyboards, planning) 	<ul style="list-style-type: none"> Due: "How to" video Discuss Final Project Plan outline Readings Videolab (Lights, Audio)
Session 5 July 13, Tues.	<ul style="list-style-type: none"> Production A <ul style="list-style-type: none"> Directing & Managing Camera Lighting Composition, Framing, Aesthetics 	<ul style="list-style-type: none"> Working with cameras, lights, reflectors, Review project ideas and form groups 	<ul style="list-style-type: none"> Due: Final Project plan ideas Readings Videolab (Editing) Watch TV assignment
Session 6 July 15, Thurs.	<ul style="list-style-type: none"> Production B <ul style="list-style-type: none"> Sound Mics (The Interview) Music Nat sound headphones 	<ul style="list-style-type: none"> Review Art Festival projects Discuss TV viewing 	<ul style="list-style-type: none"> Due: Art Festival project (online on the 15th) Continue project plans Readings/hand-
Session 7 July 20, Tues.	<ul style="list-style-type: none"> Videotaping interviews (hands on-session) <ul style="list-style-type: none"> Indoor and outdoor interview Office vs. classroom vs. home 	<ul style="list-style-type: none"> Videotaping interviews 	<ul style="list-style-type: none"> Due: Final Project Plan Readings/hand-outs Production Skills project

<p>Session 8</p> <p>July 23, Thurs.</p>	<ul style="list-style-type: none"> • Discuss readings • Video and Cognition • Individual differences in image perception and visual knowledge structuring 	<p>View production skills projects</p>	<ul style="list-style-type: none"> • Due: Production skills project • Readings/Hand-outs • Find & critique 2 instructional video examples
<p>Session 9</p> <p>July 27, Tues.</p>	<ul style="list-style-type: none"> • Discuss readings • Using video (integrating--using video at conferences and training) • Jasper series example 	<ul style="list-style-type: none"> • View video • View class presentations • Integrating into PowerPoint 	<ul style="list-style-type: none"> • Readings/Hand-outs • Due: class presentations
<p>Session 10</p> <p>July 29, Thurs.</p>	<ul style="list-style-type: none"> • Video in varied settings <ul style="list-style-type: none"> ○ Dist Education ○ Integrating into web (online video) ○ Training, corporate video ○ PBS, Channel One, Discovery Channel ○ Interactive video, videodisc ○ MS Producer, Tegrity 	<ul style="list-style-type: none"> • View examples • Individual project consultation •  	<ul style="list-style-type: none"> •  Readings/hand- •  Due: class presentations • 
<p>Session 11</p> <p>Aug. 3, Tues.</p>	<ul style="list-style-type: none"> • Innovative use and future directions • Video and Ethics 	<ul style="list-style-type: none"> • View video • Individual project consultation - continued 	<ul style="list-style-type: none"> •  project work • Due: class presentations
<p>Session 12 (last class)</p> <p>Aug. 5, Thurs.</p>	<ul style="list-style-type: none"> • Present  al projects 	<ul style="list-style-type: none"> • View and Critique Final projects • Course evaluation •  	<ul style="list-style-type: none"> • Due: Final project, and reflection paper. (min. 2 pages)

Grading & Due Dates

Assignment	Points	Due Date
Participation	30	Ongoing
Attendance	10	Ongoing
“How to” video project (Plan and Storyboard) Create a shot list of types of shots	10	July 1
“How to” video project (shooting only) Like any good instruction, it should have a introduction, a main body, and a summary. It must contain at least six separate scenes (cuts), and a variety of shot compositions (wide shot, medium shot, close-up, pan, tilt, zoom, etc.) with no more than three an any one type of shot composition, e.g. no more than three wide shots.	15	July 6
“How to” video project (finished, edited 2 minute video)	--	July 8
Arts Festival video project Edit 3-4 minute piece (post online) List topic, specific purpose, audience	25	July 15
Peer project critique (in-class activity) 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 15
Final Instructional video project plan	15	July 20
Production skills video project	15	July 20
Class presentation: 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	July 27, 29, or Aug 3 (email your date to the instructor)
Final instructional video project 6-12 minutes	40	Aug 5
Final Reflection Paper What you learned while designing and creating your final project (challenges, lessons) and key lessons you gleaned from the course in general.	10	Aug 5
Total points	200	

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, Coom 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.
- Zettl, 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. We 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.