

**CURRICULAR ACTION
SIGNATURE PAGE**
(Use for forms 1, 2, 3, 4, 6, and 8)

Description of Action: Change in Existing Course Course # (if applicable): 422-438/638

Program or Course Title: Utilization of Instructional Television Resources

Eileen E. Schroeder
Proposal Sponsor 11/5/98
Date of Submission

Andy L. Truog Ed. Foundations
Chair of Sponsoring Department Department 11/6/98
Approval Date

Lawrence M. Jensen
Chair, College Curriculum Committee 12-8-98
Approval Date

Lawrence M. Jensen Edinstein
Dean of College College 12-8-98
Approval Date

For Undergraduate Actions:
If a course is to be considered as a Diversity option:

 _____ Recommended _____
 Chair, Diversity Committee Not Recommended Date

If a course is to be considered as a General Education option:

 _____ Recommended _____
 Chair, General Education Committee Not Recommended Date

Richard Top Received for Recording
 Chair, University Curriculum Committee Approved 1-22-99
 Not Approved Date

DOED Received for Recording
 Chair, Faculty Senate Approved 2/9/99
 Not Approved Date

For Graduate Actions:
BC Lee Received for Recording
 Graduate Council Approved 2/11/99
 Not Approved Date

Received:
DOOR 17 Feb 99
 Provost and Vice Chancellor Date

_____ See "page 2" of signature page for consultation results (check if applicable)

CURRICULUM PROPOSAL FORM #4
UNIVERSITY OF WISCONSIN-WHITEWATER

CHANGE IN OR DELETION OF EXISTING COURSE

<i>Type of Action</i>	
<input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Description Change <input checked="" type="checkbox"/> Title Change <input type="checkbox"/> Number Change <input type="checkbox"/> Contact Hour Change <input type="checkbox"/> Credit Change <input type="checkbox"/> Add Cross-listing	<input type="checkbox"/> Requisite Change <input type="checkbox"/> Repeatability Change <input type="checkbox"/> Diversity Option <input type="checkbox"/> General Education Option area: _____ <input type="checkbox"/> Computer Requirement <input type="checkbox"/> Writing Requirement <input type="checkbox"/> Other _____

Effective Term: Spring 1999 Crosslist Course Number: _____

New / Current Course Number: 422 - 438 / 638

Old Course Number: 422 - 438 / 638

New / Current Course Title: Teaching and Learning via Video and across Distances

Old Course Title: Utilization of Instructional Television Resources

15 Character Abbreviation: VID & DISTAN ED

25 Character Abbreviation: VIDEO & DISTANCE EDUC

Sponsor(s): Eileen Schroeder and E. Anne Zarinnia

Department: Educational Foundations

College: Education

Other Programs Affected: none

Check if course is required in:
 Major / Emphasis (specify): Library and Information Technology emphasis in MS C&I
 Minor / Emphasis (specify): _____
 Other (specify): 902 and 903 licenses

Attach the following:

- I. Detailed explanation of the changes (use FROM / TO format)
- II. Justification for action

I. Detailed explanation of the changes

Course title change

FROM: Utilization of Instructional Television
TO: Teaching and Learning via Video and across Distances

Description change

FROM: This course introduces applications for television and related technologies in networked environments that range from simple video editing to distributed learning. Presented at the introductory level, it addresses key issues and provides hands-on experience with a range of technologies and strategies for distance education.

TO: As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arises the question as to how best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems.

Course content change

FROM: Emphasis only on production of television programs in studio and use of instructional television

TO: Lesser emphasis on video production using camcorder instead of studio equipment and use of instructional television with addition of various distance education technology and strategies used in K-12 education. While analog editing will be discussed, the focus will be on digital editing of video.

II. Justification

Practicing library media specialists and teachers, the primary clientele of this course, are faced with a wide range of options in delivery of education across distances. They still have the need to learn basic camcorder use and editing but now also need to understand the newer distance technologies, strategies for facilitating learning across distances, staff development techniques for distance education, equipment and software selection, and facilities design for distance facilities. In addition, editing is not only done in analog format, but now is possible using digital formats on basic microcomputers.

This proposal seeks to change the course to reflect the current state of technology in the schools and to complement the technologies used in other courses in the Library and Information Technology emphasis in the MS C&I as well as in the 902 and 903 licensures.

Graduate students will be required to lead part of the web discussion and will do an additional assignment on uses of the Internet in distance education. They will be asked to explore distance education technologies currently in use in their school districts. In the past this course has been taken largely by graduate students as it is part of the 902 and 903 licensure and the graduate emphasis.

Utilization of Instructional TV: Teaching and Learning across Distances
Proposed Syllabus

As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arises the question as to how best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. As a logical extension of our roles as instructional consultants and information specialists providing access to information no matter where it is housed, many school library media specialists are becoming involved in distance education efforts. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems. We will explore ways distance education may be used so that we are better prepared to help our teachers use these capabilities intelligently and effectively.

Course Objectives:

The student will:

1. Create a short instructional videotape on a topic of his/her choice using a camcorder:
 - plan the production to accomplish stated objectives
 - use appropriate videotaping techniques (framing, angles, camera movement, lighting, pacing) to accomplish the given objectives
 - do "quick-and-dirty" editing techniques to join segments and add titling
 - develop evaluation method(s) for assessing effectiveness of product
2. Describe a variety of current distance education technologies, their capabilities, their advantages and disadvantages, and existing and potential uses.
3. Examine the planning process -- at the district, the course, and the individual class session levels -- for planning, implementing, and evaluating a distance education program in a school district.
4. Plan a short instructional session and deliver it across a distance education technology using appropriate strategies and technologies to encourage interaction and convey information.
5. Describe an inservice plan for introducing teachers to distance education strategies and technologies.

Required texts:

- Three videotapes - 2 broadcast quality and one technical quality available at UWW bookstore
- Locate a camcorder for use during second half of the semester

Calendar:

DATE	TOPICS	DUE
Session 1	Education across distances, an introduction Instructional tv: <ul style="list-style-type: none"> - Broadcast - Cable - Satellite - Videotaping and copyright Distance education: <ul style="list-style-type: none"> - History - Technologies 	
Session 2	Distance education in Wisconsin Planning for distance educ. - District <ul style="list-style-type: none"> - Course - Class 	<i>Description of D.E. in own district (grads only)</i>
	Types: distributed classroom, independent learning, open learning + class discussions, hybrids Considerations in implementing distance education: logistics, faculty role, student role, appropriate technology, communication, interaction, support services	
Session 3	Distance teaching strategies:- Interaction <ul style="list-style-type: none"> - Humanization/personalization 	<i>Form groups for planning instructional session</i>

	<ul style="list-style-type: none"> - Activities - Questioning - Message design - Visualization - Print materials 	
	Introduction to web conferencing	<i>HyperNews discussion during next weeks (lead by graduate students)</i>
Session 4	Internet uses in distance educ.- Email, listservs, newsgroups <ul style="list-style-type: none"> - Groupware - MOOs - Group projects HANDS-ON WITH INTERNET TOOLS: MOO, HyperNews, web pages	<i>Description of group project on Internet</i> <i>Description of Internet use in Distance Ed. (grads)</i>
Session 5	Teleconferencing (Phone, WISVIEW AUDIOGRAPHICS and ETN) Desktop videoconferencing - CUSee ME HANDS-ON WITH DESKTOP VIDEOCONFERENCING	<i>Plan for instructional session</i>
Session 6	Staff training for distance education Full motion interactive video, demo of JEDI network	
Session 7	Where is distance education going in Wisconsin? (Guest speaker via compressed video) Recent legislation Funding sources (E-Rate, TEACH Wisconsin) Classroom design	
Session 8	Presentation of instructional sessions -split between two sites	<i>Instructional session delivered via distance technology with support materials & evaluation plan</i>
Session 9	Where to go from here?	<i>Critique of instructional sessions via email</i>
Session 10	Video applications in the schools Planning a production Camcorder use <ul style="list-style-type: none"> - Equipment - Shooting principles HANDS-ON CAMCORDER USE	
Session 11	Critique of video segments Editing basics <ul style="list-style-type: none"> - Analog vs. Digital HANDS-ON EDITING (digital)	<i>2 - 60 second video clips shot over the week</i> <i>Plan for video production</i>
Session 12	Critique of rough editing Titling Effects: transitions, stills, freeze frames, sound tracks HANDS-ON EDITING	<i>Rough editing of at least two segments</i>
Session 13	HANDS-ON EDITING	
Session 14	Critique of rough editing with title / special effects HANDS-ON EDITING	<i>Rough editing with title / special effects</i>
Session 15	Show final version of videotape	<i>3-5 minutes instructional videotape with objectives and</i>

Course assignments & grading:

More information on each assignment will be provided during the semester. Due dates are noted in the calendar.

- | | |
|--|-----------------|
| 1. Classroom and web discussion participation. | 5% (grad) |
| Graduate students will lead web discussion | |
| Undergrads will participate | 15% (undergrad) |
| 2. Presentation on use of the Internet for distance learning | 10% (grad) |
| Graduate students only | |
| 3. Instructional session delivered via distance technology with appropriate print materials, visuals, and evaluation plan. (Groupwork) | 40% |
| 4. 3-5 minutes instructional videotape. | 45% |

As the goal of this course is to learn from each of the assignments, feedback will be provided on most assignments. Students are encouraged to schedule appointments with the instructor before any assignment is due for additional help or critique. Assignments submitted on the due date are considered the final version and will be graded as such. Points will be deducted from late assignments, so plan ahead.

Graduate / Undergraduate Differentiation:

Graduate students will be required to survey distance technologies in use in their districts, lead part of the web discussion, and do an additional assignment on uses of the Internet in distance education.

Attendance:

This class relies heavily on class discussions and activities, so it is very important to attend weekly, but unforeseen events such as illness or dangerous driving conditions due to weather may come up making it impossible to attend class. It is rare that the university is closed for inclement weather, but when in doubt, contact Linda Refior (Ed. Foundations secretary, 472-1380) by 3:30 pm on the day of class for information. Please use your judgment when the weather is bad. No class is worth an accident.

It is the responsibility of the student to make up any missed work for absences. Classmates should be contacted for notes from the session. The student should contact the faculty member for information on making up in-class assignments before the next class session. This may not always be possible. Attendance is very important in this class. More than one unexcused absence from class may be grounds for lowering of one's grade.

Religious Beliefs Accommodation:

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes (within the first three weeks of summer session and short courses), of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the *University Bulletin* and the *Timetable* titled, Accommodation of Religious Beliefs.

Academic Misconduct:

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the *Student Handbook* titled, Student Academic Disciplinary procedures.

Absence for University Sponsored Events:

University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be

academically penalized for missing class in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted as an absence. A university sanctioned event is defined to be an intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Bibliography

Video Production

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- Dancyger, Ken (1996). *The Technique of Film and Video Editing : Theory and Practice*. Focal Press.
- Gayeski, Diane (1983). *Corporate and instructional video: Design and production*. Prentice Hall.
- George, Chris (1994). *Camcorder (Teach Yourself)*.
- Guthrie, Donna and Bentley, Nancy (1995). *The Young Producer's Video Book: How To Write, Direct, and Shoot Your Own Video*. ED391719.
- Kardas, Pat (1993). *Cheap shots: Video production for nonprofits*. Scarecrow press.
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- Stravos, Michael (1994). *Camcorder Tricks & Special Effects : Over 40 Fun, Easy Tricks Anyone Can Do!* Amherst Media.
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Distance Education

- Berge, Zane & Collins, Mauri (1995). *Computer Mediated Communication and the Online Classroom : Distance Learning*. Hampton Press.
- Brooks, David (1997). *Web-Teaching : A Guide to Designing Interactive Teaching for the World Wide Web (Innovations in Science Education and Technology)*. Plenum Pub Corp.
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- Lake, Don and others (1995, Nov-Dec). Student Learning Resources. TEAMS Distance Learning: A Unique Design for Improving Mathematics and Science Instruction in the Elementary Grades [and] Technology and Multicultural Education. *TechTrends*. v40 n6 p28-33.
- Mantyla, Karen and Gividen, J. Richard (1997). *Distance Learning : A Step-By-Step Guide for Trainers*. American Society for Training and Development.
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- Sanchez, Raynette and Lane, Carla (1996, Sept.). Star Schools: A Constellation of Distance Learning Resources. *Principal*. v76 n1 p46-47.
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- Willis, Barry, Ed. (1994). *Distance education: Strategies and tools*. Educational Technology Publications.

Utilization of Instructional Television Resources

422-438/638

3 credits

Course Description:

Instructional television resources are becoming increasingly available to the classroom teacher. This course, presented at the introductory level, provides students with both experiences in hands on production of instructional programs, as well as evaluation and utilization of off-air and commercially available programs. Class time will be divided between classroom activities and studio sessions. No previous knowledge of television equipment required.

Objectives of Course:

Terminal Objectives:

1. The student will be able to play and produce television programs using studio facilities or portable camera which are consistent with both current theories on learning from media and with production standards for locally-produced instructional television programs.
2. The student will be able to use commercially produced instructional television in his or her classroom in a manner consistent with recommended utilization practices.

In order to attain these objectives, the students must be able to attain the following enabling objectives.

1. The students will plan television programs which are consistent with theories of learning from media.
2. The students will be able to explain in writing their reasons for selecting television as the medium of instruction.
3. The students will submit documents indicating how they intend to evaluate the effectiveness of the presentation.
4. The students will be able to describe appropriate strategies for the utilization of commercially-produced instructional television in their classrooms with attention given to theories of learning from media, selection of programs, and the appropriate pre- and post-viewing activities.

Texts:

Utz, Peter. Video User's Handbook. Prentice-Hall, Inc.

Gordon, George. Classroom Television. Hastings House Publishers.

Course Outline:

- I. Introduction to Instructional Television
 1. Communication theory
 2. Studio make-up
 3. Genesis of Instructional TV
 4. Types of Equipment used in Instructional TV

- II. System and Configurations
 1. Electronics involved in Instructional TV
 2. Maintenance of equipment

- III. Planning, Developing and Evaluating Software
 1. Childrens television
 2. Learning
 3. Vicarious learning
 4. Modeling
 5. Methods of evaluation

- IV. Planning and Programming
 1. Using TV in the classroom
 2. Student productions
 3. Playback activities

- V. Production of Graphics
 1. Use of live studio
 2. Materials preparation

Course Requirements:

1. Two Exams
2. Individual Projects
3. Group Projects