
**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduate</th>
<th>College/School</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
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<td>Faculty Contact</td>
<td>474-5453 (Roehl)</td>
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</tbody>
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1. **ACTION DESIRED**
   (CHECK ONE):
   - Trial Course
   - New Course [X]

2. **COURSE IDENTIFICATION:**
   - Dept: ED
   - Course #: F652
   - No. of Credits: 3

   **Justify upper/lower division status & number of credits:**
   Graduate level reading and assignments.

3. **PROPOSED COURSE TITLE:**
   Fundamentals of Media Design

4. **To be CROSS LISTED?**
   - Yes/No: No
   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **To be STACKED?**
   - Yes/No: No
   (If yes, Dept: , Course # )

6. **FREQUENCY OF OFFERING:**
   As demand warrants
   Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING (if approved):**
   2011-12 (Fall 2011)

8. **COURSE FORMAT:**
   NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school’s curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

   **COURSE FORMAT:**
   (check all that apply)
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [XX] 6 weeks to full semester

   **OTHER FORMAT (specify):**
   Web Based

9. **CONTACT HOURS PER WEEK:**
   **LECTURE hours/weeks:**
   **LAB hours/week:**
   **PRACTICUM hours/week:**

   *Note: # of credits are based on contact hours. 800 minutes of lecture = 1 credit. 2400 minutes of lab in a science course = 1 credit. 1600 minutes in non-science lab = 1 credit. 2400-4800 minutes of practicum = 1 credit. 2400-8000 minutes of internship = 1 credit. This must match with the syllabus. See [http://www.ua.gov/faculty/cf/credits.html] for more information on number of credits.*

   **OTHER HOURS (specify type):**
   3 hours per week, web based

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**
   **ED F652** Fundamentals of Media Design
   3 credits As Demand Warrants
   Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture and motion screen capture. These productions will be included on the students’ MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 651 Web 2.0 Fundamentals: Participate, Produce, Publish. **Prerequisite:** Admission to the Master of Education in Technology Innovation or permission of instructor. (3+0)
11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities □ S = Social Sciences □

Will this course be used to fulfill a requirement for the baccalaureate core? YES □ NO X □

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 □ W = Writing Intensive, Format 7 □ Natural Science, Format 8 □

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES □ NO X □

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES □

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS □

13. GRADING SYSTEM: Specify only one.

LETTER: X □ PASS/FAIL: □

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Admission to the Master of Education in Technology Innovation or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

None □

16. PROPOSED COURSE FEES

None □

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No □

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? YES □ NO □

If yes, give semester, year, course #, etc.: □

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Minimal impact as this is an asynchronous course cosponsored with the Center for Distance Education □

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X Yes □

Students will utilize Academic Search Premier □

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

School of Education will be able to offer a web based, asynchronous Master of Education with emphasis in education technology. (M. Ed. in Instructional Technology Innovation) □
21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive: Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis
Negative: None anticipated

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

“Fundamentals of Media Design” is one of eight proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.

This course is one of two fundamentals courses that will be required before a student may continue in the MITI program. The course investigates and students master digital media production and publication.

APPROVALS:

Signature, Chair, School of Education Graduate Program, Allan Moroti
Date 2/10/2011

Signature, Chair, School of Education Curriculum Council, Anne Armstrong
Date 1/14/2011

Signature, Dean, School of Education, Eric Madsen
Date

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee
Date
ED-652; Fundamentals of Media Design and Web Tools 2.0
3 Credits
Don Peterson, Instructor (dtpeterson@alaska.edu)
Fall 2011
Room 162, UPark
Contacts: Phone-474-5761; Skype petersondon; Twitter @Akdonpeterson
Office Hours: By appointment

Catalog Description
Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture and motion screen capture. These productions will be included on the students’ MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 6XX Web 2.0 Fundamentals: Participate, Produce, Publish.

Prerequisites
Students must either be admitted to the Master of Education in Instructional Technology Innovation program or obtain instructor permission to enroll in this course. Instructor approval for MITI program courses is based on equivalent class work or work performance demonstration.

Students in the course will:
- capture and manipulate photos in proper format for print, computer display and web publication.
- create and publish video productions with multiple elements and in correct format.
- create and publish video podcasts.
- create and publish SMART presentations and incorporate available presentations.
- create and publish print tutorials using static screen captures.
- create and publish video tutorials using motion screen captures.
- create their eportfolio shell and begin posting to their eportfolio.

Alignment with School of Education Mission
The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:
- increase the number of qualified educators for Alaska’s schools
- enhance the professional skills of Alaska’s K-12 educators
- develop and support ongoing systemic educational collaborations with Alaska schools and communities
- conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education’s mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and
implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

**Plagiarism and Academic Honesty**

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions.

The **UAF Student Code of Conduct** is adhered to in this course.

**Disability Services**

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (203 WHIT, 907-474-7043) to provide reasonable accommodation to students with disabilities.

**UAF Disability Services for Distance Students**

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.

**Student Services**

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to [http://www.uaf.edu/SES/](http://www.uaf.edu/SES/) to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: [http://distance.uaf.edu](http://distance.uaf.edu)

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: [http://www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/). You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: [http://www.alaska.edu/oit/sc/about/contact.xml](http://www.alaska.edu/oit/sc/about/contact.xml), and via email to helpdesk@alaska.edu.
Required Readings/Texts/Software

The readings for this course are meant to be as current as possible. Therefore instead of a textbook we will utilize research based journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

The required readings are as follows

Anderson, M. (2010). Expanding the Power of Primary Sources With Web 2.0. Multimedia & Internet@Schools, 17(4), 36-38.


Recommended Readings


Course Fees

There are no fees associated with this class as a personal web domain will have been established in ED 6XX, Web 2.0 Fundamentals.

Software used in the course will be available as freeware, shareware or trial versions for both Windows and Macintosh operating systems. A personal web domain will have been established in ED 6XX Web 2.0 Fundamentals.

Writing Standards

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Additionally, all of your blog and portfolio submissions (but not necessarily your tweets and comment) will be evaluated for proper spelling and grammatical usage.

Technology Requirements
This is an online course that will utilize several multimedia technologies. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive). Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset will be required. Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through a personal learning network.

Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac | Windows), iTunes and Java.

Before the first online class meeting, please visit the Elive Qualification Room and make sure that your system is capable of supporting ELive sessions.

Assessment

Each assignment or project will be assessed on a 5-point rubric with 0-4 points available. There will be a total of six assignments for a possible total of 24 points. The following grading scale applies:

- 24 points: A
- 21-23 points: B
- 18-20 points: C
- 13-17 points: D
- Below 13 points: F

The instructor will review and comment on each assignment and you are free to revise and resubmit as often as desired. Most assignments will also undergo a peer review process before they are included in your portfolio.

Course Assignments

Assignment: Photography/Graphics

Take a series of at least six high quality photos that demonstrate an understanding of composition, lighting and white balance. The photos are to be at least 8 MB and be related theme-wise. Prepare two of them for printing, two for computer display and two for web publication. Use filters for correcting color balance, contrast, etc. as needed.
Write a blog entry describing how the photos were prepared, reasoning for using or not using particular graphics formats (GIF, JPEG, PNG, TIFF) the aspect ratio used and any difficulties encountered and record any online resources found to be helpful.
Create a web album and a collage of the six (or more) photos with captions.

Assignment: Video Editing (Video Podcast Design)

Create a series of three videos that are no longer than three minutes and have these elements: video, title, audio, narration, music, at least one still and appropriate transitions. The series of movies are to tell complete stories, document complete events or teach the viewer how to complete a series of tasks.
Use consistent elements to demonstrate the movies are a series.
Examples include safety issues in a science lab, tuning string instruments, art techniques, etc.
Publish the movies on an appropriate online video site (YouTube, Vimeo, etc.). Publish the movies as video podcasts.
Write a blog entry that describes your camcorder (CMOS vs. CCD, DV vs. AVCHD, microphone(s), etc.), the aspect ratio of your video, the format of your movie (SD vs. HD, 640p, 640i, 720p, 720i, etc.) and why letterboxing or pillarboxing was or was not encountered.

**Assignment: SMART Technology**

Create a series of two related lessons or presentations using SMART Notebook software. At least four elements (photos, graphics, etc.) are to be student-created. Publish the lessons/presentations to SMART Education Exchange.
Write a blog entry that describes problems encountered, how they were addressed and how SMART technology can be used effectively for learning/teaching or presenting.

**Assignment: Screen Capture**

Incorporate appropriate applications (system tools, Skitch, etc.) to assist in creating two documents which demonstrate how to accomplish related computer-related tasks. Screen captures are to be appropriate in size and content. Labels, arrows and other elements are to be supportive of teaching/learning.
Write a blog entry that describes any problems encountered, how they were addressed and the use of screen captures in creating education materials.

**Assignment: Desktop Recording**

Incorporate appropriate applications (Snapz Pro, ScreenFlow, Camtasia, etc.) to create two videos which demonstrate how to complete computer-related tasks. Incorporate consistent callouts, narration, music, etc. to show the relationship between the two videos.
Write a blog entry that describes any problems encountered, how they were addressed and the use of desktop recording in creating education materials.

**Assignment: Peer Review**

For this assignment, you will be expected to critically review each of your cohort’s blog posts for content and mechanics. This is an important step in the final publication of assignments to the MITI portfolio. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the post. Follow these guidelines:

- **Clarity of message**
  Cite at least one passage from each post that is the best example of clarity and/or insight, both in terms of relevance of content and strength of writing. Cite an example that supports your comments.

- **Improvement of message**
  Cite at least one passage from each post that needs improvement. In each case explain what needs clarification, is misleading, needs additional development, is factually unsupported, etc.

- **Writing Standards**
  Comment on any examples of typos or misspellings, grammar or usage, or lack of adherence to APA styles for references and citations.