

Nova Southeastern University
Abraham S. Fischler School of Education
Syllabus

I. COURSE PREFIX, NUMBER, AND TITLE: EDD 7005 Instructional Media (3 credits)

II. INSTRUCTOR/FACULTY MEMBER

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Students should contact their instructor for any questions regarding this course.

PROFESSOR/LEAD FACULTY (Responsible for Syllabus):

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NOTE: To ensure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Professor/Lead Faculty. Instructors may modify readings, topics, or assignments only after consultation with the professor/lead faculty listed above.

III. COURSE DESCRIPTION

- A. Catalog Description:** An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: None**
- B. Course Rationale:** Competence in instructional technologies, especially those related to telecommunications and computing, is fundamental for the professional in instructional technology and distance education. The Instructional Media course is designed to provide a comprehensive overview of technologies, their history, and their uses. Also, basic skills are developed during this time. It is intended that through the presentations, discussions, and assignments, the student will become an informed and intelligent consumer of technology and technological approaches. Further, the Instructional Media course will prepare students for other courses in the ITDE concentration.

IV. COURSE OBJECTIVES:

At the conclusion of the course, the student will be able to

1. Describe the three domains of learning.
2. Write a script for presentation that involves three or more media.
3. Explain the sequence of steps involved in planning for teaching with media.
4. Apply the ASSURE or other model of instructional design.
5. Describe the implications of the concrete-abstract continuum for instruction.
6. Identify appropriate classroom uses of traditional media.
7. Discuss the advantages and limitations of the use of computers in education.
8. Discuss six major categories of computer-assisted instruction methods.
9. Integrate principles of visual literacy and design into instructional materials.
10. Develop materials for information and instruction.
11. Create an appropriately-composed and -lighted digital photograph.
12. Use photo editing software to crop, size, and enhance images.
13. Shoot and edit a brief digital video.
14. Compare the advantages and limitations of audio media.
15. Record and edit a brief audio clip.
16. Compare the advantages and limitations of video media.
17. Create a digital animation.
18. Explain the before-, during-, and after-viewing procedures followed when motion media are used.
19. Summarize the media-effects debate.
20. Describe the implications of the media-effects debate for research and practice.

V. REQUIRED MATERIALS

A. Required Textbook(s):

Clark, R. E. (Ed.). (2001). *Learning from media: Arguments, analysis, and evidence*. Greenwich, CT: Information Age.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

B. Required Supplemental Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: Check the course textbook list for updates at <http://www.nsubooks.bkstore.com/>.

VI. CALENDAR OF WEEKLY REQUIREMENTS

Week	Topic	Activities and Assignments
1	Introduction	<u>Read</u> Clark, Preface, chapters 1 and 2 Smaldino, chapters 1 and 2;
2	Definition/Scope of Instructional Media	<u>Read</u> Smaldino, chapter 3 <u>Attend</u> Class sessions 1/2: “Introduction” and “What is instructional media and how did it get that way?” (live) <u>Participate</u> Online discussion 1: Media effects— The opening argument
3	Instructional Systems/Planning for Media Use	<u>Read</u> Smaldino, chapter 8 <u>Attend</u> Class session 3, “Instructional Systems” (live) <u>Participate</u> Online discussion 2: The ASSURE Model
4	Photography/Visual Communication	<u>Read</u> Smaldino, chapter 9 <u>Attend</u> Class session 4, “Photography” (pre-recorded) <u>Participate</u> Online discussion 3: Photography and visual communication
5	Audio	<u>Read</u> Smaldino, chapter 10 <u>Attend</u> : Class session 5, “Digital Audio” (pre-recorded) <u>Participate</u> : Online discussion 4: Audio
6	Motion Media/Video	<u>Read</u> Smaldino, chapters 5 and 6 <u>Attend</u> Class session 6, “Digital Video” (pre-recorded) <u>Participate</u> Online discussion 5: Video <u>Submit</u> Activity 1, “Photography”

Week	Topic	Activities and Assignments
7	Educational Computing I	<u>Read</u> "Math that Moves: Schools Embrace the iPad" http://www.nytimes.com/2011/01/05/education/05tablets.html <u>Attend</u> Class sessions 7/8, "A Balanced View of Educational Computing" (pre-recorded) <u>Participate</u> Online discussion 6: Educational Computing I <u>Submit</u> Activity 2, "Audio"
8	Educational Computing II	<u>Read</u> Clark, chapters 3-7 <u>Attend</u> Class sessions 9/10, "Storyboarding" and "The Ten Guiding Principles" (live) <u>Participate</u> Online discussion 7: Educational Computing II <u>Submit</u> Activity 3, "Video"
9	Media Effects: Clark Expands His Critique	<u>Read</u> Clark, chapters 8-10 <u>Participate</u> Online discussion 8
10	Media Effects: Kozma's Counterpoint	<u>Read:</u> Clark, chapters 13-18 <u>Participate</u> Online discussion 9 <u>Submit</u> Script/storyboard
11	Media Research	<u>Read</u> Smaldino, chapter 11 <u>Participate</u> Online discussion 10
12	Traditional Materials and Displays	<u>Participate</u> Online discussion 11
13	Production	Final project production
14	Production	Final project production
15	Peer Review	<u>Participate</u> Final project peer review <u>Submit</u> Peer review report
16	Revision	Revise final project based on peer feedback

Week	Topic	Activities and Assignments
17	Wrapping Up	<u>Submit</u> Final project, "Ten Guiding Principles"

VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Assignments include a combination of written work, media production, and group activities. Be sure to closely follow the directions for all assignments. Due dates are very important and exceptions will not be allowed without the prior approval of the instructor.

Introductory Posting with PowerPoint Slide

Create a single PowerPoint slide containing the following information: your name, your address, your email address, your phone number, your picture at work (in your office, classroom, outside the building where you work, etc. If you prefer, you may substitute a picture of you in your work area at home.

Before the end of the first week, introduce yourself to your classmates by posting a brief, informal biography in the WebCT "Introductions" discussion area. Please attach your PowerPoint slide.

Online Discussions (33 points)

Active, thoughtful participation in online discussions is an important element of the course. Ten weekly discussions (each worth 3 points) will be conducted via WebCT. A list of discussion topics and reading assignments is included in this syllabus. Topics, reading assignments, guidelines, and additional useful information will be posted in the WebCT discussion area.

Objectives 3, 5, 6, 7, 8, 14, 16, 18, 19, and 20

Criteria for online threaded discussions

- Postings are substantive, presenting new ideas.
- At least two postings each week: one responds directly to the week's question or topic, and subsequent postings respond to postings of at least one other student.
- Postings build on the postings of others.
- Postings present your own ideas and examples of application, such as in your (or others') workplace.
- Postings are supported by readings, properly cited.
- Postings are clearly written, with proper spelling and grammar.

Grading guidelines for online threaded discussions

With these criteria in mind, weekly discussion scores will be assigned as: 3 points (good)—fully meet criteria; 2 points (fair)—meet most of the criteria; 1 point (poor)—meet few of the criteria; 0 points (travesty)—meet none of the criteria or are very wide of the mark.

Activities (25 points)

Activity 1. Still photography (7 points)

Select a subject (a person) and make two portraits: an environmental portrait (wide- to medium shot) and a more formal head-and-shoulders portrait (close-up shot). Place the two photos and a credit line (your name) on a single PowerPoint slide. On one or two additional (linked) slides, describe, in no more than two or three paragraphs, the portraits and the person who is the subject. Explain your choice of subject, choice of location(s), and choice of poses. Submit the slide as directed by the instructor. Grading will be based upon the extent to which the student has employed the principles of effective photography—lighting, posing, composition, and overall quality (including suitably downloadable file size) and has described the portraits. Remember, the subject of the portraits will be one person (not a group, not a pet, etc.).

Objectives 10, 11, and 12

Activity 2. Audio (5 points)

Record a brief (between one and two minutes) interview with a person of your choice. Digitally edit the interview recording, save it as an mp3 or wav file, and submit it as directed by the instructor. Grading will be based on the quality (clarity, volume, smoothness of edit) of the edited audio.

Objectives 10 and 15

Activity 3: Video (10 points)

Create a brief (less than 2 minutes) video on a person of your choice. Include appropriate titles, shots (long, wide, and close-up), cuts, transitions, and audio. Grading will be based on the degree to which your video successfully incorporates the above elements. Note: because this is a motion media assignment, it is not sufficient to convert still images to a video file. Save the video as an MPEG file, compress it to a suitable file size, and submit it as directed by the instructor.

Objectives 10 and 13

Final Project: The Ten Guiding Principles of Instructional Technology and Distance Education

The final course project is a multimedia production on the theme “The 10 Guiding Principles of Instructional Technology and Distance Education.” This assignment offers students the opportunity to integrate course content and showcase their grasp of educational media design and production.

The 10 guiding principles are the ten most important principles guiding decisions in the field. Please note that this is not just any set of ten principles, but the ten worthy of being “carved

in stone.” An example of one potential guiding principle: “Thou shalt not compare media.” Its source? Well, you know the source. Bear in mind that there is no “definitive” list in the literature. It is up to you to determine what the ten guiding principles are. Your list may be similar to the lists created by your classmates, but it is unlikely that any two lists will be identical. Each principle must be clearly articulated and supported by references to the literature of instructional technology and distance education.

Your final project will consist in two deliverables that communicate the guiding principles: (a) a multimedia production in which you will effectively integrate three or more media, in addition to text, such as video (motion media), audio, and still images (e.g., photographs, graphics, images); and (b) a printed handout, in which you will effectively integrate printed media (e.g., text, images, graphics).

Following are the three phases to complete the final project: development of a storyboard, obtaining peer reviews about your work in progress, and finalizing your multimedia production and handout.

PHASE 1: Storyboard (10 points)

Objectives 2, 6, and 10

This is the planning/design phase of your project. The storyboard will include sketches of visuals, production notes, and a narrative/script. The format of the storyboard is up to you. Here are some suggestions:

- Print out a blank PPT handout (3 slides per page, with lines for notes) and then use the blank frames to sketch what will be happening on the screen. And, on the lines, put the script that would accompany the visuals. You don't have to be a great artist; stick figures will do!
- You could craft this using an Inspiration document, with a column indicating the visuals and another indicating the script to accompany the visuals.
- Download a template and use it
- You could simply take blank paper and sketch this out, making notes under each “frame” of the accompanying items

Submitting the storyboard: Depending on the format of your storyboard, you can scan and compile the images into a PDF or a MS Word Document that you submit, you can also fax to the instructor, or you can submit a file with digital images. The instructor will indicate where you will submit the assignment.

Grading guidelines for the storyboard: Grading will be based on the degree to which the storyboard includes a complete and clearly presented script, sketches of visuals, and production notes. It is expected that the storyboard will be submitted by its due date. Because the success of the final project depends so heavily on the quality of the storyboard, work that is deemed less than adequate will be returned (with useful suggestions) for revision and resubmission.

PHASE 2: Peer review (5 points)

Based on your storyboard, you will start developing your final project. Before the due date, share your work in progress with at least two classmates for their feedback. Per your instructor's indications, submit by the due date your reviewers' comments and indications of any change you made (or intend to make) as a result the comments.

PHASE 3: Final project (25 points)

Objectives 4 and 10

Your final project will consist in two deliverables that communicate the guiding principles: (a) a multimedia production of no more than 5 minutes in which you will effectively integrate three or more media, in addition to text, such as video (motion media), audio, and still images (e.g., photographs, graphics, images); and (b) a printed handout, in which you will effectively integrate printed media (e.g., text, images, graphics).

How your multimedia production communicates your ten guiding principles is entirely up to you. However, I encourage you to have some fun and bring creativity to the task.

Submitting the final project: Depending on the nature of your project, you will submit files and/or post to the Web. Your instructor will give further indications.

Grading guidelines for the final project: There is an overarching expectation that the final project, in both its content and use of media, will be creative and interesting. Grading of the final project will address two major areas: the content (10 points), and the media used (15 points). In grading the project, the instructor will determine the degree to which:

Content:

- The ten guiding principles listed are substantial and truly core principles of our field.
- The references cited are appropriate. They adequately support the guiding principles—in the multimedia production as well as in the handout

Media

- The choice of media is appropriate to the messages communicated.
- The product demonstrates high production standards and media “work” as intended.
- The product has appropriate sequencing and “flow.”
- The total time needed to watch, listen, read or navigate the content is within the time limits.

Illuminate Sessions (5 points)

Active, thoughtful participation in Illuminate sessions is an important element of the course. One-half point will be earned for participation in each session. To earn credit for a missed session, prepare a very brief summary of the content of the session, your reflections about the content, and any questions you may have about the content, and e-mail it to your instructor within one week of presentation date.

Every assignment must include the FSEHS cover sheet/title page. Go to http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf for directions and exceptions to the APA format.

Complete and submit the Presubmission Checklist with each assignment. That form can be downloaded at: http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf or http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

X. CLASS POLICIES [this section may be modified to suit your specialization and degree level]

A. Attendance: Students are expected to attend all class sessions. However, if they are unable to attend a class session, they should speak to the instructor as soon as possible to arrange an alternative assignment.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarism and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author), or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). It is the responsibility of the student to understand what plagiarism is, how it can be avoided, and NSU policies regarding plagiarism.

XI. GRADING CRITERIA

A. Presubmission Checklist:

http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf
http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

B. Grading Scale:

Letter Grade	Percentage	Quality Points
A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
F	Below 80	No Credit

C. Course Assignments and their percentage of the final grade

Assignment	%	Due Week #
Introduction and PowerPoint slide	0	1
Online Discussions	33	see calendar
Activity 1: Photography	7	6
Activity 2: Audio	5	7
Activity 3: Video	10	8
Script/Storyboard	10	10
Peer review report	5	15
10 Guiding Principles of ITDE	25	17
Illuminate sessions	5	see calendar
Total:	100	

D. General Grading Rubric

Gr	%	GPA	Criteria
A	91-100	4.0	<p>1. Content - Assignments demonstrate a thorough depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, thorough, meet or exceed stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students have included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students clearly demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students generally demonstrate originality and fresh perspectives.</p> <p>2. Quality of Communication - Written and oral work demonstrates superior doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear, concise, cogent, and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. Preparation (readings, field work, etc.) - Preparation for all classes and assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students consistently demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students consistently demonstrate personal</p>

growth as specified in the doctor of education learning outcomes

- 4. Format** - Where applicable, citations and references are used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).
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Gr	%	GPA	Criteria
B+	86-90	3.5	<p>1. Content - Assignments demonstrate a depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is generally focused on the assigned topics and the objectives for the assignment. Topics are generally fully developed. Students generally included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students demonstrate some originality and fresh perspectives.</p> <p>2. Quality of Communication - Written and oral work demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. Preparation (readings, field work, etc.) - Preparation for all classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students generally demonstrate personal growth as specified in the doctor of education learning outcomes</p> <p>4. Format - Where applicable, citations and references are generally used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and</p>

vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

Gr	%	GPA	Criteria
B	80-85	3.0	<p>1. Content – Assignments demonstrate some depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed most parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students occasionally include additional material or information or both beyond requirements and, where appropriate, occasionally demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate some evidence of field based activities and higher levels of critical thinking and independent learning.</p> <p>2. Quality of Communication - Written and oral work generally demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student’s work is generally correct, although there are aspects that may not be effective (i.e., word choice, sentence structure, the thesis statements and supporting details in paragraphs may not be clear. Transitional words and phrases may be disjointed, points and ideas may not be well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. Preparation (readings, field work, etc.) - Preparation for most classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate some ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students demonstrate some personal growth as specified in the doctor of education learning outcomes</p> <p>4. Format - Where applicable, citations and references are generally used correctly and consistently, with efforts made to include a range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).</p>

F	No	.0	Does not meet the above standards
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Gr	Criteria
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| I | Incomplete | <ol style="list-style-type: none">1. A grade of incomplete (I) may be granted at the discretion of the instructor, to students who are in good standing, because of unexpected personal or professional emergencies, and must be made up within one term (or sooner) of the final class meeting of the course, as stipulated by the instructor. A grade of “I” may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, references, etc.) in a timely manner by the end of the course. Students requesting extensions due to medical reasons are expected to provide official medical documentation. It is the student’s responsibility to consult the instructor and submit the <i>Incomplete Grade Agreement Form</i> prior to the end of the course. The instructor will not accept assignments received after the date indicated on the agreement, and the student’s grade will be assigned according to the work the student completed by the end of the course.2. Upon approval by the instructor, students will be required to complete and submit an “Incomplete Grade Contract” to the instructor. The timeline for an “Incomplete” shall not exceed one term or as specified in the “Incomplete Grade Contract.” An incomplete grade that has not been changed by the official date in this agreement will result in a grade of “F” (No Credit). |
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XII. LIST OF SUGGESTED RESOURCES

A. Books

Peachpit Press’ Visual QuickStart and Visual QuickProject books are among the easiest-to-use step-by-step guides to software packages. Depending on the software packages you use to complete assignments for EDD 7005, you may want to consider one or more of the following:

Adobe Premiere Elements 9 classroom in a book collection. (2010). Berkeley, CA: Peachpit Press.

Brenneis, L. (2008). *Final Cut Express 4 for Mac OS X: Visual quickstart guide.* Berkeley, CA: Peachpit Press.

Carlson, J. (2011). *The iMovie ’11 project book.* Berkeley, CA: Peachpit Press.

Carlson, J. (2010). *Photoshop Elements 9 for Mac OS X: Visual quickstart guide.* Berkeley, CA: Peachpit Press.

- Carlson, J. (2010). *Photoshop Elements 9 for Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press.
- Engst, A. (2009). *iPhoto '09 for Mac OS X: Visual quickstart guide*. Berkeley, CA: Peachpit Press.
- Heid, J. (2011). *The Macintosh iLife '11*. Berkeley, CA: Peachpit Press. (Available May 31, 2011)
- Heid, J., & Lai, T. (2009). *The Macintosh iLife '09 in the classroom*. Berkeley, CA: Peachpit Press.
- Negrino, T., & Smith, D. (2010). *Dreamweaver CS5 for Windows and Macintosh: Visual quickstart guide*. Berkeley, CA: Peachpit Press.
- Chun, R. (2011). *Flash Pro CS5: Visual quickstart guide, video*. Berkeley, CA: Peachpit Press.
- Chun, R. (2010). *Flash Professional CS5 Advanced for Windows and Macintosh: Visual quickpro guide*. Berkeley, CA: Peachpit Press.10

B. Journals

AACE Journal
American Journal of Distance Education
Contemporary Issues in Technology and Teacher Education
Distance Learning
ETR&D
Educational Media International
Educational Technology
Interactive Learning Environments
International Journal of Research in Open and Distance Learning
Journal of Computer Mediated Communication
Journal of Educational Multimedia and Hypermedia
Journal of Interactive Learning Research
Journal of Interactive Media in Education
Journal of Research on Technology in Education
Journal of Technology and Teacher Education
Learning and Leading with Technology
Learning, Media and Technology
Open Learning: The Journal of Open and Distance Learning
Quarterly Review of Distance Education
Sloan-C View
T.H.E. Journal
Tech Trends

C. Storyboarding and scripting sites

Storyboarding Guide: <http://pblmm.k12.ca.us/TechHelp/Storyboarding.html>

Storyboarding & Scripting:

<http://reta.nmsu.edu/modules/hollywoodnm/lesson/stryscript.htm>

Scriptwriting/Storyboarding:

<http://www.umsl.edu/~tlc/Educast/Curriculum/storyboard.htm>

Script Layout: <http://www.exposure.co.uk/eejit/script/index.html>

Acting With A Pencil: Storyboarding Your Movie:

<http://www.exposure.co.uk/eejit/storybd/>

Script to Screen: The Last Samurai:

<http://movies.yahoo.com/movies/feature/thelastsamurai.html> Click on the link “Script to Screen: a side by side look at the script, storyboard and the final version of a battle scene from the film.” This final example is the best in terms of showing how the storyboard and script “go” with the final product. This is an excellent example of the coordination of these three components (storyboard, script, product). Of course, this example far exceeds our expectations for this assignment, but the concept is of great value and it should guide your efforts on this assignment.