



## Video Toolbox

EDUO 9153 3 Semester Credit/Units

Instructor: Robin Seneta

*Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.*

### Course Overview:

Using video in the classroom is one of the most powerful instructional assets a teacher can utilize. In the fast paced, media driven society of cellphones and computers students are surrounded constantly by this engaging type of medium. Classroom video projects teach students to plan, organize, write, communicate, collaborate, and analyze. Video has become so prolific that some colleges even include video submissions as part of their application process. As this media further matures, students may need to be able to express themselves as effectively through moving imagery as with the written word. Through this course you will be introduced to many different tools, strategies and ideas for integrating video into your classroom.

### Course Objectives:

In this course, participants will have opportunity:

1. Recognize the value of using video effectively in the classroom.
2. Identify tools that incorporate video to use to create meaningful lessons.
3. Experiment with different video tools to develop lessons that integrate these tools.
4. Examine how formative assessment can be enhanced with video.
5. Create video that enhances their daily instruction.
6. Analyze different video services and evaluate how they could be used by students.
7. Design different examples of structured video that can be assimilated into their curriculum

### Course Relation to CCS or other Professional Standards

ISTE 1.1c: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

ISTE 5.5A: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

ISTE 5.5B: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

ISTE 5.5C: Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

ISTE 7.7a : Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

ISTE 7.7b : Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

### Course Assignments:

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and turn in completed work. You will receive feedback from your instructor indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

<b>Module 1-INTRO TO VIDEO IN THE CLASSROOM</b>	
<b>Overview</b>	Review readings and articles related to the implementation of Video Tools into the Classroom.
<b>Assignment</b>	Write a one page single spaced summary/response to your thoughts on using video in the classroom. Talk about how you currently use video and how you are interested in using video after reviewing the resources provided.

<b>Module 2- VIDEO RESPONSE TOOLS</b>	
<b>Overview</b>	Review the information provided regarding various types of video response tools. Choose several to investigate and try.
<b>Assignment</b>	Using the template provided evaluate one of the video response tools including the set up of the tool, ease of use, implementation and ideas you have for using it Follow up with an example that you created.

<b>Module 3-VIDEO TOOLS FOR PRESENTATIONS</b>	
<b>Overview</b>	Investigate various types of video response tools. Choose several to implement and try.
<b>Assignment</b>	Use the list of tools provided and create an example of how this video tool could be used in the classroom or educational setting. Develop a lesson or project to show how the tool could be implemented.

#### Module 4-EXPLAINER VIDEOS

<b>Overview</b>	Review the information provided regarding various types of explainer video website tools.
<b>Assignment</b>	Create a lesson in which your students would need to create an explainer video. Explain the tool that you would use and create an example to go with the lesson that you could show to students. If your students are too young to create an explainer video, create a lesson based off of the example that you create.

#### Module 5-FORMATIVE ASSESSMENT VIDEO TOOLS

<b>Overview</b>	Review websites that use video tools as formative assessment.
<b>Assignment</b>	Create a video tool that could be used as a formative assessment for your educational setting. Write a summary of how this tool will be used and the lesson description that would go along with it.

#### Module 6-SCREENCASTING TOOLS

<b>Overview</b>	Read and review the relevance of screencasting in today's educational setting. Review the types of screencasting tools available and how they are used today.
<b>Assignment</b>	Create a screencast that you would use in your educational setting. Write a one page summary to go along with the screencast explaining in what capacity the screencast would be used and how it will impact or change what you are currently doing.

#### Module 7- VIDEO EDITING TOOLS

<b>Overview</b>	Review the list of video editing software tools provided and choose a tool that can effectively be used to edit video within the confines of your resources.
<b>Assignment</b>	Use the video editing tool to edit video footage. Share a review of the tool used explaining the benefits and options available. Also include a written summary of how this video editing tool could be implemented into your educational setting to enhance a lesson or unit.

## Course Assessment Rubric:

<b>A</b> <b>All assignments meet criteria</b>	<b>B</b> <b>Most assignments meet the criteria</b>	<b>Not Acceptable</b> <b>Does not meet criteria</b> <b>Resubmit assignment</b>
The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course objectives.
Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds with limited reference to the prompt and has minimal connection between course content and experience.
Engages in professional dialogue (coaching) that demonstrates interest that deepens individual performance.	Engages in professional dialogue (coaching) that demonstrates interest that deepens individual performance.	Engages in limited professional dialogue (coaching) that minimally demonstrates interest in improved performance.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>