WILLIAM PATerson UNIVERSITY
COLLEGE OF EDUCATION
Department of Curriculum and Instruction

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application

1. COURSE TITLE AND NUMBER OF CREDITS: Design and Integration of Educational Media (ELLM 514), Three Graduate Credits

2. COURSE DESCRIPTION: The role of media in the learning process is examined. Communication and system models are explored and applied in individual and group learning-teaching situations. The individual characteristics of media and their applications are explored in addition to the selection, utilization, evaluation, and integration of media throughout the school curriculum according to the concepts presented in basic access documents. A laboratory format enables the student to participate in various production techniques of educational media. Emphasis is placed on the development of materials through research, design, planning, implementation and evaluation. The student is given the opportunity of participating in the utilization, operation, and maintenance of media and the accompanying hardware.

3. PREREQUISITES AND RESTRICTIONS: None

4. COURSE OBJECTIVES: This course is designed to familiarize the student with design techniques based on the learning objectives of the curriculum as the student prepares for teaching information skills at both the elementary and secondary levels. At the end of the course, the student will be able to:
   A. Teach in both a conventional classroom and a technology-based or electronic classroom and/or media center effectively by following sound design techniques and incorporating technology into the lesson plan through a in-class presentation and developing a portfolio of five lesson plans with produced media.
   B. Familiarize his or her self with computer-generated graphics software, as well as experience using the principles of visual design by producing traditional instructional materials including bulletin boards and other classroom displays that help students meet specified performance objectives.
   C. Comprehend the total process of learning and teaching as it relates to the design and production of locally produced instructional materials by completing a portfolio that includes lesson plans, objectives, and materials.
   D. Integrate visual design principles and layout techniques for use with students in a “child centered” classroom within their portfolios.
   E. Increase their creative abilities and visual thinking skills so that they feel confident enough to use the skills they have acquired to produce effective and motivational instructional materials for and with their students through hands-on experience in class projects and producing portfolios.
   F. Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth by incorporating materials in their portfolios.
   G. Use Information Power as a guideline to develop lesson plans that promote the development of information skills through in-class assignments and the portfolio of lesson plans.
5. **STUDENT LEARNING OUTCOMES:** At the conclusion of the course, the student will be able to:

A. Engage in reflective inquiry about professional knowledge, understanding, and application of design principles through the development of lesson plan portfolios. (COE, GSLO, A.1.)

B. Demonstrate knowledge of developments and implications of technology in academic and professional disciplines through producing media using state-of-the-art technology and using the technology in in-class presentations. (COE, GSLO, B.4.)

C. Demonstrate understanding of similarities and differences among people and how those similarities and differences affect professional practice as evidenced in developing a portfolio of lesson plans taking into account both the individual and group differences of their target audience. (COE, GSLO, C.3.)

D. Communicate effectively through listening, speaking, writing, reading, and other forms of representation as demonstrated in the development of the portfolio of lesson plans, design media to effectively meet the objectives, and presentation of the plans to the class. (COE, GSLO, D.1.)

E. Integrate technology into curriculum and practice through the in-class assignments of using and producing media and through the development of five lesson plans with teacher-produced media. (COE, GSLO, D.6.)

6. **COURSE CONTENT:**

A. Introduction to Media

B. Media and Instruction

C. Systematic planning for media use

D. Visual Principles

E. Nonprojected Media

F. Audio

G. Video

H. Computers and computer-based multimedia

I. Computer networks and designing for distance learning

J. Future technologies

K. Student Showcase of portfolios

7. **TEACHING/LEARNING METHODS:**

A. Lecture/Discussion/Exercises

B. Hands-on Laboratory experiences

C. Demonstrations

D. Presentations by students

8. **EVALUATION METHODS:**

Students are expected to attend all lecture and laboratory experiences. It should be noted that all plagiarism (whether intentional or not) is not acceptable. The grade (assuming mastery requirements are met) will be based on the following:

A. Conduct an assessment of your individual school’s status regarding the use of technology and teaching methodologies. Make at least 3 recommendations with implementation plans for changing your school to meet tomorrow’s needs. (Paper should be no more than 5 typed, double-spaced pages in length.) (10% of grade)

B. Write 3 instructional needs or problems that you have. Based on these 3 problems or needs, write 3 instructional goals or outcomes that you can achieve if you design an instructional solution for yourself. Select one of the goals you have written and write 2 performance objectives that prove that you have achieved that goal. Turn to the media
matrices in Chapter 2 and select 2 types of instructional media that you could produce that would help you reach your goal. (10% of grade)

C. Develop your own personal portfolio containing the following (70% of grade)
At least 5 different types of mediated instructional materials that you designed and produced and in addition, 2 types of instructional media that would support your goal in assignment #2. The portfolio must contain: subject, student learning objectives, learner assessment, literature search, lesson, evaluation of commercial media, creation of 3 different types of media, curriculum integration ideas, evaluation instruments and alignment with Information Literacy Standards and NJ CCCS.

D. Class participation: cooperative learning activities & lab sessions. (10% of grade)

A = 93-100 Excellent
B = 85-92 Very Good
C = 77-84 Average
D = 69-76 Weak

9. RECOMMENDED TEXTS/READINGS:


10. PREPARER’S NAME AND DATE: Jane B. Hutchison
(W) 973-720-2980
(H) 973-694-5035
(Fax) 973-720-3702
(E-mail) hutchison@wpunj.edu

11. Department approval date:

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13. Department revision approval date: