August 23, 2002

Memo to: Douglass S. Kalika
From: James E. O'Reilly
Subject: Online Versions of EDC 543, 547, 548, and 607

The Department of Curriculum & Instruction and the College of Education have forwarded to me the attached document, which addresses the "equivalency" of four distance-learning graduate-level courses offered via a combination of distance-learning technologies to their respective on-campus versions. University and SACS procedures require that courses in which all or most of the instructional delivery is done by distance-learning technology be so reviewed and reported to the University Senate, and eventually to the CPE and SACS.

The four courses are offered as part of the Instructional Systems Design program. The courses and their page numbers in the packet of materials are:

- EDC 543 pp. 10-16
- EDC 547 pp. 2-9
- EDC 548 pp. 17-23
- EDC 607 pp. 24-29

[I rearranged the order of the courses in the original packet to put them in increasing numerical order.]

I have reviewed this document. I believe they have done a very thorough and convincing job in clearly displaying the equivalency of these on-line versions to the traditional on-campus courses. The Department and College should be commended for their efforts to follow the University's reporting procedures for distance-learning and multi-media courses.

I can therefore recommend this group of courses to you for your review and positive recommendation to the Graduate Council for their review and approval. Given the similarity of the courses and of the presentations, I think that all four can be considered simultaneously as a group.

c: Gary Anglin, Linda Levstik, Robert Shapiro
\DL\course approve\EDC DL courses.doc
August 21, 2002

Dean Jim O'Reilly
Graduate School – Distance Learning
317 Patterson Office Tower
CAMPUS – 0027

Dear Dean O'Reilly:

The following proposal equates online sections of the courses comprising the Instructional Systems Design program with those sections taught on campus. The proposal was approved by the College of Education Courses and Curricula committee in October 2001; however, the proposal was never forwarded to your office for approval.

Enclosed are course descriptions, materials, and correspondence pertaining to these equivalencies.

Thank you for your time and attention.

Sincerely,

Robert Shapiro
Associate Dean for Research and Graduate Studies
Dear Dr. Levstik,

The Instructional Systems Design program would like to propose that the following instructional systems design courses be adapted for distance delivery:

EDC 543 Video for Distance Education and Multimedia
EDC 547 Instructional Computing I
EDC 548 Instructional Computing II
EDC 607 Instructional Design I

We have followed the Graduate School “Approval Guidelines for Delivery of Graduate Courses in Multi-Media Format” when writing the proposal. The graduate school guidelines are posted on the graduate school web-site (http://www.rgs.uky.edu/gs/GSMulti-Media.html).

I have also included a paper copy of the Graduate School Guidelines at the end of the proposal.

If possible, we would like to have the proposal considered by the department at the next departmental faculty meeting.

Respectfully,

Gary J. Anglin
Associate Professor and
Program Coordinator, Instructional Systems Design
Proposal for the Adaptation of Existing Courses
For New Delivery System
Instructional Systems Design Program
Department of Curriculum and Instruction
University of Kentucky

October 12, 2001
The Department of Curriculum and Instruction agreed unanimously that the enclosed proposal for alternative delivery of existing graduate courses in ISD in multimedia format provides for equivalent experiences with on-existing on-campus courses. The graduate school guidelines indicate that this proposal be approved by courses and curricula. Since the procedure in such cases is somewhat different than our usual one, the committee should reference the appropriate regulations (http://www.rgs.uky.edu/gs/GSMulti-Media.html). See attachment, too.
Video for Multimedia and Distance learning provides information on a variety of video applications and their use and effectiveness for distance learning and multimedia applications. Content exercises develop basic video skills and production experience required for digital video course materials development. Framed with concepts and principles from film theory and cinematic narrative technique, topics include: instructional video research studies, video and digital video production, terminology, systems and computer interface configurations, visual interpretation and message design issues.

Table 1: Equivalence of On Campus and On-line Course Activities

<table>
<thead>
<tr>
<th></th>
<th>On Campus Delivery</th>
<th>On-line Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours</td>
<td>Regular campus office hours and e-mail</td>
<td>Online office hours (chat room) and e-mail</td>
</tr>
<tr>
<td>Syllabus/Schedule</td>
<td>Distributed in hard copy at first on site class meeting</td>
<td>Available on-line using course management software</td>
</tr>
<tr>
<td>Readings</td>
<td>Two texts plus reading packet and on-line web resources</td>
<td>Two texts plus reading packet and on-line web resources</td>
</tr>
<tr>
<td>Class Meetings</td>
<td>Regular campus meetings and on-line threaded discussion</td>
<td>On-line facilitated threaded discussions, chat rooms, listserv (e-mail) and telephones</td>
</tr>
<tr>
<td>Evaluation of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Technical Constellation Work</td>
<td>Submitted in class as multimedia format files via on-line drop box in course management software OR mailed to instructor on CD/DVD OR streaming media via website</td>
<td>Submitted as multimedia format files via on-line drop box in course management software OR mailed to instructor on CD/DVD OR streaming media via website</td>
</tr>
<tr>
<td>- Conceptual Constellation Work</td>
<td>Submitted as paper and group project presentation. Student scheduled meetings as needed</td>
<td>Submitted as on-line text and project posting. Group work done on-line using group space. Both through use of on-line course management software features</td>
</tr>
<tr>
<td>- Applications Constellation Work</td>
<td>During regularly scheduled classes</td>
<td>External Proctored exams, arrangements to be made at beginning of class</td>
</tr>
<tr>
<td>- Final Project</td>
<td>Submitted and presented to class in digital video formats with on-line accompaniments as necessary</td>
<td>Submitted as multimedia format files via on-line drop box in course management software OR mailed to instructor on CD/DVD OR streaming media via website</td>
</tr>
<tr>
<td>Class Participation</td>
<td>In class discussions, on-line discussion participation, e-mail, listserv</td>
<td>Compressed video discussions, desktop conferencing discussions and/or on-line discussion participation, e-mail, listserv, and telephones</td>
</tr>
</tbody>
</table>
| Length of Course               | Regular university term                                                            | Per graduate school guidelines "roughly that of a semester term."
| Course Evaluation              | In-class evaluations                                                              | On-line evaluation                                                               |

EDC 543: On-site and On-line Equivalency

Course Outline, EDC543
Video for Multimedia and Distance Learning

Instructor: Joan M. Mazur
114 Taylor Ed. Bldg.
e-mail: jmazur@uky.edu
vox: 859-257-4896
fax: 859-257-1605

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EDC 543-201: VIDEO TECHNOLOGY FOR MULTIMEDIA DEVELOPMENT AND DISTANCE EDUCATION

Dr. Joan Mazur
Office: 114 Taylor Education Building
Phone: 606-257-4896
E-mail: jmazur@pop.uky.edu
Website: http://www.blackboard.com/courses/EDC543

On Campus Section

Course Description

A variety of video applications for multimedia development and distance education are discussed. Classroom exercises and projects develop basic video skills and production experience required for multimedia and distance education course development. Framed with concepts and principles from film theory and cinematic narrative research, topics include instructional video research studies, video equipment, terminology, systems, video and computer interface configurations, visual interpretation and message design issues.

Readings:

- Course Packet of Readings
- Course video (instructional clips back-up for technology failures)
- Web sites as noted in Nicenet discussions or lectures.
- Class Web Site: http://www.blackboard.com/courses/EDC543 Join class using code

Required Hardware and Materials

In order to take this course you must have access to a) a video camera and vcr  b) a computer with a CD-ROM player c) a web connection and  d) 3-4 videotape cassettes and an audio cassette (they need not be new, can be recycled). You will also be using Adobe Premiere 5 digital video editing software. If you have a set up available to you please use that. If not, facilities are available at the Instructional Technology Center in TEB 150 (hours M-F 8-5) or the College of Education Cluster Site Dickey Hall Rm 57 (hours are the same as the Education Library - open most nights til 10 p.m. and on weekends during the day). The Dickey Hall facility will also have 3-D Authoring Studio which is the software for making 3-D or panoramic video.

You may be an ordinary VHS camcorder, hi-8, regular 8 or digital video recorder to complete technical constellation projects. The key is to use whatever equipment is available so that you gain an understanding of the operation and techniques associated with a camera you will be using routinely.
**Video Rentals**: In the course of the semester you will need to rent several classic videos from any video rental store. These videos will be used for application and analysis of film theory and technical concepts.

**Assignments - The "Constellation" Design of the Course Components**

The course design is based on three "constellations" -- (1) a conceptual constellation; (2) a technical constellation and, (3) an application constellation. The constellation metaphor for course components is shaped by ideas of the ancients. They looked to the sky and saw shapes in the constellations of stars -- these patterns were subjective and yet distinct. Because part of the course content is skill-based and participants ordinarily have widely diverse video skills and experiences, I am using this metaphor to encourage you to "shape" your skills work and develop a coherent skills set.

The **conceptual constellation** consists of the film theory principles put forth in the Rosen film theory reader. The **technical constellation** is comprised of video skills, ranging from composition and basic camera operation and use to digitizing video and 3-D panoramic applications. The **applications constellation** consists of various interim video projects that will ultimately increase your skills to the point where you will be able to produce and articulate your filmic composition in a final video project.

I want you to examine the assignments in each constellation on the attached sheet and determine-- based on your self assessment of skill level-- the shape you want your coursework in these areas to take. As you can see, there are required readings in the conceptual constellation. For this constellation, the choice will be to select one of the "optional" readings (and each student must select a different reading) and summarize and raise questions about the reading for your class colleagues on the TopClass discussion list.

In addition to weekly web-based assignments, students will be required to submit and present to the group a final video project that utilizes the digital video editing skills and concepts from the course content.

**Grading:**

- **Class participation**: 50% (Includes all postings and on-site meetings)
- **Constellation work**: 30% (15% for technical and application theoretic in class participation grade)
- **Final Project**: 20%

**Class Participation and Expectations**

Class participation is crucial in any graduate seminar, but particularly in a distance learning milieu. Your participation and motivation are key to the success of the course. All on-line discussions and chat assignments are required. If you cannot attend, I expect you to notify me as you would if you couldn't make a class.

**Final Project**

A final video project is required. Students will submit a 5-10 minute video demonstrating a particular genre (e.g. documentary, demonstration, personal narrative, commercial etc.). The video must include at least 10 specific lighting, sound, composition and angle techniques from the course content. A brief (1 page) outline
should accompany the video noting these techniques. These will be discussed and critiqued in class.
EDC 543-201: VIDEO TECHNOLOGY FOR MULTIMEDIA DEVELOPMENT AND DISTANCE EDUCATION

Dr. Joan Mazur
Office: 114 Taylor Education Building
Phone: 606-257-4896
E-mail: jmazur@pop.uky.edu
Website: http://www.blackboard.com/courses/EDC543

Distance Learning Section

Course Description

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Readings:

- Course Packet of Readings
- Course video (instructional clips back-up for technology failures)
- Web sites as noted in Nicenet discussions or lectures.
- Class Web Site: http://www.blackboard.com/courses/EDC543 Join class using code ________.

Required Hardware and Materials

In order to take this course you must have access to a) a video camera and vcr  b) a computer with a CD-ROM player c) a web connection and d) 3-4 videotape cassettes and an audio cassette (they need not be new, can be recycled). You will also be using Adobe Premiere 5 digital video editing software. If you have a set up available to you please use that. If not, facilities are available at the Instructional Technology Center in TEB 150 (hours M-F 8-5) or the College of Education Cluster Site Dickey Hall Rm 57 (hours are the same as the Education Library - open most nights til 10 p.m. and on weekends during the day). The Dickey Hall facility will also have 3-D Authoring Studio which is the software for making 3-D or panoramic video.

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Constellation work 30% (15% for technical and application theoretic in class participation grade)

Final Project 20%

Class Participation and Expectations

Class participation is crucial in any graduate seminar, but particularly in a distance learning milieu. Your participation and motivation are key to the success of the course and you must use the on-line tools and resources not only to access course content, but also to create the intellectual atmosphere required for graduate discourse. Research tells us that “co-presence” and feeling connected with others in distance learning courses can be problematic. However, I (and perhaps you) have had the experience of joining discussion lists or communicating with colleagues that I have only met once at a conference with whom I’ve developed some very personal and intellectually productive interactions. All on-line discussions and chat assignments are required. If you cannot attend, I expect you to notify me as you would if you couldn’t make a class.
We will have several face-to-face meetings. These will be at Winburn Middle School and are listed on the course schedule. Winburn has a 2-way videoconferencing system (KTLN). If you can attend via another KTLN or 2-way video site, that’s fine. Remember we’ll have to work out the connection schedule at least a week ahead of time.

Final Project

A final video project is required. Students will submit a 5-10 minute video demonstrating a particular genre (e.g. documentary, demonstration, personal narrative, commercial etc.). The video must include at least 10 specific lighting, sound, composition and angle techniques from the course content. A brief (1 page) outline should accompany the video noting these techniques.