AUDIO
Audio Story
Overview

GOAL: Create an audio file of music and other sounds to represent a story with various moods.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Determine a story to be created. Key the story outline and submit it to the teacher for approval. Decide on the music and audio clips to be used to represent the various mood changes in the story. Your production should be at least 60 seconds in length, but not longer than 90 seconds. The maximum continuous audio or music clips from any one source should be l5 seconds. Use copyright guidelines when creating your audio story. The audio will be from live feed and captured sources from a variety of resources. Edit sound files as needed for the final product. Copy sound files to a medium such as zip, CD, or hard drive.	Use the *Audio Story* assessment to evaluate the written plan for a story using music and sound clips, the effective use of effects used between moods, the length of the production, the use of appropriate copyright guidelines, importation and exportation, copying procedures, quality of audio files, and the submission of required sources and/or documentation. Evaluate whether the music and sounds represent the moods/atmosphere for the story described in the written plan. Also, evaluate file management.
Create audio files (MIDI). D3	1.4, 1.8		
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Manage files. A7	1.4, 2.7		
Use organizational tools to plan multimedia products (e.g., story-boarding, outlining, branching). A19	1.8, 2.7		
Demonstrate ethical behavior when designing multimedia applications. B1	4.4		
Proofread and correct multimedia documents. A14	CA1, 2.2		

AUDIO
Audio Story
Teaching Points

Overview

Instrumental music, audio sounds, words put to music, or any combination, often tells a story. These types of musical and audio formats are often used as background to video and stage productions. In this assignment students will use music to create a story by streaming several soundtracks using fades and blendings for effect.

Content Review

Review and/or demonstrate the following as needed:

1. Creating and using audio files, sound files and audio effects
2. Ripping audio files
3. Burning audio CDs that will play in most CD players

Activity Preparation

Play audio and musical soundtracks and allow the students to determine what mood they think is being created or what story the music tells.

Discuss saving audio files.

Demonstrate the use of audio and sound files to create different moods or emotional atmospheres.

Discuss and demonstrate the effects of audio dissolves and other manipulations of sound files.

Discuss and demonstrate how to burn CDs in a format easily recognized by most CD players.

Discuss ethical and copyright issues in using music and other multimedia materials.

Resources

Supplies needed for the activity:

Audio and sound files
Computer
CDs
Internet connection
Head phones

Web sites (and/or key words to use for search):

http://www.tcaps.com/ht/audio/default.htm
Using information on audio files

http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm
Creating MP3 and/or WMA files

http://www.dl.nu/linux_cd_burning.html
Converting, copying, etc. files

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/
Webmonkey Web site on creating audio files

http://165.248.2.40/idl2000/savesound.html
Saving sound and video files

http://olympus.het.brown.edu/cgi-bin/info2www?(cookbook)Editing+Sound
Editing sound files

http://www.support.dsu.edu/multimedia/sound/wave-edit.htm
Editing sound files

http://www.blazeaudio.com/howto/edit-copypaste.html
Copying sound files

http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test
Fair use of copyrighted materials

http://www.benedict.com/
Copyright Web site on court cases

Key words: *Audio files, sound files, tutorials on sound, tutorials on audio files, copyright on music, music fair use*

Books, articles, and other resources:

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.*
    Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers.*
    Boston, MA: Allyn and Bacon (Pearson Education).

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Course
    Technology.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide.*
    Berkeley, CA: Peachpit Press (Pearson Education).

AUDIO
Audio Story
Instructor's Approval Form

Audio Story _____

Instructor's Approval _____

Date _____

Submit this form with the instructor's signature along with the keyed ideas for the audio story when the assignment is complete.

AUDIO
Audio Story
Assignment

Determine the musical clips from your favorite songs and other sounds needed to create a CD audio story. The production should be at least 60 seconds long but not longer than 90 seconds. Create a project folder entitled [*insert your name*] *music video* to hold project and audio files.

Produce a favorite music clips CD using the following directions:

1. Key the ideas for an audio story and have it approved by the instructor. (See Instructor's Approval Form.)

2. Determine 4 or 5 of your favorite audio tracks and other audio sounds to be used to portray the story. Do not use more than 15 continuous seconds from any sound track.

3. Key in alphabetical order the reference information for music and sounds used in the audio story.

4. Load only those 15-second clips from the songs of your favorite music and other sounds into the computer.

5. Create an audio layer with short segments from your favorite CD tracks and other sounds.

6. Use appropriate fade techniques to transition between tracks.

7. Save as an audio file and export the file to the project folder.

8. Copy the audio file to a CD (or other medium as directed by instructor).

9. Submit a print screen of your timeline from the audio software.

10. Submit reference information of all music and sounds used in the audio story.

Resources

Web sites (and/or key words to use for search):

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Webmonkey Web sites

Converting and copying files

Key words: *audio, video, CD burning, multimedia creation*

Student _____   Due Date _____   Date Submitted _____

AUDIO
Audio Story
Assessment

Criteria	Evaluate/assess the quality and quantity of each criterion. Indicate points on the continuum of 0-5 5 = high/good to 1 = low/needs improvement (0 = missing)					
	5	4	3	2	1	0
Audio Story (5) Planned/outlined						
Audio Sounds (5) Appropriate						
Background Music (5) Appropriate						
Audio Levels (5) Adjustments (fades ins and fades out and other effects) Quality						
Imported/Exported (5) Audio files						
Music/Audio Sounds (5) Represent written story plan						
File Management (5)						
Accuracy (5)						
Subtotal						

Total Points =

Documentation Submitted	Yes = 2 points	No = 0 points
References		
Keyed ideas		
Instructor's Approval Form		
Subtotal		

Total Points =

Project Total =

AUDIO
Public Announcement
Overview

GOAL: Create an audio file to represent information for a radio broadcast.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Create an audio file as a public service announcement for radio broadcast on copyright laws (e.g., newsworthy item—copyright laws, product advertisement, and/or program event announcement). Research copyright laws to gather information for the informational announcement. The audio will be from live feed and captured sources from a variety of resources. Edit sound files as needed for the final product, which is to be a sound file copied to a medium such as zip, CD, or hard drive.	Use the *Audio Announcement* assessment to evaluate the audio file for a written narration plan and accuracy of its content, quality of voice captured using a microphone, background music, noise elimination, adjustments of audio inputs, and file management.
Create audio files (MIDI). D3	1.4, 1.8		
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Proofread and correct multimedia documents. A14	CA1, 2.2		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

AUDIO
Public Announcement
Teaching Points

Overview

Radio broadcasts of public service announcements, news items, product advertisements, and program or event announcements are types of audio communications. Copyright laws impact many areas when reproducing information, i.e., audio, video, text, and art. This assignment allows students to research copyright laws and create an audio file to be used as a radio announcement that informs the audience (students and teachers) of copyright laws that impact copying/reproducing various forms of information. In addition, good audio skills are used in video and electronic presentations.

Content Review

Review and/or demonstrate the following as needed:

1. Ripping an audio file from a CD
2. Converting an audio file from one file type to another file type
3. Recording audio/voice files with a microphone
4. Combining audio files and adjusting the track levels (including fade effects)
5. Obtaining information from the Internet on copyright FAQ's, do's and don'ts, etc.
6. Terms such as: WAV, MP3, MIDI, CDA, digital vs. analog

Activity Preparation

Listen to examples of former student announcements and make note of criteria that will be used for evaluation of assignment.

Demonstrate using the software programs to rip/copy, convert, and record with a microphone and to adjust track levels in audio software.

Discuss terms associated with audio production.

Discuss planning and narration of an audio production.

Review and/or demonstrate using the Internet to conduct research.

Discuss copyrights and copy wrongs.

Resources

Supplies and materials needed for the activity:

Computer with microphone and CD drive

Audio software with ripping/copying, converting, and fading capabilities. Possibilities include:

- Microsoft Windows comes with Media Player and Sound Recorder; Free version of Musicmatch will also do a few things.

- Roxio 5: SoundStream can rip and convert; Sound Editor can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. "Creator" can rip.

- Roxio 6: Audio Central can rip and convert; Sound Editor can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. "Creator" can rip.

- Audacity: Can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. This review is based on limited use of the program.

- Adobe Premiere: Can convert files, add simple effects, combine multiple audio clips, and delete part of audio clips. Premiere is a good place to create fades (fade in or out).

- Adobe Audition: Will do it all.

- Cool Edit: Will do it all.

- Windows Media Player: Will rip as WMA files only.

Teachers are encouraged to pick and choose parts of the assignment they would want their students to complete after reading what the programs can do and knowing what programs are available.

Stock audio would be beneficial. (Digital Juice's "BackTraxx" is recommended.)
a. Stock audio/image/video is royalty-free media that has been purchased and is free to use in projects.
b. Always read users' agreements carefully.

Web sites (and/or keywords to use for search):

Some copyright Web sites:
http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test
Fair use of copyrighted materials

http://www.mediafestival.org/downloads.html
Copyright quizzes, articles, handouts, and charts provided by Hall Davidson

http://www.benedict.com/
Copyright Web site on court cases

http://www.cyberbee.com/cb_copyright.htm
Copyright with Cyberbee—an interactive quiz site with answers

Some audio Web sites:
http://www.lsc.cc.mn.us/admin/tech/mnsat.htm
Creating an audio file

http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html
Adding audio to video files

http://www.tcaps.com/ht/audio/default.htm
Information on "how to" for audio files

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/
Webmonkey Web site

Key words: *audio, audio primer, audio FAQ's, free audio conversion, convert audio files, free audio editing, Digital Juice BackTraxx, copyright FAQ's, do's and don'ts*

Books, articles, and other resources:

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.* Berkeley, CA: Peachpit Press (Pearson Education).

Lich, B. (2003). *DVD burning solutions.* Boston, MA: Thomson Course Technology.

Middleton, C. (2003). *Complete guide to digital audio.* Boston, MA: Thomson Course Technology.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide.* Berkeley, CA: Peachpit Press (Pearson Education).

AUDIO
Public Announcement
Assignment

Activity Preparation and Assignment

In this project you will create a 15-second public service announcement about copyright laws (or several variations of 5-second increments that equal 15-seconds). The goal of the announcement is to inform the public about frequently misinterpreted copyright laws. The audience is students and teachers. Remember to create a project folder for your files.

1. After reviewing facts about copyright laws, write down at least one but not more than three statements about copyright laws that you think might be eye-opening to your peers or teachers. Create a written narration to accompany the facts. Submit the facts obtained and the written planned narration with scoring sheet.

2. Using a microphone, record your statement(s). Be clear & concise. Talk at the correct speed to hit your target time length for the announcement. Save the audio file in your project folder.

3. Decide an appropriate audio track for background music. Rip the audio track from the stock audio CD to your project folder.

4. Import audio files into audio editing software. Adjust the duration (length) of the background music as needed.

5. Lower the level of the background music and adjust the ending level so the music fades in and out as appropriate.

6. Export/copy the final combined file to your project folder. Print a copy of the folder and submit as part of the assignment.

Resources

Web sites (and/or keywords to use for search):

http://www.mediafestival.org/downloads.html
Copyright quizzes, articles, etc. provided by Hall Davidson

http://www.cyberbee.com/cb_copyright.htm
An interactive quiz with answers

http://www.benedict.com
Includes copyright information and court cases

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/
Webmonkey Web site

Key words: Use Web sites for copyright information to obtain research data and audio production Web sites for assistance with recording audio files. Some words to key in the search box for copyright are: *copyright, TEACH Act*. Some words for audio production are *audio, audio primer, audio FAQ's, free audio conversion, convert audio files, free audio editing,* and *Digital Juice BackTraxx*.

Student _____ Due Date _____ Date Submitted _____

AUDIO
Public Announcement
Assessment

Criteria	Evaluate/assess the quality and quantity of each criterion. Indicate points on the continuum of 0-5 5=high/good and 1=low/needs improvement (0=missing).					
	5	**4**	**3**	**2**	**1**	**0**
Narration (5) Planned and written						
Narration (5) Content accurate Copies of research included						
Voice (5) Captured with microphone						
Background Music (5) From CD						
Audio Files (5) Imported						
Audio Levels (5) Adjustments						
Background (5) Audio fade ins and fade outs						
File Management (5) Copy of folder submitted						
Subtotal						

Total Points =

ELECTRONIC PRESENTATION
Classmate Introduction
Overview

GOAL: Create a timed kiosk presentation with voice narration "introducing" a classmate.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6	Plan and produce a multimedia presentation introducing a classmate. Interview a classmate, then outline and storyboard the information gathered during the interview process (name, nickname, hobbies, extra curricular activities, family, etc.). Scanners and/or digital cameras will be used to capture images that relate to content. Voice narration is to be captured and inserted into the presentation.	The *Classmate Introduction* assessment will be used to evaluate the planning (interview, outline, and storyboard), design, content, slide layout, graphics, text, color, audio, timing, object/slide transitions, consistency, and the degree to which presentation meets its goal of introducing a classmate to the class (target audience).
Incorporate transitions. G8	1.4, 1.6		
Apply builds to slides. G9	1.6, 1.6		
Apply timed settings. G10	1.4, 1.6		
Import files into a presentation (e.g., text, graphics, sound, video). G11	1.4, 1.6		
Prepare an electronic presentation using a variety of formats (e.g., text, graphics, bulleted lists). G12	1.4, 1.6, 1.8		
Manage files. A7	1.4, 2.7		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

ELECTRONIC PRESENTATION
Classmate Introduction
Teaching Points

Overview

Introducing speakers or persons to an audience is only one of the many forms of presentations used in the business world and every day life. Some presentations are operated by the presenter, some presentations are operated by the user based on the selections made, and some presentations run as a timed kiosk show. This activity focuses on a timed, self-running kiosk presentation, incorporating many multimedia skills that will be used to introduce a classmate.

Content Review

Review and/or demonstrate the following as needed:

1. Questions to ask in the student-to-student interview
2. Proper outline and storyboard format
3. Design and layout of presentations
4. Digital camera and scanner use
5. Setting up presentation as a kiosk—timings, narration (audio files), etc.

Activity Preparation

Show examples of former students' work (outlines, storyboards, presentations) if available to give ideas of possible slide content the student should get from the interview process.

Brainstorm possible questions to ask of the classmate during the interview process.

Assign the reading of a magazine or Web article to practice outlining and/or storyboarding.

Practice storyboarding by sketching out a presentation layout of what that outline could become.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions).

Demonstrate setting up kiosk presentations—with timings, narrations and/or other audio files.

Demonstrate the use of a digital camera and a scanner.

Review and/or demonstrate how to print presentations as handouts.

Review and/or demonstrate how to generate an output file of the presentation (Pack-and-Go). Discuss file types/extensions for this procedure.

Review design concepts: balance, white space, color, graphics, etc.

View the work of several former students, and evaluate their work using this assignment's assessment rubric.

Resources

Supplies needed for the activity:

Presentation software
Computer with projection equipment
Microphone for audio input
Paper
Scanner
Digital camera(s)

Web sites (and/or key words to use for search):

Font sites:
www.acidfonts.com

www.fontfreak.com

http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html
"How to" of presentations, includes information on outlining

http://media.olivet.edu/training/powerpoint2000.htm
How to use PowerPoint

Key words: *presentation, making introductions*

Books, articles, and other resources:

Agency for Instructional Technology. (2002). *Communication 2000: Powerful presentations: Learner guide/CD study guide package.* Cincinnati, OH: South-Western Educational Publishing.

Beskeen, D. (2002). *Microsoft PowerPoint 2002—Illustrate introductory.* Boston, MA: Thomson Course Technology.

Counts, E. L. (2004). *Multimedia design and production for students and teachers.* Boston, MA: Allyn and Bacon (Pearson Education).

Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003: Comprehensive concepts and techniques.* Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

Obtain the following books, videos, and other materials from Resources@MCCE http://www.resouces@mcce.org.

Communication 2000 - Effective Presentations - Module 14; Communication 2000
Kit; 2 template disks, learner's guide, instructor's guide, audiocassette, videodisc, videocassette – An innovative applied academics program that uses multimedia technology to present a comprehensive communication curriculum. Consists of free-standing modules that each contain 15 lessons. This is the fourteenth unit titled "Effective Presentations."
[6928 — R COMM 2000 MOD14]
CINCINNATI, OH, AIT & SOUTH-WESTERN PUBLISHING, 1999.

Make Presentations Work for You
Video; 12 min. – Gives specific techniques and tactics on speaking before a large crowd. Provides keys to successful presentations. How to build style techniques. Show ways to enhance your presentation skills.
[3672 — BE Video 107]
BLACKWOOD, NJ, COMMUNICATION BRIEFINGS, 1993.

Using Visual Aids: A Guide For Effective Presentations; Revised; A Fifty-Minute Series
Raines, Claire
Book – When, why and how to use visual aids. Organizing and creating visuals-overheads, slides, charts and graphs, flip charts, posters, videos and others.
[7630—C&E 10.0050 CDJS73]
MENLO PARK, CA, CRISP PUBLICATIONS, INC., 1995.

ELECTRONIC PRESENTATION
Classmate Introduction
Assignment

Activity Preparation and Assignment

In this project you will create a timed kiosk presentation (2-3 minutes in length) introducing a classmate. Don't forget to create a project folder to house all your needed files. The goal of the presentation is to "introduce your classmate." The audience is your peers/classmates.

7. Interview your "client" (classmate) to gather the content. Possible slides could include name, nickname, extracurricular activities, hobbies, family, job, favorites, etc.

8. Outline the content gathered from your interview.

9. Storyboard the content by sketching the layout of each slide. Write out the audio narration and sketch the animation to be used throughout the presentation.

10. Collect needed media into project folder. Possibilities include:
    a. Download and install a font
    b. Ask "client" (classmate) to bring pictures to scan; use a digital camera to take pictures
    c. Record voice over narration from microphone
    d. Capture background audio
    e. Capture background image or use template

11. Set presentation to auto play.

12. Add animation and transition effects.

13. Add background narration and timings.

14. Generate your output file.

15. Print a handout copy with four slides to a page.

16. Print a copy of the project folder/directory of contents.

17. Move the file to computer with projector to be shown as a kiosk presentation.

Resources

Web sites (and/or key words to use for search):

www.acidfonts.com
Font site

www.fontfreak.com
Font site

http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html
How to prepare presentations; includes information on outlining

http://media.olivet.edu/training/powerpoint2000.htm
How to use PowerPoint

Key words: *presentation*, *making introductions*

Student _____   Due Date _____   Date Submitted _____

ELECTRONIC PRESENTATION
Classmate Introduction
Assessment

Directions: Rate each category on a scale of 10 (high) to 1 (low) on how well the criteria are met.

Criteria	10-9	8-7	6-5	4-3	2-1
Planning and Content (10) ☐ Storyboard/outline with detailed description ☐ Structure (flows smoothly) ☐ Quantity of information on interview ☐ Audience and purpose specific information					
Layout and Design (10) ☐ Balanced text to images ☐ Use of white space ☐ Consistency ☐ Color appropriateness ☐ Text ☐ Background ☐ Pictures ☐ Other					
Graphics and Animation (10) ☐ Appropriate selection ☐ Effectively used ☐ Correctly manipulated ☐ Sized effectively					
Text (10) ☐ Appropriate size ☐ Effective style/face ☐ Readable ☐ Consistency used					

Student _____   Due Date _____   Date Submitted _____

Criteria	10-9	8-7	6-5	4-3	2-1
Functionality (10) ☐ Audio levels ☐ Transition and effects ☐ Timings					
Creativity (10) ☐ Original ☐ Attention getting ☐ Interesting					
Subtotal					

Deduct 1 point for each uncorrected error =

Total Points =

Other Requirements	Yes = 2 points	No = 0 points
Handout copies (4 per page)		
Copy of project folder		
Subtotal		

Total Points =

Project Total =

ELECTRONIC PRESENTATION
Selection-Based Presentation
Overview

GOAL: Create an electronic interactive presentation that responds based on selections made.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7	Create an electronic interactive presentation that allows the user to choose the path instead of following a linear format. The selection chosen determines the sequence of the slides. The interactive show should be for a predetermined audience and contain build sequence, transitions, a variety of formats, audio and visual elements, and timings. Use organizational tools to plan, design, and layout the interactive presentation. The presentation topic should be approved by the teacher.	The *Selection-Based Presentation* assessment will be used to evaluate the presentation on planning (outlining, flowchart, and storyboarding), design, content, layout, graphics, audio, text, color, timing, transitions, animations, builds, and sounds. The assignment will also be peer reviewed/evaluated and assessed on accuracy and following directions.
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6		
Incorporate transitions. G8	1.4, 1.6		
Apply builds to slides. G9	1.6, 1.6		
Apply timed settings. G10	1.4, 1.6		
Import files into a presentation (e.g., text, graphics, sound, video). G11	1.4, 1.6		
Prepare an electronic presentation using a variety of formats (e.g., text, graphics, bulleted lists). G12	1.4, 1.6, 1.8		
Identify components of an interactive presentation developed with authoring software. G13	1.4, 1.5	Ideas: Cross-curricular activity Business owner (i.e., Bill Gates) Professional Organization Promotion	
Demonstrate basic features of authoring software. G14	1.4		

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Evaluate peer-created tutorials. G17	CA5, 1.5, 1.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A13	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

ELECTRONIC PRESENTATION
Selection-Based Presentation
Teaching Points

Overview

Presentation software can be used for many purposes; and it can be used in an interactive format to inform, persuade, instruct, and evaluate. This assignment allows students to create an interactive presentation where the selections made will determine the path of the slides viewed.

Content Review

Review and/or demonstrate the following as needed:

6. Determining paths of slides based on responses
7. Proper outline and storyboard format for desired responses of a non-linear presentation
8. Flowcharting techniques
9. Design techniques for an effective functioning presentation
10. Steps in creating a basic presentation
11. Importing/inserting graphics and sounds
12. Using a scanner and/or digital camera
13. Animating text and graphics and using transitions effectively

Activity Preparation

Show examples of interactive modules and discuss possible layouts/paths.

Practice outlining by using a magazine article and/or short story to read and outline.

Practice storyboarding by sketching out a presentation layout from an outline.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions, sounds, animations).

Diagram the layouts for linear and non-linear presentations (flowcharting).

Brainstorm a layout of a presentation where the selection determines the sequence of the slides, flowcharting.

Review design concepts (balance, white space, color, graphics, etc.).

Discuss use of color per audience age and other demographics.

Review previous students' work if available and/or develop sample short interactive presentation.

Discuss the peer-evaluation process. (At least two peers selected or assigned by instructor will review/evaluate the project when completed.)

Review purposes of presentations/information—inform, persuade, instruct, educate, entertain.

Discuss proofreading and correction of errors.

Resources

<u>Supplies needed for the activity:</u>

Presentation software
Computer with projection equipment
Microphone
Sound clips
Paper
Scanner
Digital camera(s)

<u>Web sites (and/or key words to use for search):</u>

Font sites:
www.acidfonts.com

www.fontfreak.com

http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html
How to prepare presentations; includes information on outlining

http://media.olivet.edu/training/powerpoint2000.htm
How to use PowerPoint

http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm
Flow chart basics

Key words: *presentation*; key word for the purpose of presentation information—*inform*, *persuade*, *instruct*, *educate*, *entertain*; *sound clips*; *animations*

<u>Books, articles, and other resources:</u>

Beskeen, D. (2004). *Microsoft PowerPoint 2003 – Illustrated introductory*. Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003: Comprehensive concepts and techniques.* Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

Zimmerman, B., & Zimmerman, S. S. (2004). *New perspectives on Microsoft PowerPoint 2003 – Comprehensive*. Boston, MA: Thomson Course Technology.

ELECTRONIC PRESENTATION
Selection-Based Presentation
Assignment

Activity Preparation and Assignment

Create a new project folder entitled: [*insert your name*] *Selection-Based Presentation.* Prepare a functioning, selection-based presentation of a cross-cultural activity or business owner that allows a user's path to be determined by the selections chosen. Provide a copy of the materials used to create the presentation. Complete the storyboard and/or outline to plan the layout and design of the presentation slides. Have your selection approved by your teacher.

Things to consider:

1. Audience

2. Purpose

3. The interface design

4. Use of arrows, AutoShapes, clipart, etc. for the navigation buttons

5. Location of navigational buttons

NOTE: The structure (flowchart) is extremely important! Planning will prevent confusion!!

The following elements *must* be included in your presentation:

1. Title slide—title, author, interface designer, age group in smaller credit font

2. Between 12 and 20 slides—You do not have to tell the entire story or use all aspects of a cross-cultural activity; determine slide inclusion of other ideas based on length and logical sense.

3. Gradients/textures or images from stock media or the Internet for the background (*Do not* use a design template.)

4. Slide transitions used on all slides

5. Animation effects (order with timings)

6. Clipart (3 or more) and motion clips (3 or more)

7. Interactive "choices" (3 or more)

8. Other interactions (2 or more), for example, plays sound

9. Build sequence

10. Reference slide(s) with credits, audience description, and purpose of show—inform, persuade, instruct, educate, entertain (Use no more than 2 slides for this.)

11. No uncorrected errors in the documents

12. File management with print screen of the directory submitted

13. Submission of storyboard or outline and flowchart

14. Submission of printed handout (6 slides per page) of presentation, and the *Selection-based Presentation* assessment

The completed assignment will be peer-evaluated using the *Selection-Based Presentation* assessment.

Resources

Web sites (and/or key words to use for search):

www.acidfonts.com

www.fontfreak.com

Key words: *presentation*; key word for purpose of presentation information—*inform*, *persuade*, *instruct*, *educate*, *entertain*; *sound clips*; *animations*; *flowcharts*

ELECTRONIC PRESENTATION
Selection-Based Presentation
Assessment

Criteria	Excellent	Average	Poor
Planning (12)	**12-10** Well defined goals, suitable for audience; effective flowchart (structure) and storyboard/outline with descriptions	**9-6** Goals stated, suitability to audience inappropriate; more development needed for flowchart and storyboard/outline	**5-0** Considerable development needed for goals suitable to audience, flowchart, and storyboard/outline
Layout (10)	**10-9** Consistency followed throughout; white space used efficiently; good alignment used on up to 95% of slides	**8-5** Balance or alignment problems; position of content or graphics is ineffective; text and graphical content overwhelm slides (79-96%)	**4-0** Lacks balance and consistency; considerable work needed for slide development on at least 80% of the slides
Audience Specific (10)	**10-9**	**8-5**	**4-0**
	Scale 10 (high) to 0 (low, not used) for graphics, color scheme, text type, and audio all being designed to keep specific target audience in mind versus being audience inappropriate		
Design (10)	**10-9** Well-balanced colors; text contrasts and is readable; graphics are relevant and bring attention to content	**8-5** Colors might not complement each other; text may not be readable; graphics may distract from content	**4-0** Colors clash; graphics distract; or text not readable
First Impression/ Creativity (7)	**7-5**	**4-3**	**2-0**
	Scale 7 (high) to 0 (low or not used) for original, creative; catches viewer's interest		

Student _____   Due Date _____   Date Submitted _____

Criteria	Excellent	Average	Poor
Content and Accuracy (10)	**10-9** Accurate information; meets audience's needs and designers goals; all but 1 error corrected	**8-5** Missing some information; may not meet all needs of audience or designer goals; all but 2-3 errors corrected	**4-0** Multiple spelling or grammar errors or inaccurate information; confusing flow; all but 4 or more errors corrected
Title and Reference Slides (8)	**8-7**	**6-4**	**3-0**
	Scale 8 (high) to 0 (low or not provided) for title information provided (author, title, interface designer, age group) and reference information provided (credits, audience, purpose)		
Functionality (10)	**10-9** All interaction works; set as kiosk presentation so user must navigate with buttons; timings used effectively	**8-6** Some links or buttons not functioning properly; timings not set on majority of objects	**5-0** Multiple navigation, timing, and interaction errors
Subtotal			

Total Points =

Other Requirements	Met (2 points)	Not Met (0 points)
1. Title slide (title, author, interface designer)		
2. Slides (at least 12)		
3. Slides (not over 20)		
4. Clip art (at least 3)		
5. Motion clips (at least 3)		
6. Interactive choices (at least 3)		
7. Transitions on all slides		
8. Non-design templates used, other background choices		

Student _____   Due Date _____   Date Submitted _____

Other Requirements	Met (2 points)	Not Met (0 points)	
9. Animation effects used on majority of objects			
10. Automatic timings for object animation effects			
11. Build sequence			
12. Background (non-design template)			
13. Sound (at least 2 or more other interactions)			
14. Reference slide(s) (no more than 2 pages)			
15. Printed handouts (6 per page)			
16. File management (print screen)			
17. Copy of materials used for presentation			
Subtotal			**Total Points =**

Project Total =

ETHICS
Interactive Quiz
Overview

GOAL: Research copyright laws relating to various media and develop an interactive electronic quiz based on obtained information from the research.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Demonstrate ethical behavior when designing multimedia applications. B1	4.4	Research copyright laws and develop an interactive presentation/quiz. Ask the user questions to show understanding of appropriate ethical use of multiple media such as video, text, sound, pictures, etc. The presentation should use good planning, layout and design; incorporate graphics, sound, animations, color, build, and hyperlinks; and have paths based on selections made to show correct and incorrect answers and options to questions.	Use the *Interactive Quiz* assessment to evaluate the presentation for accurate information of the quiz, the use of graphics, planning (flowchart and storyboard), text, sound, animations, transitions, color, timing, builds, layout, and design. Also evaluate the correct and logical link of slides to correct and incorrect responses to the questions, use of both multiple choice and true/false questions, and correction of errors. The assignment will also be peer reviewed/ evaluated and be assessed on following directions for submission of documents.
Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures). B3	CA 3, 1.5		
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6		
Incorporate transitions. G8	1.4, 1.6		
Identify components of an interactive presentation developed with authoring software. G13	1.4, 1.5		
Apply builds to slides. G9	1.4, 1.6		
Create hyperlinks (internal and external). F8	1.4		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7		
Identify design principles used in multimedia productions. A18	CA 1, 1.6, 4.1		

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

ETHICS
Interactive Quiz
Teaching Points

Overview

Copyright laws impact the personal and professional use of information from audio, video, text, and art for Web pages and in presentations. This assignment allows students to research copyright laws and create an interactive quiz to test knowledge and show understanding of the laws.

Content Review

Review and/or demonstrate the following as needed:

7.   Using the Internet for research
8.   Determining paths of slides based on responses
9.   Flowcharting techniques for linear and non-linear presentations
10. Steps in designing a basic presentation
11. Design techniques for an effective functioning presentation
12. Importing/inserting graphics and sounds
13. Animating text and graphics and using transitions effectively

Activity Preparation

Show examples of exams created in interactive format/modules and discuss possible layouts and paths.

Brainstorm possible questions and responses for an interactive multimedia exam, then flowchart the questions and the responses for the exam.

Discuss planning and use of flowcharts and storyboards for planning the process of presentations.

Review and/or demonstrate using the Internet to conduct research.

Discuss research and other information on copyright.

Practice storyboarding by sketching out a presentation layout in a linear and a non-linear presentation.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions, sounds, animations).

Review design concepts (balance, white space, color, graphics, etc.).

Discuss the peer-evaluation process. (At least two peers selected or assigned by the instructor will evaluate the project when completed.)

Resources

Supplies and materials needed for activity:

Presentation software
Computer with projection equipment
Sound clips
Paper

Web sites (and/or key words to use for search):

http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test
Fair use of copyrighted materials

http://www.mediafestival.org/downloads.html
Copyright quizzes from Hall Davidson

http://www.benedict.com/
Copyright Web site on court cases

http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm#2
Fair use guidelines for educational multimedia

http://www.cyberbee.com/cb_copyright.htm
Copyright with Cyberbee—an interactive copyright quiz site
(Decide whether students are to view this site for suggestions on an interactive quiz.)

www.acidfonts.com
Font site

www.fontfreak.com
Font site

http://www.copyright.gov
United States Copyright Office Web site

Books, articles, and other resources:

Beskeen, D. (2004). *Microsoft PowerPoint 2003 – Illustrated introductory*. Boston, MA:
    Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003:*
    Comprehensive concepts and techniques. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-
    Hill).

Zimmerman, B., & Zimmerman, S. S. (2004). *New perspectives on Microsoft PowerPoint*
    2003 – Comprehensive. Boston, MA: Thomson Course Technology.

ETHICS
Interactive Quiz
Assignment

Activity Preparation and Assignment

Create a new project folder named *Copyright Interactive Project*. Create an interactive quiz that asks the user multiple-choice and true-false questions about copyright laws. Your audience is middle school students, senior high school students, or adults. You choose the audience. If users choose correctly, they will link to a "correct" slide with a positive comment, if users are wrong, they will link to a "sorry, try again" slide with directions on where to search for further study. Gather content from class, group discussion, and your notes. Using the Internet is an option.

Consider the following as you begin the planning part of the presentation design:

1. Your audience.

2. The purpose.

3. The interface design. Are you going to use arrows, autoshapes, and/or clipart for the navigation buttons?

4. Location of buttons.

5. The part of the answer to link—the letter in front of the descriptor or the entire descriptor.

6. Consistency of the design.

7. The structure of a correct slide for each question and one slide for an incorrect answer for the entire show or a slide for each incorrect response.

Include the following in your interactive exam presentation:

1. A storyboard/outline and a flowchart for the presentation (Submit both.)

2. A title slide with your name, the name *Interactive Exam on Copyright*, and an appropriate graphic

3. The second slide with the word copyright and a definition of copyright

4. The third slide (or another slide) showing a link to the U.S. Copyright Office (locate the URL for this office) and another link to the benedict.com Web site. (Provide a brief explanation of the site contents.)

5. Three questions about copyright law (Use three or four options for multiple choice questions and only one for a true/false question.)

6. One "incorrect" answer slide or several for each incorrect multiple choice response

7. A "correct" answer slide for each question

8. A background gradient or texture for the slides, not a selection from the design template

9. Interactive (functional) buttons (quit, choices, next, back, etc.)

10. The slide show set up as a kiosk presentation

11. Transitions and object animation effects on each slide throughout the presentation

12. Some automatic timing for object animation effects

13. A print screen copy of the *Copyright Interactive Project* folder

14. A printed handout of the presentation with six slides per page

Resources

Web sites (and/or key words to use for search):

Font Web sites:
www.acidfonts.com

www.fontfreak.com

Some copyright Web sites:
http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test
Fair use of copyrighted materials

http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm#2
Fair use guidelines for educational multimedia

Decide on key words to use for search on the Web.

ETHICS
Interactive Quiz
Assessment

Criteria	Excellent	Average	Poor
Planning (10)	**10-8** Good flowcharting (structure) and storyboarding with descriptions for questions and answers	**7-4** Some logic evident in flowcharting and storyboarding provided but more development needed	**3-0** Considerable development needed in logic for flowcharting and storyboard
Layout (5)	**5-4** Consistent throughout; each slide has unity. White space used efficiently and good alignment evident	**3-2** Balance or alignment problems; position of content or graphics may be ineffective; too much text on several slides	**1-0** Considerable development needed in alignment of text, graphics, and overall layout with three or more slides
Design (5)	**5-4** Well-balanced colors; good text contrasts and text is readable; graphics are relevant and bring appropriate attention to content	**3-2** Colors might not complement each other; text may not be readable; graphics may distract from content	**1-0** Colors clash; graphics distract; text not readable three or more slides
Content and Accuracy (5)	**5** Accurate and correct information; meets audience's needs and assignment's purpose	**4-3** Some information missing and at least two uncorrected errors or typos; may not serve needs of audience or assignment's purpose	**2-0** Multiple spelling or grammar errors or inaccurate information; confuses audience and does not meet assignment's purpose
Functionality (6)	**6-5** All interaction works; set as kiosk presentation so user must navigate with buttons; timings used effectively	**4-3** Some links or buttons not functioning properly; timings not set on majority of objects	**2-0** Multiple navigation and interaction errors
Subtotal			

Total Points =

Interactive Copyright Quiz Kiosk Presentation: Evaluate in appropriate column below.

Other Requirements	Self Eval	Peer Eval	Instructor Eval	
			Met 2 pts.	Not 0 pts
Three questions; both multiple choice and true/false				
"Correct" slide and at least one "incorrect" slide for each question				
Slides link correctly to next slide				
Transitions on all slides				
Animation effects on majority of objects				
Automatic timings for object animation effects				
Title slide with name, graphic, and project title				
Slide with definition				
Slide with links to U.S. Copyright Office and benedict.com				
Background gradient or texture used at least once				
View as kiosk presentation				
Print of handouts (6 per page)				
File management (print screen)				**Total Points =**

Evaluated by: _____

Project Total =

GRAPHICS
Animation
Overview

GOAL: Create an animated graphic to show desired action(s)/movements.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create simple animations. C11	1.4, 1.6, 1.8	Determine the graphic and action(s) that should be displayed. Apply frame-by-frame editing to create the animated effects desired for the graphic to make the movements for the desired action(s).	Use the *Animation* assessment to evaluate the frame drawings, the manipulation of the graphics, and the animation effects for the desired action of the graphics. Also, assess the write up for the animation project, files management, and ability to follow directions for meeting specifications for the assignment.
Create original drawings using illustration software. C9	1.4, 1.8		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). A6	1.4, 1.8		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

GRAPHICS
Animation
Teaching Points

Overview

Video games or film designers are using animation to show action and display results that would be humanly impossible, such as actions by inanimated objects. In previous years artists drew every frame (still image/picture) of a full-length movie (think of a "flip-book"). Today animation programs help producers generate frames in between the "keyframes" to obtain the desired actions. This assignment will allow students to practice the basic elements of animation.

Content Review

Review and/or demonstrate the following as needed:

14. Graphic file formats: JPEG, GIF, TIFF and their uses
15. Keyframe—a frame where changes take place
16. Basic animation formats: GIF (multiple GIF's saved as one to create animation)
17. Software programs available in the class that can be used for the assignment
18. Layering

Activity Preparation

Show examples of former work and/or Microsoft's motion clips. In PowerPoint or presentation software available, insert a motion clip instead of clip art—these will be animated GIF's.

View animations from http://www.animfactory.com/.

Create/demonstrate the process of creating a animated object—from beginning to desired action. Insert image into a presentation program to show the results.

Discuss the diagramming process of creating frames for desired actions of animations—drawings, timing, etc.

Resources

Supplies needed for the activity:

Animation program (Macromedia Flash, Adobe Live Motion, etc.); or
Image Editor/Paint (PhotoShop, Paint, etc.) and animator program (Microsoft Gif Animator)

Adobe Image Ready (has built in animation capabilities)

Web sites (and/or key words to use for search):

Sites for tutorials:
http://www.htmlgoodies.com/tutors/animate.html

http://www.masterviews.com/2001/06/14/how_to_create_simple_animation_effects_that_work_everywhere.htm

http://www.webdiner.com/annexe/gif89/snowstp1.htm

http://www.adobe.com/web/tips/ai9webban/pdfs/ai9webban.pdf

http://www.webreference.com/dev/gifanim/

http://www.animationfactory.com/tutorial.html

http://www.kaleidoscapes.com/kc_intro.html

http://webdevelopment.developersnetwork.com/Articles.asp?Article=236

http://members.tripod.com/dthknight1/filmstrips.html

http://hotwired.lycos.com/webmonkey/98/32/index0a.html

http://bj.canon.co.jp/image/papercraft/download/toy/anime_e_a4.pdf
Directions for handmade animation (flipbook)

Key words: *flip book, flip book animation, how to create an animated GIF, animated GIF FAQs, flash animation tutorials, download Microsoft GIF animator (free), download free animated GIF program(s), animation tutorials*

Additional Animation Ideas:
1. Try recreating or editing some animated GIFs from MS clip gallery's motion clips or http://www.animfactory.com/
2. Take a piece of clipart into Paint/PhotoShop to edit several times to animate
3. Require customized animations for PowerPoint presentations
4. If you want to get fancy, have students create animated greeting cards or animated comic strips. (Flash or a similar program is recommended if trying this idea.)

Books, articles, and other resources:

Botello, C. (2004). *Adobe Premiere 6.5 – Design professional.* Boston, MA: Thomson
        Course Technology.

Botello, C. (2003). *Adobe Illustrator 10 – Design professional.* Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

Weixel, S., Weixel, F., Morse, C., & Morse, B. (2004). *Graphics and animation basics.* Boston, MA: Thomson Course Technology.
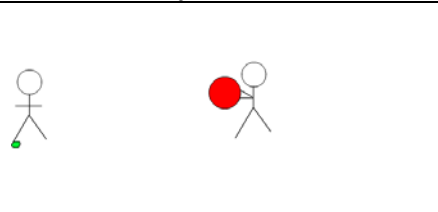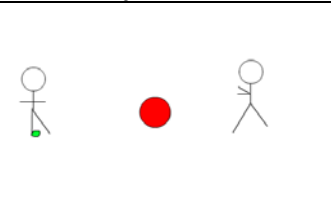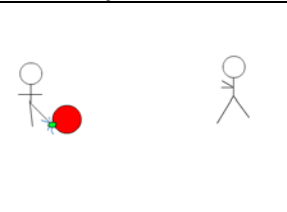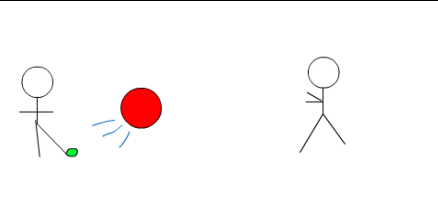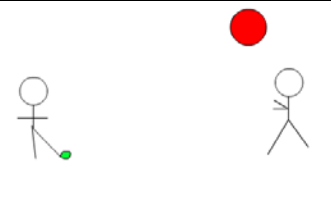
GRAPHICS
Animation
Assignment

Activity Preparation and Assignment

In this project, determine an action desired for a figure or figures and develop the simple animations to obtain the desired movements.

1. Create a folder named *Animation* to save all your files.

2. Key your desired figure and the action the figure is to display. Draw a line for the instructor's approval and the date, and have your instructor approve.

3. If Step 2 has been approved, use appropriate software and sketch your key frames for the movements for the figure(s) to obtain the desired action. Draw a line for the instructor's approval and the date, and have your instructor approve your sketch.

4. Create your animation and save it as a GIF file.

5. Import your animated GIF into a presentation and save the presentation. Present and/or submit the presentation to your instructor.

6. Submit a print screen of your folder *Animation* showing all your files.

Example of simple kickball game animation:

Keyframe 1	Keyframe 2	Keyframe 3
Keyframe 4	Keyframe 5	

NOTE: Your new animated GIF files won't play if you just double click them. You must insert them into a PowerPoint or an HTML file to view the animation.

Resources

Web sites (and/or keywords to use for search):

http://www.htmlgoodies.com/tutors/animate.html

http://bj.canon.co.jp/image/papercraft/download/toy/anime_e_a4.pdf
Directions for handmade animation (flip book)

Key words: *flip book, flip book animation, how to create an animated GIF, animated GIF FAQs*

Student _____   Due Date _____   Date Submitted _____

GRAPHICS
Animation
Assessment

Criteria	Excellent	Average	Poor
Animation Write-up (5)	5 Clearly stated description and actions, approval and date lines included, all specifications met	4-3 Vaguely stated description and actions, some information missing	2-0 Questionable figure and/or actions, most information or specifications missing
Frame Drawings (10) Size, scale, shape, etc. of graphic drawings	10-8 Professional look of artwork, approval and date lines included, all specification met	7-5 More work needed on drawings, some information missing	4-0 Little effort evident, drawings need considerable improvement, and some information missing
Animation (10)	10-8 Frames imported into animator program, resaved as animated GIF, saved in a presentation program; created smooth animation with appropriate timing	7-5 Frames out of order and/or jumpy animation; some specifications missing or not followed exactly	4-0 GIF does not work appropriately or is not animated
File Management (5)	5 All files shown and in appropriate formats	4-3 Some files missing and/or in inappropriate formats	2-0 Most files missing or specifications not followed
Subtotal			
			Total Points =

VIDEO
Movie Trailer
Overview

GOAL: Create a movie trailer for a selected movie.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Create a movie trailer that is at least 30 seconds but not longer than 60 seconds as an advertisement for a movie. The movie trailer should have audio clips and narration to support the movie clips as well as visual graphics or credits and screens to add realism for a movie preview. Use scripting and storyboarding when determining the audio and sound clips, narration, motion shots, still pictures, and transition effect to plan the production of the movie trailer. Have at least two peers to review your final production to provide two positive and two constructive comments. Use the comments to consider whether any additional editing of your production will be needed before submission for the teacher evaluation. Practice good file management.	Use the *Movie Trailer* assessment to evaluate the movie trailer on planning with the script and storyboard, length of production, audio levels and quality, still and motion images used, text quality and credits used, accuracy, realism, transition effects, and overall creativity. Also evaluate the degree to which the requirements were met and the directions were followed. The project will be peer reviewed for feedback and evaluated for good file management.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.4, 2.7		
Manage files. A7	1.4,2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

VIDEO
Movie Trailer
Teaching Points

Overview

Previews to a movie are used to create interest in the movie so persons will attend the first weekend it opens and the weeks thereafter. The attendance of persons at a movie equates to larger profits for movie makers. This assignment will allow students to be creative in developing their own movie preview/movie trailer.

Content Review

Review the following with students:

1. Video formats—analog (VHS) and/or digital (camcorders that allow you to use Firewire)
2. File formats—how to export a movie (.MOV)
3. Software—non-linear editing programs (Premiere, FinalCut, iMovie)

Activity Preparation

View the previews of movies from television and/or previous students' work. Use the assessment instrument and note the areas that will be used for class production.

Discuss storage capacity of different storage devices because of resolution, size of still pictures, or length of motion film.

Discuss scripting and storyboarding for media productions.

Discuss and demonstrate the options for capturing and transferring motion productions.

Practice sound and audio fades and dissolves.

Practice transition effects on video.

Discuss and practice text processing (credits/titles) and the software used to create text.

Resources

Supplies and materials needed for the activity:

Camcorder
VHS tapes
CD/DVD

Movie previews
Computer
Internet connection
Audio software
Video software
Equipment for converting video and audio files

Web sites (and/or key words to use for search):

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Importing sounds

http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm
Importing sounds using Flash

http://www.macworld.com/2000/09/bc/04imovie/
Importing audio and video files using the MAC

http://165.248.2.40/idl2000/savesound.html
Saving audio and video clips; includes information on citations

http://pd.l2l.org/linktuts/multint.htm
Saving audio and video files

http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/
Using Adobe Premiere

http://www.geocities.com/movie_hobbysite/movie-trailer.html
Movie trailer site(s)

Key words: *audio,video, free audio software, free video software, importing audio tutorials, importing video tutorials*

Books, articles, and other resources:

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.* Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers.* Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions.* Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio.* Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

VIDEO
Movie Trailer
Assignment

Activity Preparation and Assignment

In this project you will produce a "trailer/teaser trailer," at least 30 seconds but not more than 60 seconds long, for a fictional sequel. Be creative. Remember, this is a promotion to make the viewer want to see the movie, but not to give away too much of the story. The trailer is to be rated G. Create a new *movie trailer* folder to hold all media and editing of the project.

1. Watch the movie(s) several times to help you plan. Write down (log) the times (position on tape—hr/min/sec on VCR/DVD) so you will know where the scene is before you begin the capture steps. *You only need to log the shots you know you will use in your sequence.*

2. Script the audio clip(s) and narration you plan to use.

3. Storyboard/sketch the scenes and the order you want the scenes to appear. Give a short description of what happens in the clip and the special effect or text you plan to add to accompany the scenes.

4. Capture movie clips using the analog/digital conversion station(s) or camcorder(s). (Always start at least 5 seconds before and end a few seconds after the selected clip to prevent capturing the word *play* or *video calibration*.)

5. Move clips to your editing workstation with camcorder.

6. Edit clips in sequence to reflect the script and storyboard.

7. Use the preset DV-NTSC settings for your non-linear editing program (project file).

8. Export completed video sequence as a QuickTime file for viewing purposes.

9. Get feedback when finished. Find two people that would potentially represent the audience for the trailer. Have each person give you two positive comments and two constructive comments about the trailer. Make changes if necessary.

10. Submit a print screen of your timeline from the video editing software.

11. Submit the movie trailer, script, storyboard, feedback/peer review, and print screen of project folder.

NOTE: Remember to look over the scoring guide. (Projects will be peer evaluated using the scoring guide.)

Things to consider:

1. Use seven or more different clips from the selected movie (either still pictures or video clips).

2. Find someone with a booming voice for the narration.

3. Stock video/images/audio can be used (consider your resources).

4. Text: Consider visual graphics.

5. Include green "Preview Approved" or "Twentieth Century Fox" screens before movie trailers to add realism.

6. Use transition effects. Fades or dissolves in movie trailers are usually seen.

7. File management is essential.

Resources

Web sites (and/or key words to use for search):

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Importing sounds

http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm
Importing sounds using Flash

http://www.macworld.com/2000/09/bc/04imovie/
Importing audio and video files using the MAC

http://165.248.2.40/idl2000/savesound.html
Saving audio and video clips; includes information on citations

http://pd.l2l.org/linktuts/multint.htm
Saving audio and video files

http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/
Using Adobe Premiere

Key words: *importing sounds, importing video, saving sound files, saving video files,* and adding *tutorial* to the key words

Student _____   Due Date _____   Date Submitted _____

VIDEO
Movie Trailer
Assessment

Criteria	Excellent	Average	Poor
Storyboard/Planning (6)	**6-5** Professional storyboard with descriptions and times	**4-1** Sloppy storyboard	**0** No plan
Time Requirements (4)	**4** Meets requirements	**3-2** Just under designated time	**1-0** Over designated time or half as long as designated
Appropriate Content (6)	**6-5** Appropriate and relevant media used, audience knows enough, but not too much about movie	**4-2** Some media used may not be relevant or fit theme, may give away too much of plot/ending	**1-0** Not sure what movie is about
Audio/Levels (5)	**5-4** Appropriate audio levels throughout	**3-2** Incorrect fade levels, background music may be too loud to hear narration	**1-0** Audio levels are not consistent and audio captured is not quality—audio may jump
Quality (4)	**4** Good quality audio	**3-2** Quality could be slightly better	**1-0** Needs considerable improvement
Images/Video Quality (6)	**6-5** Good quality video and images	**4-2** Video may be too choppy or pixilated	**1-0** Needs considerable improvement to be marginally acceptable
Text Quality (4)	**4** Efficient use of text, easy to read, font type agrees with theme	**3-2** Choice of type font or color could be better, may be a little hard to read	**1-0** Little effort, distracting, poor choice of type font or color

Student _____   Due Date _____   Date Submitted _____

Criteria	Excellent	Average	Poor
Special Effects (5) Superimposing and video effects	**5-4** Smooth appropriate effects used	**3-2** Some effects not working properly or not smooth	**1-0** Effects may be inappropriate
Motion and Timing (5)	**5-4** Motion settings enhance video, brings attention to important text/images	**3-2** Moving objects may be too fast or slow	**1-0** Very fast or extremely slow motion settings, very distracting
Transition (3)	**3** Smooth appropriate effects used	**2** Some effects not working properly or not smooth	**1-0** Choppy or inappropriate
Creativity/Overall Impression (6)	**6-5** Original, creative, a must see movie	**4-2** Average appeal, may not entice attendance	**1-0** Idea "copied" from real example, may be hard to follow
File Management (3)	**3** All files and extensions showing	**2** No more than one file missing	**1-0** More than one file missing
Accuracy (5)	**5** 1 error remaining	**4-3** 2-3 errors remaining	**2-0** 4 or more errors remaining
Subtotal			

Total Points =

Other Requirements	
Use of camcorder or VCR-capture **(2)**	
Feedback – peer review **(5)**	
Subtotal	

Total Points =

Project Total =

VIDEO
Music Video
Overview

GOAL: Produce a music video using video and images with music and other audio sounds to develop the interest for a product or to tell a story.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Determine a theme for a story or product and produce a music video with video and other images using video editing software. Use music, audio, and sound files as the background for the images/video. Your final product should be at least 60 seconds but not longer than 90 seconds and include 2 to 4 audio files and 2 to 4 video/image clips. Use copyright guidelines in the production of your music video. Edit sound files and video clips for the final product. Proofread and correct the text credit information. Copy the files to another medium as directed by the instructor.	Use the *Music Video* assessment to evaluate the video clips and images captured and the effective manipulation of these files; the sound and audio quality; the length of the production; and file management. Assess the text credit information for correction of errors and typos. Evaluate the transfer of files to a CD or some other medium as directed by the instructor. Also evaluate the overall video and audio production for the story line or theme as being representative of the written plan to sell a product or tell a story.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Create scanned images. C1	1.4, 1.8		
Manipulate scanned images (e.g., resizing, cropping, scaling, rotating). C3	1.4, 1.6		
Create digital camera images. C8	2.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
*Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures). B3	CA3, 1.5		

*Used to apply appropriate copyright guidelines.

VIDEO
Music Video
Teaching Points

Overview

MTV and commercials or advertisements for products and/or services are a few examples of how video and audio are used simultaneously to develop interest and/or tell a story. This assignment will allow students to create their own music video using audio clips from CDs, audio files, and video they record. The students are to develop a theme for a music video so that their production tells a story or sells a product.

Content Review

Review and/or demonstrate the following as needed:

Using pictures/images: scanning, file formats, resolutions

2. Manipulating graphics/images

4. Creating and using audio and sound files and audio effects
5. Ripping audio files
6. Using motion effects for still pictures and text
7. Using motion video

Activity Preparation

View samples of appropriate MTV productions, previous students' work, and/or commercials. Discuss the theme development and the sound/music selections used.

Direct students on how to use a video camera to record a classmate and have your classmate video you to display various themes, e.g., love, heartbreak, disappointment, joy, exercising, etc.

Discuss importing/capturing video footage into a computer.

Demonstrate the use of audio and sound files including procedures for manipulating and saving sound files.

Discuss the selection of images and video to support a theme and the use of appropriate audio and sound files as a background to images/movie productions with sound.

Resources

Supplies needed for the activity:

Video camera
Computer to capture video/motion shots

Audio and sound files
Head phones
Software for video and audio editing

Web sites (and/or key words to use for search):

http://www.lsc.cc.mn.us/admin/tech/mnsat.htm
Creating an audio file

http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html
Adding audio to video files

http://www.tcaps.com/ht/audio/default.htm
Information on using and manipulating audio files

http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm
Creating MP3 and/or WMA files

http://hotwired.lycos.com/webmonkey/multimedia/video/index.html

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Webmonkey Web sites on audio, video, and multimedia

http://165.248.2.40/idl2000/savesound.html
Saving audio and video clips; includes information on citations

http://search.hotwired.com/webmonkey/default.asp?query=video
Make a selection from this site on video and other multimedia tutorials

http://pd.l2l.org/linktuts/multint.htm
Harvesting online sounds, images, videos and creating originals

http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/
Capturing video using Adobe Premiere 6.0

http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm
Sounds with Flash

http://olympus.het.brown.edu/cgi-bin/info2www?(cookbook)Editing+Sound
Selecting, converting, and editing sound files

http://www.rice.edu/fondren/erc/howto/cooledit.html
Using sound with Cool Edit

http://www.support.dsu.edu/multimedia/sound/wave-edit.htm
Editing sound files with .wav extension

http://www.blazeaudio.com/howto/edit-introduction.html
Tutorial on editing sound files

http://linux.oreillynet.com/pub/a/linux/2001/10/18/snd_parttwo.html?page=2
Editing sound in Linux

http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test
Fair use of copyrighted materials

<u>**Books, articles, and other resources:**</u>

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.*
    Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers.*
    Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions.* Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio.* Boston, MA: Thomson
    Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide.*
    Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A.W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-
    Hill).

VIDEO
Music Video
Instructor's Approval Form

Music Video Theme _____

Instructor's Approval _____

Date _____

Submit this form with the instructor's signature when the assignment is complete.

VIDEO
Music Video
Assignment

Activity Preparation and Assignment

Using video/pictures for the visual, 2 to 4 audio files, and special effects, create a music video that will tell a story or sell a product. The production should be at least 60 seconds but not more than 90 seconds long. Create a project folder entitled [*insert your name*] *music video* to hold images, audio, video, and other project files.

Produce a music video using the following directions:

1. Determine a theme for the music video, key it, and have the theme approved by the instructor. (See Instructor's Approval Form.)

2. Gather *only* the content for the project:
   a. Video recorded on a video camera
   b. Pictures (Scan at 150 ppi resolution; save as TIFF files.)
   c. Name video clips and other digital images with recognizable, easy-to-remember names and the order in which they will be used
   d. Audio files.

3. Use 2 to 4 audio files to create the audio layer for your music video sequence.

4. Use appropriate fade techniques for audio files.

5. Once the audio track is put together the way you like it, place your video, pictures, and/or images over the appropriate audio.

6. Use different transition effects between each image/picture.

7. Save as a movie file and export the file to the project folder.

8. Copy the movie file to a CD, or other medium, as directed by instructor.

9. Submit a print screen of the files in the project folder in Details view and a print screen of your timeline from the video software.

Resources

Web sites (and/or keywords to use for search):

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Webmonkey Web sites

Key words: *audio, video, CD burning, multimedia creation* and/or the word *tutorial* with any of the key words

Student _____   Due Date _____   Date Submitted _____

VIDEO
Music Video
Assessment

Criteria	Excellent	Average	Poor
Captured Media (4) Quantity	**4** Quantity meets requirements	**3-1** Missing part of media	**0** Media not captured
Theme (6) Consistency	**6-5** Video, images and audio are relevant to theme	**4-3** Some media are not relevant	**2-0** Media inconsistent with theme/each other
Video Images (5)	**5-4** Quality video clips/images, appropriate and balanced	**3-2** Video clips/images may be shaky, inappropriate pan/tilt	**1-0** Video clips/images may be distorted in movie
Audio (5)	**5-4** Quality fades, quality audio, audio at same level	**3-2** Audio levels "jump" or quality audio not captured	**1-0** Audio levels inconsistent and of poor quality
Design of Titles (3) Readable text	**3** Readable typeface and size, contrast with background, inside safe-zones	**2** Type size too small or poor choice of typeface	**1-0** Unreadable and distracting text
Transitions (5)	**5** Different transition effects used between each video clip/image	**4-3** Missing a transition or duplicate transitions used	**2-0** Missing many transitions
Motion Settings (2)	**2** Motion settings professionally used on titles	**1** Speed or effects of motion distracts from video	**0** Motion settings not used
First Impression/Creativity (5)	**5-4** Original, creative, and catches viewers' interest	**3-2** Some effort evident, more creativity needed	**1-0** Lacks creativity

Student _____   Due Date _____   Date Submitted _____

Criteria	Excellent	Average	Poor
File Management (2)	**2** Project folder with subfolders appropriately organized	**1** File organization problem(s)	**0** Some files missing
Timing (4)	**4** Production is at least 60 second, but not over 90 seconds	**2** Production is under or over time length	
Output (2)	**2** Final project exported properly as MOV file	**1** Not exported properly	**0** Not exported
Subtotal			
Deduct 1 point for each uncorrected error =			
Total Points =			

VIDEO
Video Postcard
Overview

GOAL: Create a video postcard to be sent via e-mail to your instructor.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8	Students will videotape each other in front of a solid background (blue or green) then capture video and open in video editing software (5-10 seconds). Students will choose a background scene (either image or video) and import it into video editing software. Students will layer the two clips onto the timeline and key-out the solid color so the new background shows through. Students will export the final video clip as a compressed file (MPEG or MPG). This file should be small enough (no larger than 1 megabyte) to attach to an e-mail and send to the instructor.	Use the *Video Postcard* assessment to evaluate the postcard for video taping, importing and exporting video, using background with an overlay, adjustments to overlay of tracks, and file management. Any text in the video and the e-mail will also be evaluated for accuracy.
Edit a video. E2	1.4, 1.8, 2.2		
Proofread and correct multimedia errors. A 14	CA1, 2.2		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

VIDEO
Video Postcard
Teaching Points

Overview

The entertainment world often uses color backgrounds for the chroma-keying effect. Actors will be filmed in rooms with blue walls, floor, and ceiling; the weather man stands in front of a green-screen; sometimes actors even wear special blue or green suits for effect. This is all done to create a relatively simple, but really neat, technique of being able to move in areas the body could not naturally travel, e.g., superman flying across the sky.

Content Review

Review and/or demonstrate the following as needed:

19. Video camera basics: record with camera, capture with Firewire (IEEE 1394) cable
20. Video editing software basics: capturing files, importing files, layering files (putting files on different tracks/layers), exporting files
21. File management
22. Advanced video editing: adjusting the transparency of a video clip
23. Terms to know/review: NLE (non-linear editing) vs. analog, MOV, AVI, JPG, FireWire, keying

Activity Preparation

Prepare a wall with solid green or blue color. (Explain that green and blue are the furthest hue from flesh/skin-tones and the reason for using them. Construction paper, poster board, or bed sheets work fine if you haven't purchased a professional screen/matte.)

Show examples of former students' work (or something you've created) to give ideas of how the product should look like.

Demonstrate use of video camera and capture process.

Demonstrate importing, layering, and transparency settings in video editing software.

Demonstrate exporting.

Review the process of drafting an e-mail and Web etiquette.

Resources

Supplies needed for the activity:

Digital video camcorder
Fire Wire (IEEE 1394 Cable)

Computer with FireWire card (place to plug cable in)
Computer with video editing software
Solid colored wall (Green or blue construction paper will work great in good lighting with no shadows or wrinkles on background.)
Internet connection

Websites (and/or key words to use for search):

http://165.248.2.40/idl2000/savesound.html
Saving audio and video clips; includes information on citations

http://pd.l2l.org/linktuts/multint.htm
Saving audio and video files

http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/
Using Adobe Premiere

http://hotwired.lycos.com/webmonkey/multimedia/video/index.html
Site with various video tutorials based on equipment

http://search.hotwired.com/webmonkey/default.asp?query=video
Make a selection from this site on video and other multimedia tutorials

Key words: *digital video primer, video FAQ, chroma-keying*

Books, articles, and other resources:

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.* Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers.* Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions.* Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

VIDEO
Video Postcard
Assignment

Activity Preparation and Assignment

With the advances in e-mail and the Internet, persons can send and receive video postcards and messages. In this project you will create a video postcard. You will decide on a place to visit, then using a video camcorder and editing software, make the place appear as if you were there. Using the background, create a video postcard to be e-mailed to your instructor. Create a *video postcard* project folder to hold all files created for the project. Follow the steps/directions below to develop your video postcard:

1. Choose a place to visit. Find an image, picture, or frame from a video clip of that place. Save/copy the image or video to your project folder.

2. Select a partner and have your partner video tape you for at least 5, but not more than 10 seconds in front of the solid background (blue or green). Pose appropriately, wave and say hi and/or something relevant. Record your partner doing the same.

    NOTE: Be sure to wear colors other than blue or green.

3. Capture the video and/or image.

4. Import the image/video of your destination. Import the video of yourself (if necessary).

5. Drag the destination clip to Track-1. Drag the movie of yourself to Track-2.

6. Adjust the durations so that Track-1 and Track-2 are the same length.

7. Apply effect to remove green/blue background (chroma key/transparency) and adjust accordingly. Background from track-1 should start to appear.

8. Export your file as a MOV or MPG.

9. Key an appropriate e-mail to the instructor and attach your video postcard or submit it in appropriate media as indicated by instructor (burn to CD/DVD). Proofread and correct any errors in the e-mail before it is sent.

10. Submit a screen shot/print screen of project folder in Details view.

Resources

Web sites (and/or keywords to use for search):

http://pd.l2l.org/linktuts/multint.htm
Saving audio and video files

http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/
Using Adobe Premiere

http://hotwired.lycos.com/webmonkey/multimedia/video/index.html
Site with various video tutorials based on equipment

http://search.hotwired.com/webmonkey/default.asp?query=video
Make a selection from this site on video and other multimedia tutorials

Key words: *digital video primer, video FAQ, chroma-keying*

Student _____   Due Date _____   Date Submitted _____

VIDEO
Video Postcard
Assessment

Directions: Assign points on a scale from 5 (high/good) to 0 (low/poor or not present) in each category below.

Criteria	5	4	3	2	1	0
Video Editing (5) Track adjustments (movie over image/picture)						
Timing (5) At least 5, but not over 10 seconds						
Importing and Exporting Files (5) Capture of video and background; transfer to output						
File Management (5) All files present with all extensions showing						
Subtotal						
Deduct 1 point for each uncorrected error =						
Total Points =						

VIDEO
Video Scrapbook
Overview

GOAL: Produce a personal scrapbook of pictures with sounds using multimedia equipment.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Determine a theme and produce a video scrapbook from scanned and digital still pictures using video editing software. Manipulate the graphics/images for best results. Use audio and sound files as a background for the images. Proofread and correct the multimedia files. Copy the files to another form of multimedia as directed by the instructor.	Use the *Video Scrapbook* assessment to evaluate the pictures, video clips, and images captured; effective manipulation of the images; the sound and audio quality; timing within the presentation; and file management. Also evaluate transfer of files to a CD or some other multimedia source as directed by the instructor. Assess the scrapbook for correction of errors and typos.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Create scanned images. C1	1.4, 1.8		
Manipulate scanned images (e.g., resizing, cropping, scaling, rotating). C3	1.4, 1.6		
Create digital camera images. C8	2.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

VIDEO
Video Scrapbook
Teaching Points

Overview

Companies exist that will take pictures from persons' scrapbooks and create a video file with the pictures, sounds, motions, and other multimedia effects. This assignment will allow students to scan pictures that already exist, capture pictures with a camera, use video clips, and capture sound to create a video scrapbook.

Content Review

Review and/or demonstrate the following as needed:

10. Using pictures/images: scanning, file formats, resolutions
11. Manipulating graphics/images
12. Creating and using audio and sound files and audio effects
13. Ripping audio files
14. Using motion effects for still pictures and text

Activity Preparation

Use a scanner to scan and save existing pictures and images.

Discuss saving pictures and images as different file formats.

Discuss resolutions for pictures and images and the impact on load time, file size, etc.

Demonstrate the use, manipulation, and saving of audio and sound files.

Discuss the selection of pictures and images to support a theme and use of audio and sound files as a background.

Discuss and demonstrate the effects for still pictures, images, and text.

Resources

Supplies needed for the activity:

Digital camera
Scanner
Printer
Paper
Computer
Internet connection

Audio and sound files
Head phones and microphones
Software

Web sites (and/or key words to use for search):

http://www.lsc.cc.mn.us/admin/tech/mnsat.htm
Creating an audio file

http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html
Adding audio to video files

http://www.tcaps.com/ht/audio/default.htm
Information on audio files

http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm
Creating MP3 and/or WMA files

http://www.dl.nu/linux_cd_burning.html
Converting, copying, etc. files

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Webmonkey Web sites

http://www.milwaukee.k12.wi.us/pages/MPS/Teachers_Staff/Tech_Tools/Distance_Learning_Opportunities/Video_Scrapbook
Video scrapbook of Milwaukee Public Schools

Books, articles, and other resources:

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide.*
     Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers.*
      Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions.* Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson
     Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows*: *Visual quickstart guide.*
     Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A.W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-
     Hill).

VIDEO
Video Scrapbook
Instructor's Approval Form

Video Scrapbook Theme _____

Instructor's Approval _____

Date _____

Submit this form with the instructor's signature when assignment is complete.

VIDEO
Video Scrapbook
Assignment

Activity Preparation and Assignment

Create a video scrapbook around a determined theme using still pictures and images, appropriate background sounds and audio files, and special effects. The production should be at least one minute, but not more than 2 minutes long.

Follow the steps/directions below for developing a video scrapbook:

15.   Determine a theme for the video scrapbook and have it approved by the instructor. (See Instructor's Approval Form.)

16.   Create a project folder entitled [*insert your name*] *scrapbook* to hold images, audio, title, and other project files.

17.   Gather the content for the project:
  a.   Pictures (scanned at 150 ppi resolution and saved as TIFF files)
  b.   Name video clips and other digital images with recognizable, easy-to-remember names and order
  c.   Audio files and/or script
  d.   Titles.

18.   Use 12 scanned and/or digital pictures, 2 or 3 audio clips and background sound effects, 2 or 3 plug-in titles.

19.   Use different transition effects between each image/picture. Each picture/image is to be timed for viewing at least 5 seconds, but not more than 10 seconds.

20.   Use appropriate fade techniques for audio files.

21.   Use motion settings and fading for titles.

22.   Save as a movie file and export the file to the project folder.

23.   Copy the movie file to a CD, or other medium, as directed by the instructor.

24.   Submit a print screen of the files in the project folder in Details view and a print screen of your timeline from the video software.

Resources

<u>Web sites (and/or keywords to use for search):</u>

http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/

http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia
Webmonkey Web sites

Key words: *audio, video, CD burning, multimedia creation*

Student _____   Due Date _____   Date Submitted _____

VIDEO
Video Scrapbook
Assessment

Criteria	Excellent	Average	Poor
Captured Media (4) Quantity	**4** Quantity meets requirements	**3-1** Missing part of media	**0** Media not captured
Theme (3) Consistency	**3** Images and audio are relevant to theme	**2** Some media are not relevant	**1-0** Media inconsistent with theme/each other
Images (5)	**5-4** Quality scans, appropriate aspect ratio	**3-2** Images may be scanned off-center or have white borders	**1-0** Scanning or images are distorted in movie
Audio (5)	**5-4** Quality fades, quality audio, audio at same level	**3-2** Audio levels "jump" or quality audio not captured	**1-0** Audio levels inconsistent and of poor quality
Title/Design (3) Text	**3** Readable typeface and size, contrast with background, inside safe-zones	**2** Type size too small or poor choice of typeface	**1-0** Unreadable and distracting text
Transitions (5)	**5** Different transition effects used between each image	**4-3** Missing a transition or duplicate transitions used	**2-0** Missing many transitions
Motion Settings (2)	**2** Motion settings professionally used on titles	**1** Speed or effects of motion distracts from video	**0** Motion settings not used
First Impression/Creativity (5)	**5-4** Original, creative, and catches viewers' interest	**3-2** Some effort evident, more creativity needed	**1-0** Lacks creativity

Student _____   Due Date _____   Date Submitted _____

Criteria	Excellent	Average	Poor
File Management (2)	**2** Project folder w/sub folders appropriately organized	**1** File organization problem(s)	**0** Some files missing
Output (2)	**2** Final project exported properly as MOV file	**1** Not exported properly	**0** Not exported
Subtotal			
		Deduct 1 point for each uncorrected error =	
			Total Points =

WEB PAGE DESIGN
Career Web Site
Overview

GOAL: Create an interactive Web site on careers, with emphasis on careers in desktop publishing (DTP) and multimedia (MM) to be navigated by users.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7	Create an interactive Web site that allows the users to investigate careers in general and desktop publishing and multimedia career opportunities in specific. Locate sites on careers in general and desktop publishing and multimedia careers specifically, personality types, and learning styles to use as links on the site. The Web site should include bulleted and numbered lists, marquee and scrolling text, animated gifs, an e-mail link, internal and external links, targets to move within pages, page modified date, and a form for feedback. The site should also follow design strategies for layout, color usage, background, graphics, and length (more than one page for the site is highly recommended). The site should also be creative, easy to navigate, and error free. Practice good file management.	Use the *Career Web Site* assessment to evaluate the Web site on careers for layout and design, color usage, graphics, length of page(s), ease of navigation, inclusion of required information and accuracy (free of errors). The assignment will be evaluated for characteristics of being creative, attractive, distraction free, effective, understandable, labeled, and logically arranged information.
Download files (e.g., graphics, sound, video, animation). A11	2.7		
Design a Web page with text, graphics, and tables. F7	1.4, 1.6		
Apply external media (e.g. text, images, sound). F10	1.4, 1.6		
Apply object linking in multimedia products. C12	1.4		
Import graphics. C4	1.4, 1.6		
Evaluate file size as it relates to the Internet. F12	1.4, 1.6, 1.8		
Create hyperlinks (internal and external). F8	1.4		
Proofread and correct multimedia documents. A14	CA1, 2.2		
Identify career/self-employment opportunities in desktop publishing. A12 (DTP)	CA3, 1.10		
Identify career/self-employment opportunities in multimedia. A 17	CA1, 2.6		
Manage Files. A7	1.4, 2.7		

Activity originally developed by Darla Brocksmith; adapted and used with her permission.

WEB PAGE DESIGN
Career Web Site
Teaching Points

Overview

Persons who investigate their personality, interests, learning styles, and resources to determine their potential and abilities will better understand the career options available and their career match. Much of the information to explore career development can be obtained on the Web. This assignment allows a student to locate Web sites on careers in general and desktop publishing and multimedia careers in specific, personality types, and learning styles to be used as links in the development of a Career Web Site.

Content Review

Review and/or demonstrate the following as needed:

8. Creating hyperlinks (both internal and external) and an e-mail link
9. Using targets on a Web page
10. Inserting and manipulating an image on a Web page
11. Applying backgrounds and using Web-friendly colors
12. Using horizontal lines, tables, bullets, and listings on a Web page
13. Inserting a marquee or scrolling text
14. Using animated images
15. Creating and using a feedback form with different boxes
16. Using documentation on a Web site
17. Using the Internet for research
18. Using multiple pages on a Web site (length)

Activity Preparation

Show and discuss with the students examples of good and poor Web page design and layout.

Discuss how to conduct research on career information, self-assessment career and personality tools, and other career resources using the Internet.

Discuss and demonstrate background, Web-friendly color, text, graphics, and animations on a Web site.

Discuss and demonstrate the use of lines, tables, bullets, and listings in the organization of information on a Web site.

Discuss organizational tools for Web site development (e.g., storyboarding, outlining, branching).

Discuss and demonstrate the use of a marquee and scrolling text.

Discuss and demonstrate creating links (internal and external), targets, an e-mail link, page documentation, and a feedback form for a Web page and a Web site.

Brainstorm categories to be used for the organization of a career Web site and appropriate layout and design techniques.

Discuss and demonstration how to create a form for feedback in a Web site.

Discuss the length of pages on a Web site.

Resources

<u>Supplies needed for the activity:</u>

Computer
Internet access
Web editing software or a way to enter HTML code (Notepad)
Computer and projection equipment to view Web sites

<u>Web sites (and/or key words to use for search):</u>

The following Web sites provide career assessment tools:
http://www.jobhuntersbible.com/counseling/counseling.shtml
Several career assessment and personality tools:

The Princeton Review Quiz (also called the Birkman Method) consisting of 24 questions.

*The Career Interests Game—*Exercises in color with career links.

*The Career Key—*This site also provides information on education beyond high school.

NOTE: Clicking on a career area of interest in the above tools link to the job title found in the *Occupational Outlook Handbook.*

http://www.schoolfinder.com/careers/3step1.asp
Consists of an 80-item questionnaire; you must register to complete the questions. *Do not request the long report because of cost.* Click on a career area, and information similar to the *Occupational Outlook Handbook* will appear. A school listing will also be provided; schools are located in Canada (some even have e-tours).

http://www.myfuture.com/career/interest.html
Contains a 60-question career assessment and a 70-item personality test.

The Career (Work Interest) Quiz: The career options link to armed forces sites and compare civilian job titles to military job titles by responsibilities and requirements.

The Personality Quiz: A preliminary report is provided, but a more extensive reports costs approximately $14.95. A listing of famous people who have similar personality types are also available at this site.

http://www.personalitytype.com
Upon completion of this quick personality quiz, a job listing will be provided.
The following Web sites link to the Occupational Outlook Handbook and similar sources:

http://stats.bls.gov/oco/
Bureau of Labor Statistics: The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as in other countries. It provides great detail on outlook for the future as well as information on the current job market and salaries.

http://www.works.state.mo.us
Missouri Works: Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH and the *Dictionary of Occupational Titles*.

http://www.acinet.org/acinet/

America's Career InfoNet: Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the Career Videos link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

America's Career InfoNet can also be used to locate career information for self-assessment.
NOTE: Most instruments have fees.

http://keirsey.com
Information about the Myers-Briggs personality assessment and the results – information about careers

http://www.joinwow.org
World Organization of Webmasters

Key words: *career, Occupational Outlook Handbook, personality inventory, self-assessment*

Books, articles, and other resources:

Barksdale, K., & Stubbs, T. (2003). *Web design basics*. Boston, MA: Thomson Course
        Technology.

Bishop, S. (2001). *Macromedia Dreamweaver 4—Illustrated introductory.* Boston, MA: Thomson Course Technology.

Carey, P. (2003). *New perspectives on creating Web pages with HTML and Dynamic HTML.* Boston, MA: Thomson Course Technology.

Hart, K., & Geller, M. (2003). *New perspectives on Macromedia Dreamweaver MX— Introductory.* Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Kosteba, L. (2002). *Web design introductory concepts and techniques.* Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

Towers, J. T. (2004). *Dreamweaver MX for Windows and Macintosh, student edition.* Berkley, CA: Peachpit Press (Pearson Education).

WEB PAGE DESIGN
Career Web Site
Assignment

Activity Preparation and Assignment

Create a Web site that allows users to investigate careers in general and desktop publishing and multimedia careers in specific. The site should also have links for users to investigate their personalities and assess their potential and abilities for various careers. Create a folder entitled [*insert your name*] *Career Web Site* to hold all files. Follow the steps/directions below for the development of your Web site:

1. Locate and research sites on:
    a. Careers in general and DTP/MM careers in specific. Write brief notes about the contents of each site and ways to use each.
    b. Personality types and learning styles. Write brief notes about the contents and/or directions on how to use or maneuver the sites.

2. Plan and/or design the layout of your Web site using an organizational tool (e.g., storyboarding, etc.); submit your plan with assignment.

3. Use bulleted and numbered lists for the site.

4. Use at least two tables for the layout of information on the site (or the entire site could use tables) and at least two horizontal lines.

5. Have a marquee and scrolling text on the site.

6. Create links to sites on career information, personality types, learning styles, and e-mail. Have at least one graphic which is a link.

7. Use internal links to navigate within a Web page.

8. Use targets to maneuver up and down the Web page.

9. Apply at least two appropriate animations on the site.

10. Create a form for feedback to be used on the site.

11. Use appropriate design strategies for color usage, background, graphics, and page length.

12. Use documentation of creation and modification date of site.

13. Proofread and correct all errors.

14.   Test the Web site in several engines to determine ease of navigation and appearance.

15.   Submit the Web site on a disk or source determined by the instructor and/or post on the Web.

16.   Submit a print screen of the project folder in Details view.

Resources

Web sites (and/or keywords to use for search):

http://keirsey.com
The Keirsey Temperament Sort II has 70 questions and a good overview and is similar to Myers-Briggs, except no cost.

http://stats.bls.gov/oco/
Bureau of Labor statistics: The Occupational Outlook Handbook (OOH) or hard copy from the library.

http://www.joinwow.org
World Organization of Webmasters site

Key words: *career, Occupational Outlook Handbook, personality inventory, self-assessment*

Student _____   Due Date _____   Date Submitted _____

WEB PAGE DESIGN
Career Web Site
Assessment

Criteria	Outstanding	Sufficient	Some Success	Little Success
Planning and Organization (10) ☐ Main points/purpose evident ☐ Main points/purpose supported by details ☐ Organized logically ☐ Organizational tool used and submitted	**10-9** All criteria evident and correct	**8-6** Three criteria evident and correct	**5-3** Two criteria evident and correct	**2-1** One criterion evident and correct
Research (10) ☐ All categories researched ☐ Careers in general ☐ DTP/MM careers ☐ Personality ☐ Learning styles	**10-9** All criteria evident and correct	**8-6** Three criteria evident and correct	**5-3** Two criteria evident and correct	**2-1** One criterion evident and correct
Research (10) ☐ Quality and quantity of data ☐ Sufficient research conducted on each category ☐ Sources properly documented ☐ Each category is well developed	**10-9**	**8-6**	**5-3**	**2-1**
Navigation (10) ☐ Links operate as expected ☐ Internal hyperlinks ☐ External hyperlinks ☐ E-mail link ☐ Targets ☐ Graphic as a link (1 or more)	**10-9** All criteria evident and correct	**8-6** Four criteria evident and correct	**5-3** Three criteria evident and correct	**2-1** Two or less criteria evident and correct

Student _____   Due Date _____   Date Submitted _____

Criteria	Outstanding	Sufficient	Some Success	Little Success
Visual Attributes (10) ☐ Present, appropriate, and operates ☐ Images ☐ Appropriate backgrounds and color usage ☐ Horizontal lines (2 or more) ☐ Animated GIF (2 or more)	**10-9** All criteria evident and correct	**8-6** Three criteria evident and correct	**5-3** Two criteria evident and correct	**2-1** One criterion evident and correct
Organizing Information (10) ☐ Tables (2 or more) ☐ Bulleted and numbered listing (1 or more each) ☐ Marquee and scrolling text (1 each) ☐ Feedback form (1)	**10-9** All criteria evident and correct	**8-6** Three criteria evident and correct	**5-3** Two criteria evident and correct	**2-1** One criterion evident and correct
Proofreading and Editing (10) ☐ Text edited to short clauses/phrases where appropriate ☐ Text reflects correct grammar, punctuation, spelling and word uses	**10-9** All errors corrected, one clause/phrase needs improvement	**8-6** One error remains, two clauses/phrases need improvement	**5-3** Two errors remain, three clauses/phrases need improvement	**2-1** Three or more errors remain, four or more clauses/phrases need improvement
Creativity (10) ☐ Original, creative, and catches and holds viewers' interests	**10-9**	**8-6**	**5-3**	**2-1**
Documentation (2) ☐ Site creation and modification dates provided and updated	**Yes = 2**	**xxxxxxx**	**Partial = 1**	**No = 0**
Print Screen (2) ☐ Submitted in Details view	**Yes = 2**	**xxxxxxx**	**xxxxxxx**	**No = 0**
Subtotal				
			Total Points =	

WEB-PAGE DESIGN
Multiple-Page Web Site
Overview

GOAL: Create a Multiple-Page Web site with forms for an organization.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Define Web-page design principles. F1	CA1, 1.5	Create a multiple-page Web site for a business, school club, or organization. The site should have at least four pages (three pages and the home page) and a form. Create navigation among the pages. Interview the sponsor of the organization or business owner to determine the content of the site. Consider the name, trademark, symbols, missions, goals, products and/or services, contact information, and other pertinent information to be included on the site. Use a flowchart and storyboard to plan the structure and layout of the pages for the site.	Use the *Multiple-Page Web Site* assessment to evaluate the Web-page for content and consistency; design principles of layout, text, Web-safe color, graphics/animations; usefulness for targeted/intended audience; accessibility; storyboard/flowchart use; hardware efficiency and navigation; authority and credits; impression and creativity; use of HTML and/or Dynamic HTML; accuracy; and specific assignment requirements. Also, evaluate the *Client Interview Sheet* for inclusion of information on the Web site and the client's signature.
Evaluate Web-page design. F2	CA5, 1.5, 1.6, 1.8		
Define creation, organization, and navigation of links. F5	1.4, 1.6		
Create storyboards. F6	1.4, 1.6, 2.2		
Design a Web page with text, graphics, and tables. F7	1.4, 1.6		
Create hyperlinks (internal and external). F8	1.4, 1.6		
Edit using HTML. F9	1.4, 1.6		
Apply external media (e.g., text, images, sound). F10	1.4, 1.6		
Evaluate file size as it relates to the Internet. F12	1.4, 1.6, 1.8		
Upload files to a Web server. F15	1.4, 1.6, 1.8		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

WEB-PAGE DESIGN
Multiple-Page Web Site
Teaching Points

Overview

The Web is becoming one of the primary sources of advertisement for organizations. A Web site can be used to inform persons about products and/or services, to purchase items, to build an image, and to establish a point of contact. This assignment will have students conduct an interview and create a Web site to be posted on the Internet for an organization (club or business).

Content Review

Review the following with students:

19. Courtesy in general and interview techniques to obtain information
20. Web site development using planning sheets, such as flowcharts and storyboards

Activity Preparation

Brainstorm interview techniques and questions to ask business owners and/or organization sponsors.

Demonstrate the use of planning sheets, such as flowcharts and storyboards, to create the layout and design of Web sites and pages.

Have students evaluate established Web sites to review setup, flow, links, and design.

Examine Web locations for free posting of Web pages.

Review HTML/DHTML coding for Web-page development.

Resources

Supplies needed for the activity:

Software or Web location for free Web development
Printer (color printer preferred)
Paper
Internet connection
Computer

<u>Web sites (and/or key words to use for search):</u>

http://www.cast.org/bobby/
Web test site

http://www.wpdfd.com/wpdres.htm
Compilation of resources submitted by readers

http://www.webstyleguide.com/index.html?/contents.html
Complete Web source

http://www.useit.com/alertbox/9605.html
Mistakes often made in Web design

http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm
Flowcharting

www.2createawebsite.com/build/html.html
HTML coding

www.davesite.com/webstation/html/rules_regs.shtml
HTML coding

Key words: *HTML tutorial*, *HTML coding*, *Dynamic HTML coding*, *Web posting*, *free HTML*, etc.

<u>Books, articles, and other resources:</u>

Barksdale, K., & Stubbs, T. (2003). *Web design basics*. Boston, MA: Thomson Course Technology.

Carey, P. (2003). *New perspectives on creating Web pages with HTML and Dynamic HTML.* Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Kosteba, L. (2002). *Web design introductory concepts and techniques.* Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia.* Columbus, OH: Glencoe (McGraw-Hill).

WEB-PAGE DESIGN
Multiple-Page Web Site Client Interview
Interview

THE CLIENT

Interview Summary: Take notes from your first interview with the client. List the main areas of content (pages the client wants) and points the client wants to get across to the audience.

_____

Client Signature

WEB-PAGE DESIGN
Multiple-Page Web Site Client Assessment
Assessment

THE CLIENT

Feedback: List two constructive criticisms and two positive comments (things liked) about the Web site.

_____

Client Signature

WEB-PAGE DESIGN
Multiple-Page Web Site
Assignment

Activity Preparation and Assignment

You will create a Web site for an organization (business or student organization or club). Determine a sponsor and interview the person to decide on the content for a Web site. This person will be considered your client. Create a flowchart to help you organize the structure for the Web site. Then develop a detailed storyboard for all the pages. The Web site will have at least four pages (home page plus three other pages) and a form.

Planning and Design:

1. Determine questions to ask the sponsor regarding the content for the Web site. Use the *Multiple-Page Web Site* client interview to record your answers.
   a. Organization name
   b. Trademark, mascot, symbol, etc.
   c. Products and/or services offered
   d. Mission/goals/objectives
   e. Web links
   f. Contact information
   g. Other information (i.e., last date modified, credits, copyright, etc.)

2. Organize the structure of your content using a flowchart.

3. Use information from the client's interview in developing the Web site. Obtain client's signature on the interview form.

4. Plan the layout and interactivity using a storyboard. Ask yourself these questions:
   a. What are some possible Web sites that I might use as models?
   b. What is the hierarchy of the Web site design?

5. Obtain evaluation and signature from client.

Production Process:

1. Include in the Web site:
   a. Sufficient relevant information for the organization
   b. Consideration of the audience
   c. Tables MUST be used for layout
   d. Hyperlinks (including 2 or more links outside/external of Web site)
   e. Scanned pictures or digital camera pictures
   f. Form for club membership, an order, or contact
   g. HTML or DHTML (use wisely)
   h. Graphics and animations
   i. Remember to follow page design and layout criteria you learned from discussions, handouts, and notes and from reviewing the *Multiple-Page Web Site* assessment.

2. Web site critique:
   Have two people from the sample audience evaluate your Web site. Ask them to list two positive comments and two constructive criticisms for you. Make changes if necessary. The *Multiple-Page Web Site* assessment could be used to glean possible evaluation pointers.

3. Submit the Web site to the client and instructor for evaluation.

4. Publish site:
   a. Choose a free Web hosting service to publish your site
   b. Provide the URL

5. Submit:
   a. Printed version of the index page from the Web browser (published page) and/or disk
   b. Printed version of other pages created and/or disk
   c. Design documents (planning and design sheet, flowchart, storyboard)
   d. Client sheets (will be separate grade)
   e. Copy project folder to designated network drive
   f. Client interview sheet(s)
   g. *Multiple-Page Web Site* assessment from client

Resources

Web sites (and/or keywords to use for search):

http://www.cast.org/bobby/
Testing Web site

http://www.webstyleguide.com/index.html?/contents.html
Complete Web source

http://www.useit.com/alertbox/9605.html
Mistakes often made in Web design

http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm
Flowcharting

www.2createawebsite.com/build/html.html
HTML coding

Decide on keywords to use for search on the Web.

Student _____   Due Date _____   Date Submitted _____

WEB-PAGE DESIGN
Multiple-Page Web Site
Assessment

Directions: Rate each category on a scale of 10 (high) to 1 (low) on how well the criteria are met.

Criteria	10-9	8-7	6-5	4-3	2-1
Planning and Content (10) ☐ Storyboard with detailed description ☐ Structure (flows smoothly) ☐ Goals/Objective/Mission ☐ Products and/or services					
Design and Layout (10) ☐ Tables used effectively ☐ White space efficient ☐ Text readable, appropriate size and style ☐ Consistency ☐ Web-safe colors ☐ Text color changes for site usage					
Graphics (10) ☐ Relevant ☐ Manipulation efficient ☐ Animations used ☐ Color blends with site ☐ Hardware efficiency ☐ Enhances theme					
Links (10) ☐ Clearly labeled ☐ Internal links used ☐ External links used (2 or more) ☐ All links work correctly					

Student _____   Due Date _____   Date Submitted _____

Criteria	10-9	8-7	6-5	4-3	2-1
Authority (10) ☐ Contact information ☐ Organization name ☐ Trademark/Mascot/Symbol ☐ Copyright information ☐ Date of update					
First Impression/Creativity (10) ☐ Original ☐ Creative ☐ Free of distractions ☐ Usefulness ☐ Target audience					
Subtotal					
		Deduct 1 point for each uncorrected error =			
				Total Points =	

Other Requirements	Yes = 2 points	No = 0 points
Client form		
Client Interview sheet		
Client Assessment sheet		
Peer review		
Tables used in design		
HTML and/or Dynamic HTML		
Accessibility		
Subtotal		

Total Points =

Project Total=