LINC 86B: SCREENCASTING II

Foothill College Course Outline of Record

Heading	Value
Units:	0.5
Hours:	6 lecture per quarter (6 total per quarter) This course meets 1 time per quarter.
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading; fundamental understanding of content topics in LINC 86A; students may enroll in LINC 86 or 86B, but not both, for credit.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Analyze peer evaluation of class created media projects
- Create a short, simple tutorial video podcast
- Define the features of a video podcast that support teaching and learning

Description

Continuation of LINC 86A, introducing more advanced skills and techniques for creating screencast tutorials that explain and demonstrate "how-to" topics. Uses free (e.g., Screencast-o-Matic or Screencastify) or industry-standard (e.g., Garageband) software. Students will create a "how-to" tutorial-style podcast of an instructional or training challenge.

Course Objectives

The student will be able to:

A. Define the features of a screencast that support teaching and learning
B. Create a short, simple tutorial screencast
C. Analyze peer evaluation of class created media projects
D. Revise the media project based on peer feedback

Course Content

A. Define screencast for teaching and learning
1. Aspects that increase and extend student engagement
2. Aspects that support differentiated instruction
3. Aspects that support recall and recognition
4. Aspects that invite interaction
B. Tutorial-style screencast
1. Create a rudimentary story board of basic scenes
2. Use a video camera to record scenes, or import preexisting footage or still images
3. Use a video camera or microphone to capture sound, or import preexisting sound files
a. Sound from original footage
b. Narration or music added after initial footage is captured
4. Import the media items
5. Edit the various media
a. Utilize beginning-level special effects, such as slowing down frame rate or adding still images to a video timeline
b. Utilize extended special effects, such as animation on titles
6. Output the screencast to a shared online service (e.g., YouTube, Google Drive, Dropbox) presentable to others as a preliminary version of the final product
C. Analyze peer review feedback
1. Note viewer responses and suggestions
D. Revise the screencast
1. Incorporate feedback or techniques learned from reviewing the work of peers

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. When offered on/off campus: Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratories equipped with online PCs and Macintosh computers, network server access, and printers.
B. When taught via Foothill Global Access on the Internet: Students must have currently existing email accounts/email address and ongoing access to computers with email software, GUI web browsing capability, FTP program, and access to the World Wide Web.

Method(s) of Evaluation

The student will demonstrate proficiency by:
A. Creating the screencast project using characteristics of quality defined by the class.
B. Writing an evaluation critique and reflection for their own and classmates' final projects, with emphasis on use of constructive comments and suggested improvements with respect to established characteristics of good multimedia design.
C. Participating in class discussions and critiques.

Method(s) of Instruction

During periods of instruction the student will be actively engaged in:
A. Writing notes, listening, and participating in lecture presentation and class discussion using the terminology of the software product and publishing industry.
B. Observing an instructor-led demonstration and student practice of software and hardware techniques.
C. In-class presentations and peer review to critique class projects.

Representative Text(s) and Other Materials

Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be

delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Each week requires the student to read and analyze selected websites or student projects related to that week's topic.

B. Each week's topic requires a written response to a prompt that is turned in to the instructor for review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product.

C. Each week's topic requires the student to participate in a weekly discussion prompt based on that week's readings and assignment. Students are to respond to other students' responses offering support, suggestions, alternative ideas, and resources.

Discipline(s)

Instructional Design/Technology