Miyazaki International College
Course Syllabus
FALL 2018

<table>
<thead>
<tr>
<th>Course Title (Credits)</th>
<th>IDS-308: Educational Technologies and Techniques of Communication (3 Credits)</th>
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</thead>
<tbody>
<tr>
<td>Course Designation for TC</td>
<td>Teacher Certification-related course</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>E-mail address</td>
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<tr>
<td>Office/Ext</td>
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<tr>
<td>Office hours</td>
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Course Description:

As multimedia technology advances, professionals in both education and business are finding the ability to combine verbal communication skills with the effective use of advanced audio/visual media to be a necessity for success. In this course, students will develop their communication skills for use in presentations to both small and large groups of listeners, and will learn how to use AV components, projection equipment, and computers effectively to facilitate audience comprehension. The course uses the challenges presented by the Japanese secondary school environment as a theme, but care is taken to ensure that the skills and techniques covered have value to all students, regardless of their career goals.

Course Objectives:

Students will
- learn how principles of conceptual planning and visual design can enhance the effectiveness of presentation materials.
- examine criteria by which appropriate media, technology and presentation may be selected to fulfill a variety of instructional needs.
- plan and deliver a variety of instructional presentations for peer, self and instructor evaluation
- develop a practical familiarity with a variety of classroom technologies
- develop an awareness of educational technologies such as e-Portfolio systems, Moodle, and online resources that promote learning.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Content/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why do presentations fail?</td>
<td>Discussion: establishing criteria for good/bad presentations and presenters</td>
</tr>
</tbody>
</table>
| 2   | Presentation Rubrics | Group work: presentation of group generated rubrics  
Compilation of group rubrics |
| 3   | Presentation 1: speaker only | Establish personal and group goals for improvement.  
Preparation for Presentation #1 |
| 4   | Presentation 1 cont. | Recording of Presentation #1  
Peer, self and instructor feedback. |
| 5   | A framework for planning media use | Audience analysis, learning styles, establishment of lesson/presentation objectives, rubrics. |
| 6   | A framework for planning media use | Component reading, preparation and group presentation. |
| 7   | Implementing the media plan | Discussion of media use framework and comprehension exercises |
| 8   | Implementing the media plan | Equipment safety, venue setup parameters, AV showmanship, evaluation |
| 9   | Visual Literacy and Design | Visual Literacy vs. Visual Design  
Elements of visual design (contrast, repetition, alignment, proximity) |
| 10  | Visual Literacy and Design | Practical application exercises  
Evaluating examples of poster presentations |
| 11  | Presentation 2: fixed-media | Prepare drafts for fixed-media presentation for mid-sized groups.  
Obtain peer feedback on drafts. |
| 12  | Presentation 2: fixed-media | Review Presentation 1 video and feedback.  
Review personal goals for improvement.  
Revise and record fixed-media presentation. |
<p>| 13  | Presentation 2 critique and revision | Evaluation of Presentation 2 in context of visual literacy and design |
| 14  | Presentation 2 critique and revision | Post fixed-media presentations on the Moodle for peer-feedback |
| 15  | Principles of dynamic media design | Elements of effective multimedia and dynamic presentation design: clarity and relevance |
| 16  | Principles of dynamic media design | Elements of effective multimedia and dynamic presentation design: animation and plot |</p>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Dynamic media: Project planning</td>
<td>Idea flow, continuity, and &quot;storytelling&quot; through media. Conceptualize and begin to prepare Presentation 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation of outlines.</td>
</tr>
<tr>
<td>18</td>
<td>Dynamic media: Project planning</td>
<td>Translation of outlines to storyboards. Storyboard feedback and revision.</td>
</tr>
<tr>
<td>19</td>
<td>Sound dynamics</td>
<td>Issues and techniques for sound recording Drafts of slide composition for Presentation 3.</td>
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<tr>
<td>20</td>
<td>Sound dynamics</td>
<td>Revision of slide composition for Presentation 3.</td>
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<tr>
<td>21</td>
<td>Presentation 3: dynamic media</td>
<td>Presentation 3 to large group and revision for web publication</td>
</tr>
<tr>
<td>22</td>
<td>Presentation 3: dynamic media</td>
<td>Processing of recorded presentations for web publication</td>
</tr>
<tr>
<td>23</td>
<td>Standalone media: project planning</td>
<td>Conceptualize and draft an instructional video. Justify design and technique choices in written proposal.</td>
</tr>
<tr>
<td>24</td>
<td>Standalone media: project planning</td>
<td>Outlining and storyboarding of video concept Feedback group presentation/discussion</td>
</tr>
<tr>
<td>25</td>
<td>Digital Video Production and Editing</td>
<td>Techniques of video recording and post-production editing.</td>
</tr>
<tr>
<td>26</td>
<td>Digital Video Production and Editing</td>
<td>Applications for smartphone, pad and e-book technology in education.</td>
</tr>
<tr>
<td>27</td>
<td>Preview and revision of Presentation 4</td>
<td>Continued development of Presentation 4. Discussion of topics in distance learning, and educational services such as Moodle.</td>
</tr>
<tr>
<td>28</td>
<td>Preview and revision of Presentation 4</td>
<td>Revisions for Presentation 4. Revised rubric and criteria from the beginning of the course. Self, peer, and instructor feedback.</td>
</tr>
<tr>
<td>29</td>
<td>Presentation 4: standalone media</td>
<td>Presentation and feedback, Group 1</td>
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<tr>
<td>30</td>
<td>Presentation 4: standalone media</td>
<td>Presentation and feedback, Group 2</td>
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<td>Final Exam</td>
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**Required Materials:**

Reading material will be distributed in class, or posted on the Moodle. There are no required textbooks. Students are expected to keep this syllabus and all class materials organized neatly in
a binder, and to bring the binder to every lesson.

Course Policies (Attendance, etc.):

**ATTENDANCE POLICY**
You are expected to be punctual and to attend all lessons. When you miss a lesson, it is your responsibility to see your teachers afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should contact the instructor to explain your absence at least one day in advance.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

- Class activities/assignments: 30%
- Presentations: 20%
- Projects: 20%
- Quizzes and Examinations: 30%

100%

Methods of Feedback:

In principle, graded work will be returned by the instructor within one week of submission with appropriate feedback, i.e., grade, comments, etc.

In addition, class participants will be asked to perform self and peer evaluations of projects and presentations throughout the course using an evolving presentation rubric.
Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):
- Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- The ability to identify and solve problems
- Advanced communicative proficiency in English
- Proficiency in the use of information technology

Notes:

Schedule, grading, policies and procedures of this course are subject to change at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Identify &amp; Solve Problems</td>
<td>Insightful comments in class discussions. Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</td>
<td>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</td>
<td>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</td>
<td>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</td>
<td></td>
</tr>
<tr>
<td>Information Gathering</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment of Credibility</td>
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<table>
<thead>
<tr>
<th>Advanced Communication Proficiency</th>
<th>Public Speaking</th>
<th>Social Skills</th>
<th>Professional Skills</th>
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<tbody>
<tr>
<td>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</td>
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<table>
<thead>
<tr>
<th>Global Perspectives</th>
<th>Cultural Relevancy</th>
<th>Awareness of Current Events &amp; Global Issues</th>
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<tbody>
<tr>
<td>Fully engaged in current events and shows and understanding of social inequalities and cultural differences.</td>
<td>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</td>
<td>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</td>
</tr>
<tr>
<td>Student expresses one-sided ideas from an ethnocentric point of view. Completely lacks awareness of world issues or events.</td>
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<table>
<thead>
<tr>
<th>English Language Ability</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
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<tbody>
<tr>
<td>Exhibits fluency near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</td>
<td>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.</td>
<td>Adequate English ability; must reference dictionary often</td>
<td></td>
</tr>
<tr>
<td>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions.</td>
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<table>
<thead>
<tr>
<th>Japanese Language Ability</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
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</thead>
<tbody>
<tr>
<td>Able to express one’s self clearly and succinctly in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</td>
<td>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.</td>
<td>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</td>
<td></td>
</tr>
<tr>
<td>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions.</td>
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