ETEC 5730 INSTRUCTIONAL TELEVISION AND TELECOMMUNICATIONS  
Fall 2010

1. **Identification of Course**

1.1. ETEC 5730, Instructional Television and Telecommunications, 3 graduate hours, (3-3-0), Letter Grades. Semesters offered: Fall, Spring, and Summer

1.2. Textbook and/or Supplementary Materials

1.2.1. Video editing software

Studio HD by Pinnacle or equivalent video editing software

1.2.2. Supplementary textbook

ISBN number: 1-882664-08-6

This book is available through Campus Corner Bookstore in Natchitoches: [http://www.campuscornerinc.com/](http://www.campuscornerinc.com/)

Campus Corner, (318) 352-9965, 912 College Ave, Natchitoches, LA 71457

**Supplementary Materials:**

Additional resources, readings, and/or references for this course provided throughout the semester as appropriate. These supplementary materials are generally posted in Moodle (or Blackboard) for this course.

1.3. **General Information**

Professor: Dr. Sanghoon Park  
Office: C-240, Teacher Education Center  
Telephone: (318) 357-5774  
Office hours: Posted; or other times by appointment  
E-mail: parks@nsula.edu  
FAX: (318) 357-5522  
Homepage: [http://education.nsula.edu/faculty/profiles/18](http://education.nsula.edu/faculty/profiles/18)

**PASS-Port Policy:**

Each student must upload assigned artifacts to PASS-Port as a required component of this class. Since all students are required to maintain a current PASS-Port subscription, **if all required field experiences and artifacts are**

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Course Steward: Sanghoon Park, Ph.D.  
College of Education & Human Development  
Northwestern State University of LA  
Date Syllabus Revised: August 2010
not completed and entered into PASS-Port by the due date, the candidate will receive a grade of F in the course regardless of other grades.

2. Course Description

2.1. Catalog Description

Educational Technology 5730-An analysis of instructional television and telecommunications applications in the classroom; implementation of television projects and programs. Theory and practice in production of television for live and interactive application to instructional settings.

2.2 Justification/Rationale

Educational Technology 5730 is an advanced course in the M.Ed. or Ed.S. programs that meets requirements in the emphasis areas. It meets specific objectives of the advanced program whose participants need additional exposure to video and instructional television/telecommunications as resources and support elements to classroom instruction. It provides participants an opportunity to examine the role of video on the web, especially as a tool to promoting diversity and equity of access to video resources.

3. Goals and Objectives

3.1. Goals or Goal Statement

All candidates pursuing degrees in the College of Education and Human Development are expected to apply the principles of the conceptual framework, Models for Learning. Thus, objectives and learning activities in this course call upon candidates to take responsibility for their learning, to identify problems within specific areas, to arrive at solutions using creative/critical thinking, and to reflect upon and evaluate decisions made in the course of their learning. For a copy of the Conceptual Framework document and link to the youtube video, go to http://education.nsula.edu/conceptual-framework/.

3.2. Objectives

By completing the assignments and/or tasks of this course, each candidate will:

3.2.1. Discuss the history and impact of educational television and video programming on children and the instructional process.
3.2.2. Selection of telecommunications programming for applications to the classroom.
3.2.2.1. Demonstrate an understanding of how to select television/telecommunications programming for instruction.
3.2.2.2. Demonstrates an understanding of selecting programming that promotes diversity in the classroom.
3.2.3. Selection of telecommunications/video equipment and funding sources.
   3.2.3.1. Demonstrate an understanding of how to select telecommunications equipment for instruction.
   3.2.2.2. Review funding sources for purchase of telecommunications equipment.
3.2.4. Production of video for the classroom.
   3.2.3.1. Demonstrate competency in production planning for instructional television or classroom application.
   3.2.3.2. Demonstrate competency in production of a video for instructional television or classroom application.
   3.2.3.3. Demonstrate competency in editing, sound and graphic production for instructional television or classroom application.
   3.2.3.4. Demonstrate competency to evaluate finished production.
3.2.4. Telecommunications applications for distance learning.
   3.2.4.1. Demonstrate an understanding to plan and conduct a desktop or compressed videoconference.
   3.2.4.2. Demonstrate an understanding to plan and conduct an Internet class using web sites that reference telecommunications resources.
   3.2.4.3. Demonstrate an understanding of using distance learning applications to promote diversity in the classroom.
3.2.5. Evaluation of instructional television or telecommunications programming.
   3.2.5.1. Demonstrate an understanding to evaluate programming for instructional television and telecommunications.
3.2.6. Implementation of telecommunications programs in teaching and learning.
   3.2.6.1. Demonstrate an understanding for implementing telecommunications programs in the classroom.
3.2.7. New trends in technology for telecommunications/video applications
   3.2.7.1. Demonstrate an understanding of new technologies and trends in instructional telecommunications.
3.2.8. Research in instructional television and telecommunications.
   3.2.8.1. Demonstrate an understanding of research related to instructional television/telecommunications in education.

4. Student Activities and Experiences

Disability Policy:

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any
student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

**NSU College of Education Online Civility Statement:**

Each Northwestern State University candidate is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the online learning environment. Candidates should communicate online with respect, read and respond carefully to others in order to understand their point-of-view, take responsibility for their words, keep criticism constructive, respect diversity, and be tolerant of differences. Students who make others feel unwelcome, disrespected, harassed, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the course may be asked to log off the online class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web site at: [http://www.nsula.edu/studenthandbook/page100.htm](http://www.nsula.edu/studenthandbook/page100.htm)

**Definition of Diversity:**

Today members of our university community are more likely to experience differences among people. Northwestern State University defines diversity as differences in age, gender, religion, language, sexual orientation, socioeconomic status, ethnicity, race, exceptionalities, and geographic background. In our mission to acknowledge our differences, we also hope to realize our commonalities.

4.1. Assignments/Tasks

4.1.1. Review three articles each about instructional television and telecommunications applications in the classroom and/or for distance learning. (DM, CCT)

4.1.2. Select 3 instructional video clips/titles/programs and demonstrate their classroom application. (DM, PS, RT)

4.1.3. Search the web to locate equipment sites and create a list of video equipment to create and edit video clips and instructional programs. (PS, DM, RT)

4.1.4. Search the web and review available plans that suggest how video can be implemented in the classroom and with presentation software. (PS, DM, RT)
4.1.5. Plan, produce, and edit a 90 second to 3 minute instructional television lesson. (CCT, RT, PS, DM)

4.1.6. Locate a web site that reviews instructional video applications in the classroom. (PS, DM)

4.1.7. Design an evaluation form to provide feedback for instructional television or telecommunications applications. (CCT, PS, DM, RT)

4.1.8 Locate a web site that reviews instructional video software (titles) for use in the classroom. (DM, RT)

4.1.9. Conduct directed research in selected topics/problems in instructional television and telecommunications for K-12 education. (PS, DM, RT, CCT)


5. Content Outline

5.1. Outline

The course and assignment calendar are tentative and subject to change if deemed necessary by the instructor. You will be informed of all changes via Blackboard. If you are “absent” from class (not participating in Blackboard for a week), it is strongly recommended that you contact your instructor via email and explain your absence.

5.2. Course Calendar

All assignments and tasks in the lessons are due on Sunday midnight unless stated otherwise. It is important for you to check the announcements section of Blackboard weekly for any changes or updates.

- please see the corresponding discussion board for more detailed instruction about each assignment.

<table>
<thead>
<tr>
<th>Time / Due date</th>
<th>Assignment</th>
<th>Evaluation</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 wk 8/29</td>
<td>● Introduction</td>
<td>Online posting</td>
<td>10 pts</td>
</tr>
<tr>
<td>2 wk 9/5</td>
<td>● Article review - Children's learning from television</td>
<td>By grading rubric</td>
<td>20 pts</td>
</tr>
<tr>
<td>3 wk 9/12</td>
<td>● Web Search for three educational television programming</td>
<td>Online posting</td>
<td>60 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3x20=60)</td>
</tr>
<tr>
<td>4 wk 9/19</td>
<td>● Using video programs to support instruction</td>
<td>Online posting</td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2x50=100)</td>
</tr>
<tr>
<td>5 wk 9/26</td>
<td>● Article reviews on ITV/Video applications in the classroom</td>
<td>By grading rubric</td>
<td>60 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2x30=60)</td>
</tr>
</tbody>
</table>

Course Steward: Sanghoon Park, Ph.D.  
Date Syllabus Revised: August 2010  
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Northwestern State University of LA
### Course Steward:
Sanghoon Park, Ph.D.

### Date Syllabus Revised:
August 2010

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 wk</td>
<td>10/3</td>
<td>● Software for editing video productions</td>
<td>Online posting</td>
<td>40 pts (2x20=40)</td>
</tr>
<tr>
<td>7 wk</td>
<td>10/10</td>
<td>● Lesson plans that include videos to support instruction</td>
<td>Online posting</td>
<td>140 pts (2x70=140)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Directed research plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 wk</td>
<td>10/17</td>
<td>● Directed research paper</td>
<td>By grading rubric</td>
<td>100 pts</td>
</tr>
<tr>
<td>9 wk</td>
<td>10/24</td>
<td>● Two research paper reviews</td>
<td>Online posting</td>
<td>60 pts (2x30=60)</td>
</tr>
<tr>
<td>10 wk</td>
<td>10/31</td>
<td>● Video evaluation form development</td>
<td>Online posting</td>
<td>50 pts</td>
</tr>
<tr>
<td>11 wk</td>
<td>11/7</td>
<td>● Individual video production plan</td>
<td>Online posting</td>
<td>50 pts</td>
</tr>
<tr>
<td>12 wk</td>
<td>11/21</td>
<td>● Individual video production</td>
<td>Online posting</td>
<td>150 pts</td>
</tr>
<tr>
<td>13 wk</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14 wk</td>
<td>11/21</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Thanksgiving Holiday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 wk</td>
<td>12/5</td>
<td>● Instructional video product reflections</td>
<td>Online posting</td>
<td>60 pts (2x30=60)</td>
</tr>
<tr>
<td>16 wk</td>
<td>12/9</td>
<td>● Summary of skills learned</td>
<td>Online posting</td>
<td>20 pts</td>
</tr>
<tr>
<td>All wk</td>
<td>8/29 – 12/9</td>
<td>● Overall participation &amp; interaction</td>
<td>Attendance Discussion</td>
<td>80 pts</td>
</tr>
</tbody>
</table>

**Total** 1000

### 6. Evaluation Policies

General University grading policies are located in the current *General Catalog* under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

6.1. Attendance

6.1.1. Weekly attendance via Blackboard is expected. See BlackBoard for details.

6.2. Grading

6.2.1. Assignments

See 5.2.

6.2.2. Course grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B</td>
<td>80%–89%</td>
</tr>
<tr>
<td>C</td>
<td>70%–79%</td>
</tr>
<tr>
<td>D</td>
<td>60%–69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>
6.2.3. Grading Policies:

6.2.3.1. Related rubric for discussion postings

<table>
<thead>
<tr>
<th>A superior response</th>
<th>An excellent response</th>
<th>An adequate response</th>
<th>An acceptable response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generates further analytical or argumentative responses from class members and original author.</td>
<td>Includes analysis of posting in relation to research literature, or theoretical framework, or</td>
<td>Compares posting to other posted messages, text material, or class content.</td>
<td>Restates central issues of awareness in relation to the content of the posting being responded to.</td>
</tr>
<tr>
<td></td>
<td>Concludes with application to situations outside scope of original examples</td>
<td></td>
<td>Plainly states author's belief and practice of mutual respect among class members and respect for their written work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is written with an apparent awareness of the principles of informal writing: complete sentences, correct spelling and punctuation.</td>
</tr>
</tbody>
</table>

6.2.3.2. Rubric for video production

**Rubric for Instructional Video (ETEC 5730)**

<table>
<thead>
<tr>
<th>Exemplary (125-150 points)</th>
<th>Acceptable (100-124 points)</th>
<th>Not Acceptable (-99 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional video product includes: a video production/planning sheet; a script; a title and credit graphics; is a minimum of 5 minutes in length and a maximum of 10 minutes;</td>
<td>The instructional video product includes a video production/planning sheet; a script; has title and credit graphics; is a minimum of 5 minutes in length and a maximum of 10 minutes;</td>
<td>The instructional video product does not include a video production/planning sheet; a script; has title and credit graphics; the program does not fall within the recommended length of a</td>
</tr>
</tbody>
</table>
6.2.3.2. Rubric for article review assignments:

**Rubric for Article Reviews (ETEC 5730)**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5wk: 26-30 points</strong></td>
<td><strong>5wk: 21-25 points</strong></td>
<td><strong>5wk: 16-20 points</strong></td>
<td><strong>5wk: 11-15 points</strong></td>
</tr>
<tr>
<td>The article review is thorough, follows format requirements (including length) outlined for the class and has exceptional perception regarding how the information in the article relates to ETEC 5730</td>
<td>The article review is complete, follows format requirements (including length) outlined for the class and has good perception regarding how the information in the article relates to ETEC 5730</td>
<td>The article review is complete, follows format requirements relatively well (including length) outlined for the class and has acceptable perception regarding how the information in the article relates to ETEC 5730</td>
<td>The article review is not complete, and does not follow format requirements (including length) outlined for the class and has unacceptable perception regarding how the information in the article relates to ETEC 5730</td>
</tr>
<tr>
<td>The article review is written according to criteria for graduate work which includes good grammar, no typos and misspelled words</td>
<td>The article review is written according to criteria for graduate work which includes good grammar, no typos and misspelled words</td>
<td>The article review is written according to criteria for graduate work which includes good grammar, no typos and misspelled words</td>
<td>The article review is poorly written and does not follow criteria for graduate work including good grammar, no typos and misspelled words</td>
</tr>
</tbody>
</table>