

Project Instructions
EDM310
Fall 2011

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Project Instructions EDM310 Fall 2011

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EDM310 Needs Your Attention

9

Hours A Week

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Introduction

This are 6 essential documents that make up the Instruction Manual for EDM310 Fall 2011:

[Syllabus for EDM310 Fall 2011](#)

[EDM310 is Different - An Introduction](#)

[Project Instructions](#)

[Required Activities Instructions](#)

[Blog Post Assignments](#)

Your Personal Checklist which you will “create” following the instructions for Activity #3 in the Required Activities Instructions. This document contains all of the due dates and also allows you to keep track of your progress in this class. It will reside in your Google Docs. **Use it!**

The Meaning of “Start”

We have provided suggestions on where to start learning how to do the following projects. But we say “Start here” and we mean that. We do NOT provide you with a complete list. You must also explore on your own. Search Google, Yahoo, Bing, the EDM310 Alumni Blog, the EDM310 Lab, anywhere you might find help. And if you find a really good site or video, let us all know about it with a special post to your Blog! So “Start” means *start*. **Not** *this is the complete list!*

YouTube Rules

Follow these rules when posting videos to YouTube that are assignments for this class.

1. Videos must be no longer than 15 minutes (YouTube rule)
2. Tag your video with EDM310 (Capitals, no spaces) (My rule)
3. You must have a Title frame which includes your name as author (or a Title frame and another frame with the authors listed). NOTE: This applies to ALL videos produced in EDM310. (My rule.)
4. A frame which lists all sources for which an acknowledgement is necessary. NOTE: This applies to ALL videos produced in EDM310. (My rule, the University’s rule, the Profession’s rule.)

Project # 1 Personal Class Blog

In addition...

Must make two posts weekly beginning 8/28 through 12/11. See Blog Post Assignments.

Must post Wordle to your Blog

Must add images to ALL your blog posts starting with the Wordle post (Wordles are images)

Must learn to add ALT and Title tag modifiers to IMG tags. See instructions for Wordle (Project #2) and use this technique for ALL images placed on your blog throughout the course. Additional information can be found in part 4 of the Instructions for Activities (#7).

Must post all projects to your Blog

Must learn a little HTML code to be able to use in your blog posts and in Comments. See part 2 of the Instructions for Activity #7.

Must add gadgets to your Blog. See part 3 of the Instructions for Activity #7.

Must learn how your Blog works, how to improve it, and how to make it do what you want to do. This is a continuing assignment.

There are several parts to Project #1 which is the creation and maintenance of your personal EDM310 Class Blog:

- 1. Create your blog.** If you already have a Blogger account, go to your Dashboard and click Create Blog. then follow the instructions beginning in 2 below. If you do not have a Blogger account, Watch Allie Howell's [Set Up for EDM310](#) (14:47) and then Go to [Blogger](#).
Sign in with your Google account.
Create a Blog
You will then be asked to Sign Up for Blogger
Enter a Display name. This will appear at the top of your blog. Use your full name (e.g. John Strange).
Accept the Terms of Service
Click Continue
- 2. Name Your Blog.** The name of your blog must be your full name in the possessive form with EDM310 Class Blog. For example, the name of my blog would be John Strange's EDM310 Class Blog. You put this in the space for Blog title

Blog address (URL) The URL should be yourlastnameyourfirstnamedm310 Blogger will add .blogspot.com Example: strangejohnedm310 No spaces, no capitals, no punctuation marks. Check the availability of the URL. If it is not available, add your middle name after your first name. For example strangejohnhadleyedm310 If you still have difficulty, call 251-272-9023 (EDM310 Help) immediately. If you use a URL different¹ from lastnamefirstnamedm310, please notify us by sending an email to edm310help@gmail.com giving us your name, your section of EDM310, and the URL you use. If we do not have a correct URL for you we will think you are doing nothing in EDM310! And you certainly wouldn't want that to happen!

Click Continue

¹ Use a different name ONLY if the name I have proposed is NOT available.

3. Choose a Starter Template. You can change it (and customize it) later.

4. Your Blog has been created. Click Start Blogging

5. You are now at the Post page.

Note that there are two tabs on top of the big box on the Post page. One tab reads Edit HTML. Click that tab. Much of the time you will want that Tab selected. Compose is the other tab. There are times when that tab will be useful (when adding pictures, movies, etc.).

Every Post must have a title and some content (text, pictures, links, movies, etc.). Create a practice post (which you will later delete). The title should be Practice Post. The content (placed in the big box) should be My first post. When you have finished entering the title and the content for your post, click Publish Post.

6. You will see another page. At the top are several tabs: Posting Settings Design Monetize followed by View Blog. Click View Blog. Now you are looking at your Blog.

7. You control your Blog on your Dashboard. To go to your Dashboard, click on the orange B in the top left corner of your Blog.

You are now at your Dashboard. You will see a list of your blogs (probably one, but you can have more.) You will also see NEW POST - Edit Posts - Comments - Settings - Design (Used to be called Layout) - Monetize. You will click on NEW POST for that purpose (every weekly post and more).

Edit posts can be used to edit posts - correct titles, spelling, add to your post, remove material from your post.

Comments shows you what Blogger has stopped from appearing because it thinks it is Spam. You can change Blogger's decision if you wish. It is important that you check every other week to see whether Blogger is putting important material into SPAM.

What to Do When Blogger is Insisting That Some Posts Are Spam

Blogger and Google have declared a war on spam which, in my opinion, is much too aggressive. Several EDM310 students have reported that comments they have left on other students' blogs are not appearing. Here is what you must do at least every other week.

1. Go to your Dashboard in Blogger



2. Click in the bottom row on Comments



3. You will go to a page that looks like this.



4. If you see any posts in this SPAM area that are not spam and which need to be posted, click on the small box on the left of all that are Not Spam. Then click (at the top or bottom) Not Spam. The posts will then appear on your blog.

If you are leaving a comment that is NOT appearing on a student's blog: contact them, by telephone or Gmail, and ask them to follow the instructions in this post. I am certain they will find that your posts have been mislabeled as Spam by Blogger.

Settings

You need to change some Settings. You will see many tabs at the top of the Settings page.

Click on the Formatting Tab

- Change Show from 5 posts to 31 days
- Change Pacific Time to Central Time
- Scroll to bottom and click Save Settings

Click on Comments Tab

- Scroll to bottom and add these email addresses (separated by a comma and a space) to the box titled Comment Notification Email
 - your gmail address
 - edm310comments@gmail.com

Scroll to bottom and click Save Settings

For more Blogger Help consult [Help with Blogger](#) and [Blogger's YouTube Channel](#)

Procedure #1 - Capture a Screen Image

This is easy on the Mac, much more complicated on a PC.

Step 1, Procedure #1

Mac:

Hold down the Command and Shift keys and then click 4 (Cmd Shift 4). A cursor will appear. Select the Wordle image by dragging the cursor around it. When you release your mouse button the image will be saved on your desktop. With the latest version of OSX it will be named ScreenShot With older versions of OSX it will be named Picture with a number following it. I suggest you immediately rename your image. You can also consult the [instructions from Apple](#).

Windows: - This is much more complicated than on a Mac. To learn how to capture a shot of the screen on a PC consult the following:

Free software to enable Screen shots on a PC: [MWSnap](#)

Or:

Try <http://www.pcscreencapture.com/>

Even better:

<http://graphicssoft.about.com/cs/general/ht/winscreenshot.htm> which also has a link to video instructions

Or maybe this will help. From Wikipedia

On [Microsoft Windows](#), pressing [Print Screen](#) captures a screenshot of the entire desktop and places it in the [clipboard](#), while Alt+Print Screen captures only the [active window](#). In most versions of Windows, captured screenshots do not include the mouse pointer.

Once captured, the screenshot must be pasted from the clipboard into a separate program, such as [Paint](#) or [Word](#), in order to be viewed or saved. Some programs, however, particularly multiplayer online games, will automatically save screenshots in a specified folder. As of Windows XP (or any version based on [Windows NT](#)), it is no longer possible to take screenshots of full-screen DOS windows without other software.

Video content in programs using a [hardware overlay](#) video renderer is not captured by the method described above.[1] [Windows Media Player](#) on [Windows XP](#) in its default configuration on supported hardware is affected by this. However, some third-party applications can capture overlay images.

Step 2, Procedure #1 Adding an Image from a File to Post using Blogger

Once you have captured the image of your Wordle and it is a file on your desktop you will add the image to your post.

Go to your post. Click on the HTML tab. Find the IMG icon which looks like a picture. Click on that icon. You will now have a window which requests that you find your picture on your desktop. Use the Browse button to find your picture. Click OK or Select. Then select the size to use as well as the orientation (left, center, right). For this exercise select Center and Medium. Then, on the left hand side, click Upload. Add a Title to your post and add any text you wish to use below the code added by Blogger which places the image of your Wordle on the blog. Click Publish Post and View Blog. Now you have some editing to do. Go to your Dashboard. Click Edit Post for the Wordle Post.

Step 3, Procedure #1 Adding ALT and TITLE Modifiers

You must add alt and title modifiers to ALL images you add to your blog from this point on.

ALT Modifier

We use an ALT Modifier in an IMG tag to provide text that can be read to a blind person when they encounter a picture or a graphic on a blog or website while using a text reader such as Jaws or while listening to a Mac read a web page to them. All Macs, unlike many PCs, have adaptive technologies for handicapped persons built into the operating system of the computer. This saves handicapped persons over \$1,000 on a Mac.

TITLE Modifier: The title modifier provides a way for us to specify the source of an image to the reader, whether sighted or blind. When you move the cursor over an image with a completed TITLE modifier in an IMG tag, a box will pop up for about 15 seconds with the contents of the title modifier in it. The contents will also be read to a blind person using Jaws or a Mac.

To complete the ALT Modifier in a Blogger Post:

1. Edit the post in which you have placed the picture.
2. Make sure that you have clicked on the Edit HTML Tab
3. Look for <IMG You may have to scroll right or left to find it. Then look for alt= "" inside the tag. If you do not find alt="", type it in *after* the space after <img (After following this instruction my code would look like this: <img alt="" NOTE: The MUST be a space after the g in <img)
4. When you have found ALT="", or after you have typed alt="" into the code, click between the quotation marks and type the text you want read to a blind person. You do not have to write *This is a picture of* because that is already known to the blind person.

To complete the TITLE Modifier

5. Click after the second " of the alt tag modifier and add a space
6. Type TITLE="
7. Type the source of your image. For example, if I were using a picture that I had taken I would use Source: John Strange. If you are unable to determine the source use Source: Unknown

8. Be sure to end with the closing " The next picture shows what the title modifier accomplishes. The little box with what you typed within the quotation marks following title= floats over the image for a short while after the cursor is placed over the image. This is the procedure we use to acknowledge the source of the image. Failure to include the source could be considered plagiarism.

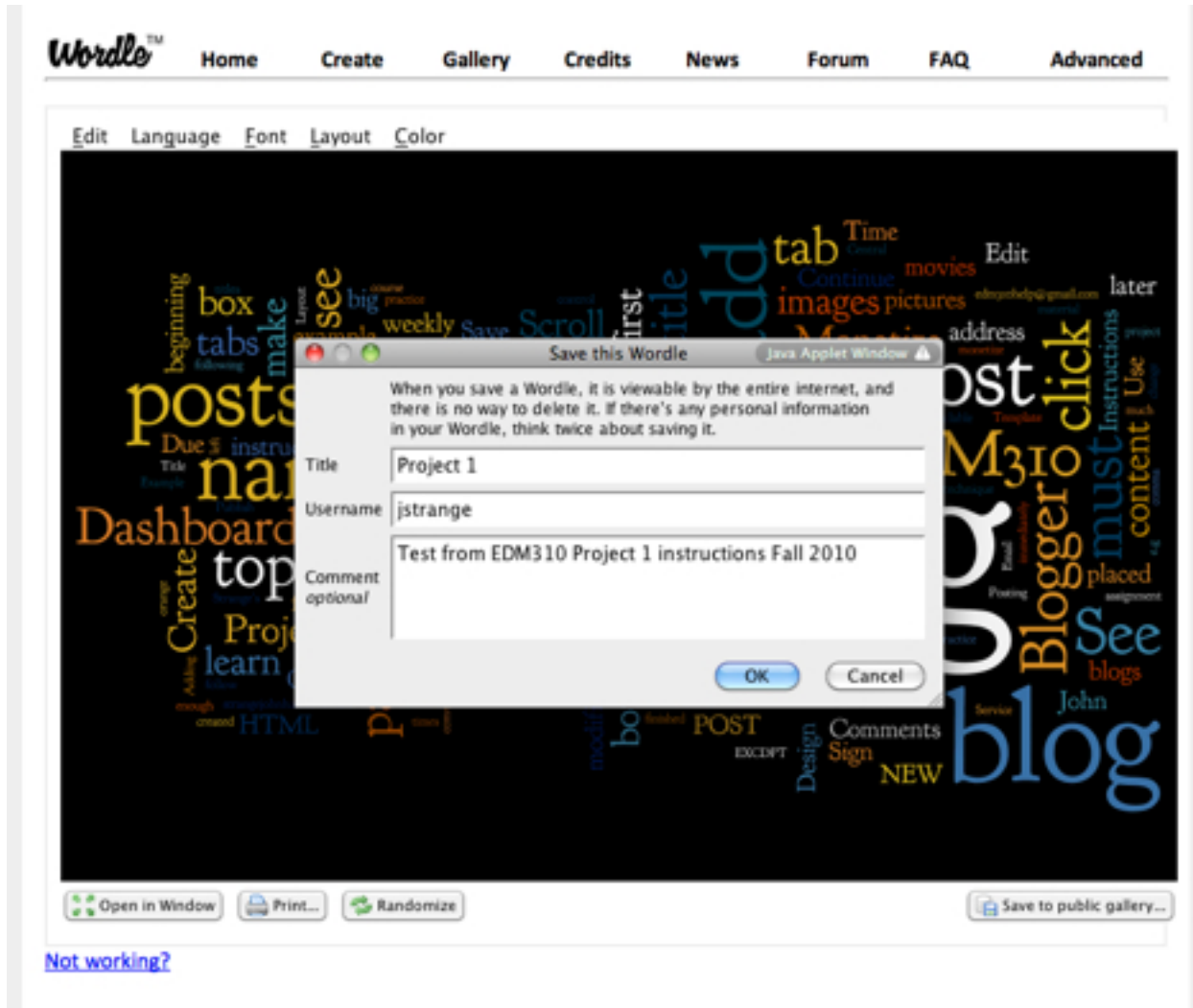


Procedure # 2 Securing a URL for a Wordle Image

These instructions apply to Macs and PCs. The disadvantage is that the image created will be small. Therefore we recommend it only for PCs (and only if you want to put off learning how to do a screenshot for a PC - see Procedure #1 - which you will have to learn how to do later.)

At the bottom right corner of your Wordle page you will find save to Public Gallery. Click on that button.

Give your Wordle a title and fill in your name and a description if you wish.



Instructions for Adding URL Images Blogger - Applies to Macs and PCs

These instructions are for adding URL images in the newest version of Blogger. By URL images we mean images for which you do not have a file but do have a URL that will display the image in a browser. They apply to both Mac and PC users.

Click on the Compose tab to see the IMG icon in newer versions of Blogger. Click on the IMG icon which looks like a picture. Then, on the left hand side, click From a URL. On the right hand side paste the URL you have copied in the appropriate space. Click the green checkmark. Your image should appear. If it does, click Add selected. If it does not, check to see that you did not copy the quotation marks, that there is no space after the URL (or before it), and that you copied all of the URL. If you still do not see your image, ask for help.

After you click Add selected, you should see the image of your Wordle in the post area. Click Publish Post and View Blog. Now you have some editing to do. Go to your Dashboard. Click Edit Post for the Wordle post. Be sure the Compose tab is selected. You will see some options available. Do not change the size from Original Size. You can, however, change from center to Left or Right. You might also want to add a caption. You can add text also if you wish.

Next Step: Adding ALT and TITLE Modifiers

This is covered in **Step 3, Procedure #1 Adding ALT and TITLE Modifiers** in this document starting near the top of p. 11 and continuing through p. 12.

Projects #3, #4 and #7 - Commenting

Before you get started read/watch the following. Follow the links that are contained in these posts.

[The Benefits of Using Blogs in Classrooms](#) and [Kaia and Room 10 - Why Blogs and Commenting on Blogs Are So Important](#)

General rules:

1. Comments must be substantive in nature and appropriate for the intended audience. In other word, write for 3rd graders if it is a 3rd grader's blog. Write for a teacher if you are doing a C4T.
2. One of the best set of instructions on how to write good comments is by Gracie. Gracie was a third grade student in Ms. Yollis' class in the Spring of 2011. Read Gracie's post [Quality Comments](#). This is also a good example of how to Teach Someone Something (Project #14).
3. All comments must be proofread and free of spelling and grammatical errors. Have you read [Some of You Won't Make It Through 3rd Grade](#) ? If not, do so now. I do NOT want to find out that your comments have been rejected by a teacher (3rd grade or not) because of spelling or grammatical errors. For heavens sake! You are planning to be a teacher, correct?
4. Here are the [techniques Mrs. Yollis' 3rd grade class follows in writing comments](#). Mr. Chamberlain, who teaches 5th grade, also has a list of useful advice when commenting on the [Comments4Kids](#) website. You should master these techniques as well.
5. Make use of HTML code to enhance your comments. See part 2 of the Instructions for Activity#5.
6. There are three kinds of comments you have to do in EDM310 during the fall session:
 - a. **C4T Comments for Teachers - Project #3**
 - a. Every four weeks you will be assigned a teacher who blogs regularly. You will find the teacher's name and a link to their blog in your Google Docs. This assignment is part of an effort to create a meaningful "virtual" field assignment for you. You must read the most recent post that the teacher has made to his or her blog as long as that post is not a "housekeeping" post and you must leave a comment. One week later you will comment on that teacher's blog post again. If the teacher does not have a newer post than the one you commented on, go back in time until you find the most recent post on which you have not commented and which is not a "housekeeping" post. Comment on that post. After you have commented for the second time on a teacher's blog, you must POST to your blog a summary of what the teacher covered in each of the posts on which you left a comment and you must also summarize the comments you left for the teacher. In most cases it is easier to write your summary immediately after you have read the blog post and commented on it. Write your summary after every comment and save the post but do not publish it until you have completed the second comment. The specific due dates are found in your Personal Checklist.

Most of the time you will not get a reply to your comments. Leave your Twitter address as well as the URL for your class blog. This will increase the chance of your getting a reply to your comment. **Also** click the link Subscribe by email (or an equivalent if available). This will enable you to receive follow-up comments by email.

Again, **PROOFREAD** your comments and your posts! And your comments must be **substantive!** Identify yourself in your first comment, include a link to your blog and also include a link to the class blog and a message that you will be summarizing your visits to the blog with a post to your blog on (fill in date).

To help you keep track of the C4T assignment I have devised this numbering system:
C4T#1, comment 2 means the second comment for the first teacher assigned to you.
C4T#3, comment 1 means the first comment for the third teacher assigned to you.

To summarize, every week you will comment on a teacher's blog as assigned to you. The next week you will publish a post which covers both of the teacher's posts and both of your comments. Then you will have a different teacher assigned to you. Due dates are found in your Personal Checklist. The first comment is due 9/4/11.

AFTER YOU LEAVE A COMMENT,

b. C4C Comments for Classmates - Project #4

Each week starting in week 2 (due Sunday 9/4/11) you will have an assignment to comment on a classmate's blog post due the previous Sunday. The specific student to whom you are assigned will be found in a Google Doc to which you have will have access. You will be assigned a different student every 2 weeks. Your comment is due by the next Sunday midnight as specified in your Google Checklist. If a student has not posted on time, send an email to edm310comments@gmail.com giving the name of the student and this message: Student's name did not post last week. Then choose any other student that did his or her post on time and leave a comment on his or her post. We automatically get copies of all comments and will see the comment you leave for a different student. And your comments must be **substantive!** "I agree with you" is not enough. Tell why you agree, what concerns you have, what questions are raised by the post, how your reactions to the assignment were different (if they were). In other words, be a critic as well as a supporter. Learn how to do this by reading the comments left by the staff on your blogs as well as the blogs of other students. **AFTER YOU LEAVE A COMMENT**, click the link **Subscribe by email**. This will enable you to receive follow-up comments by email.

c. C4K Comments for Kids - Project #7

Each week starting in Week 2 you will be assigned a blog of a student (or a blog of a class in which the teacher posts a student's work). You will be required to leave a comment no later than Sunday midnight. You will find the student to whom you are assigned and instructions on how to find the post on which you are to comment in a Google Doc to which you will have access. The first Sunday of every month you are required to post a summary of the comments you have left for kids the previous month. Specific due dates are found in Your Personal Checklist. Note: If you have not read/watched the instructions (General Rules) at the top of this section by [Mrs. Yollis](#), her 3rd grade student [Gracie](#), her [3rd grade grammar rules](#), and [Mr. Chamberlain](#), do so **BEFORE** you begin commenting on kids blogs. You will not like the consequences if your comment is refused because of failure to meet 3rd grade standards for grammar, spelling, punctuation, and content!

Project # 5 - Google Presentation

Your presentation is to be about YOU. You can take any approach you want. One way would be to prepare your own introduction to an audience of your peers. Another would be to introduce yourself to your potential employers. Another would be to tell a club about your special interests in ... Any way you want to approach it is fine with me. The goal is to get you using Google Presentations. which is much better, for many reasons, than PowerPoint. Some of these reasons are: free, collaborative, stored in the clouds, can be presented to and from on line audiences, can't be lost because the dog chewed it up or your computer crashed, accessible everywhere there is an internet connection.

Remember that you are leaving a public trail about yourself and that potential employers *will* Google you. Make sure your presentation reflects well on you, has no grammatical or spelling errors, is interesting, and creates a positive impression.

Your presentation must have at least 15 slides, including a title slide with a real title (not My Life - everybody uses that) and your name as author. You must also have a slide listing the the acknowledgements that are necessary (for pictures, music, etc.) and a slide that indicates to you (and the reader/watcher/listener) that the presentation is complete. If you were presenting in person, the slide should ask for questions. Since you will be embedding your presentation in your blog, suggest that the reader/watcher/listener leave you a comment and/or send you an email. Include your gmail address.

You also must share your presentation (to edit) with edm310presentations@gmail.com

To embed your presentation in your blog:

Click the down arrow by SHARE. Select Publish/Embed

In the window that appears, on the left, you can select several settings. Leave the Player size at small for your blog post. **Special Note:** You can also set the slides to play automatically or not, to repeat if they automatically play, and to wait a specific number of seconds between slides if you select auto play. The 3 second default setting may be OK. But you may want to slow it down. If you embed your blog and come back and change this setting, you must REPLACE all of the code you pasted in you blog since the code will be different, reflecting the changes that you made. I would NOT check either of the check boxes (start automatically and keep playing). Copy the code. Go to your Dashboard. New Post. Add a Title. **Be sure you click on the HTML tab.** Paste. Publish. Try it out. Revise the settings as necessary. Remember - if you revise your settings the old code must be replaced by the new code.

Learn more here:

Movie: [Google Presentations](#)

You may find that Google rejects you pictures for your presentation. That is most likely explained by the fact that your pictures are too large (i.e. they take up too much storage space) This can be corrected in Picasa, another free tool available from Google (Go to

Google...more...Even more...Picasa to download Picasa). If you have a Mac you can export you photos at various sizes in iPhoto (e.g. File/Export/Size/Medium). Other possibilities include [Aviary](#) or [Befunky](#)

Movie: [Reduce Picture Size with Picasa](#)

Project #6 “This is My Sentence” Video

1. Watch this video: Two Questions That Can Change Your Life

<http://techliterateteacher.blogspot.com/2010/03/two-questions-that-can-change-your-life.html>

For my sentence see [My Sentence - Revised Already](#)

2. Watch this video:

[Daniel Pink's What's My Sentence Project](#). The result for the 2010 effort can be seen at [What's you sentence: The video](#). Watch it!

Also check out Rodd Lucier's [The Clever Sheep Blog](#) and his [YouTube Channel](#) in which he has numerous classes create their sentences in 15 second videos.

3. Write your sentence down on something.

4. Create a movie in which you do the following:

- a. Create a Title (4 second duration) which includes:

This Is My Sentence

By

Your Name

A Student in EDM310 University of South Alabama

- b. Then, on camera, you say your sentence like this 1second silence (silently count to yourself saying One Thousand One)...“My name is.... (or I am ...) I am a student in EDM310 at the University of South Alabama....My sentence is...[Your Sentence]...

1second silence (silently count to yourself saying One Thousand One)

- c. Fade into a black frame (empty frame of 2 seconds duration).

4.) Make the movie using iMovie on the Mac. Use iMovie. Complete tutorials are at [Movies: Find Out How](#). One of the reasons we do this on the Mac is to make sure you know how to do *something* on a Mac.

5. Watch this example: [My Sentence Video](#) by Rebekah Lloyd

6. The entire movie must be no longer than 1 minute. Try for no more than 30 seconds.

7. Go to the Export menu and export the Medium size movie to the My Sentence Folder on the Mac you are using.

8. Once again go to the Export menu and export your sentence movie to YouTube.

9. Copy the embed code for your YouTube sentence movie and paste into a new post on your blog. The title for this post should be My Sentence Movie or My Sentence Video.

Project #8 - Podcast (Audio or Video)

This is a collaborative project which you will do with a team established in class in Week 1.

Step 1 Listen to or watch several podcasts to get ideas about *how* and *what* to do.

Step 2. Select a topic from the list available in Google Docs. When you have made your selection, add the names (including last names) of the people on your team where required. If you would like to propose a project not listed, send an email describing what you propose to do to edm310help@gmail.com or call EDM310 Help 251-272-9023. Leave a message if necessary and one of the instructional staff will call you back.

Step 3. Plan how you will do your podcast. Audio or Video? Free flowing conversation, or general questions addressed by one person? A debate? Or ...? Links to instructions on how to create videos are found on p. 26 of this document.

Step 4. Gather your data and information. Share links with resources using Delicious or another sharing tool.

Step 5. Meet BEFORE you will record your podcast and PRACTICE. This should be done enough in advance to do additional preparation/research if necessary.

Step 6. Record your audio or video podcast. If it is video, dress like a professional! You can record on your computer using Audacity or your webcam; on the class Mac using Audacity or iMovie or the built in microphone; any computer with the lab microphone and Audacity; one of the 3 Flip cameras available for use in the College of Ed building; a Nano; an iPod; and iPhone4 or other devices. Introduce EVERYONE on your podcast by First AND Last Names. At the end of your podcast orally acknowledge all of your sources for information including web sites AND people.

Step 7. Edit and submit your podcast instructions below in Step 8.

Step 8.

Audio Podcast

- a.1. Export your audio to .mp3
- b. Attach the .mp3 file to an email from ONE member of the podcast team.
- c. Use this as the Title for your Podcast email: Team Name (see list in Google Docs) Podcast
- d. Include ALL of your names in the email.
- e. List ALL URLS mentioned in your podcast Make sure the URLS work!
- f. Include a list of other sources you used (which should have been mentioned in your podcast.

Video Podcast

1. Export (or Save as or Share) your videocast to either .m4p, .avi, .mov
2. Save your movie (must be named YourGroupName.one of the types above, e.g DaphneDuo.avi) on one of the Macs in the file **Folder Podcasts(Video)Fall2011** which will be on the desktop of all Macs. If you created your video on a PC, move it to a Mac using a USB drive of sufficient size to hold the movie file. Note to PC users: Check to see that your movie is of the correct type as stated in the first instruction above under Video Podcast. To check, right click on your movie file and check to see the type. Be sure the name includes the 3 letters after the period.
3. Send an email from ONE member of your team with this Title: Team Name (see list in Google Docs) Podcast
4. Include ALL of your first and last names in the email.
5. List ALL URLs mentioned in your podcast Make sure the URLs work!
6. Include a list of other sources you used (which should have been mentioned in your podcast).
7. Provide the name of the Mac on which you left your video podcast

Special Notice - Meeting in Person

This project requires that you meet in person to practice and to record your podcast. You can set any time to meet that the lab is open or you can make special arrangements to access the lab at other times. However, if you cannot agree on a time to meet you **MUST** meet at a time designated by the University for the class as its meeting time. In the fall 2011 term that would be on a Tuesday or a Thursday from 11:00-12:15 or from 2:00-3:15; a Monday or a Wednesday from 4:00-5:15; or on a Wednesday from 6:00-8:30.

Projects 9a (Individual) and 9b (Instructional)- Timetoast

You do two different Timetoast Timelines following the instructions below.

Start here:

[Timetoast](#)

[Learning to Use Timetoast](#) This is an instructional video done by a student at Radford University. You also have to do a Teach Someone movie. So pay attention to this video, not just because it introduces you to TimeToast, but also because it is an example of a Teach Someone video.

Looking at examples of Timelines done with [Dipity](#) (to give you ideas)

Timetoast is a timeline creator. You will need the following:

A list of events with dates associated with them. If you don't know the exact date, use an approximate date. Your first Timetoast must be about you or your family. Birthdates would be one possibility. You will also need pictures. Spruce up your Timetoast. (I require it, but you should *want* to do it since you are leaving an intellectual trail and it **will be** Googled!) Where appropriate, also have links. For example, if a sibling has a blog or web site, include a link. Links to colleges, work places, cities, etc. would make your Timetoast much more interesting. Your TimeToast should be sufficiently encompassing to demonstrate that you have mastered the program and are able to create an *interesting and useful* timeline.

The same applies for the instructional timeline. Do a thorough, interesting job with pictures and links throughout the timeline. Do NOT treat this as a "throwaway project." It is important! Remember, you are leaving an intellectual trail. If I were a principal considering employing you, I would probably look carefully at your timelines since they are demonstrations of how you might approach your classroom. You are learning to be a professional. Act like one!

One warning: When you embed your Timetoast you may find that [TimeToast Has A Bug In It](#) Read the post to learn how to correct the bug. Yet sometimes it works. A mystery!

OPTIONS

1. **Volunteer:** You may substitute a volunteer activity at either St. Elmo or Elsanor. Last spring students participated in a puppet show, a musical event, and the showing of book trailers. Contact [Martha Yim](#), [Anthony Capps](#) or [Allie Howell](#) for more information.

2. OR Create a WIKI

Amanda Bosarge (Fall 2010) suggested that you learn to create a Wiki. The video which she did is no longer available since she did it with ScreenJelly and ScreenJelly is no longer in business. We are looking for replacement instructions on creating a Wiki (10/6/11).

Project #10 - Personal Learning Network (PLN or PLE)

What is a PLN or Personal Learning Network?

Your PLN is the set of PEOPLE and TOOLS that you can call upon for help, consultation, collaboration, or other assistance. **It is NOT** the method of presenting or organizing your PLN. Twitter is the best way I know of to gather a list of people who are able and willing to help you in your growth as a professional educator. C4K and C4T will also help create a list of people who can help you. Your tools set will be developed by the tools you learn about and learn to use. We start you on that process in EDM310. The tools, however, are always changing. So you will have to be a **lifelong learner!**

Students in the Summer 2010 class debated which of the following were best for keeping track of your PLN. Here are two suggestions.

[Symbaloo](#)

[Netvibes](#)

Remember, however, that the quality of your PLN DOES NOT depend upon the method of presenting or organizing your PLN. A quality PLN is a quality list of set of PEOPLE and TOOLS that you can call upon for help, consultation, collaboration, or other assistance.

Start here to begin your PLN:

Watch or read the following to get an understanding of what a PLN (Personal Learning Network).

[A 7th Graders Personal Learning Environment](#) (A kind of PLN)

[Steven Anderson's Building Your PLN - A Primer for Anyone](#)

[Eva Buyuksimkesyan's My Wonderful PLN](#)

[Michael Fawcett Discusses his PLN](#)

[Developing A Personal Learning Network in EDM310](#) Ignore the date and Project Number. It was originally prepared for the Fall 2009 class but it still applies.

[Personal Learning Networks](#) - Blog Post in Spring 2010 Term which contains two important links. Visit BOTH of them.

Some more resources:

[Creating A PLN with Web 2.0 Tools](#)

Karl Fisch's [My Personal Learning Network in Action](#)

First Post: A summary of your progress in developing your PLN. See Your Personal Checklist for Due Date

Final Post: A final summary your PLN. See Your Personal Checklist for Due Date

Project # 11 Short Movie (Read A Story or Other)

You actually have several choices in making your movie. Create a short movie (at least 1 minute but no more than 5 minutes). Do this using your webcam, iMovie on the lab Mac, one of the Flip Cameras available in the EDM310 lab, or any other suitable device such as a Nano or iPhone4. This movie should be review of a book you have read, a discussion of your favorite teacher, a discussion of why you want to be a teacher, the reading of a children's book while showing the pictures to a child far away, or some other movie you think will add to your understanding of how technologies will enhance your teaching career.

Process with appropriate software. Post your movie to YouTube. Embed in your Blog.

For the Movie Making Part:

Mac: Use iMovie. Complete tutorials are at [Movies: Find Out How](#)

PC: On the PCs in the lab use Premiere. NOTE: This is NOT free software but we use it because even the most enthusiastic PC advocates admit that there is no free PC movie making software that is the equivalent (or near equivalent) of iMovie which comes preloaded on all Macs. The help menu in Premiere has an excellent set of instructions on using Premiere.

If you use your own PC and do not own (or do not want to buy) Premiere

See Alana Carpenter's [A Little 411 for PC Owners](#)

Other PC Resources:

On a Vista or 7 PC use Live Movie Maker for PC <http://windowslive.com/desktop/moviemaker>

An alternate can be found here: <http://download.live.com/moviemaker/>

On an XP PC use Movie Maker for PC (XP) <http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>

Also explore using Camedia. there are free versions as well as pay versions. Do a Google search for more information.

If you use a Flip camera, you can use Flip's built in software on either a Mac or PC. I DO NOT recommend it on the Mac. Use iMovie instead.

Using a Flip Camera - a lab assistant will show you basics when you use the camera. Turn it on, Aim. Click record button. That's it. We have eight Flip cameras available from the EDM310 staff for 24 hour checkout.

Project #12

Assignment: Do one book trailer by yourself.

Watch/read all of the following before you start your trailer.

1. Look at both of these examples:

Elizabeth Brook's [The Tickle Tree Trailer](#). Also look at the response she got from the author of the book, [Chae Strathie](#)!

Kelly Evan's [Project #15](#) which is a trailer for [Zoomer](#). Be sure you also read the comments as well as my post on the class blog [Kelly Evan's Book Trailer gets Noticed - By the Author](#).

2. Anthony Capps has created two videos on [How to Make A Book Trailer](#) Watch it!

Your trailer as well as all trailers produced in EDM310 will be collected and published on CDs/ DVDs and distributed to all schools in Mobile and Baldwin Counties for their use.

After you have posted your video, send the link to your author if you can find a way to do so. I suggest doing a search on the web to see if you can find an email address. You should also search twitter, Facebook and Google+. After you contact the author (if you can), I want you to try and set up a Skype interview. See Project # 14 Recorded Skype Interview (p. 31) for more details.

Project #13 Smartboard Instruction Part 1 (Project #15 is Part 2)

Assignment:

This is a collaborative assignment and must be done as a group of 3-4 people.

All participants in the project must individually demonstrate these skills using the SMARTboard. You must make a movie of each individual member of the group demonstrating their ability to do the following:

- a. turn on the Smartboard
- b. calibrate it (Orient)
- c. work with text
- d. work with objects
- e. use object animation to hide and reveal feedback
- f. use the Infinite Cloner and work with digital ink
- g. save items added in ink layer to a separate file
- h. Use multimedia objects

NOTE: The skills listed above are required to make effective use of SMARTboards. You will be expected to have these skills mastered when you are assigned to a school in Tier 2. You will also be expected to be able to effectively use Netbook lessons developed by teachers all over the world. You will demonstrate this in Project #15 and in EDU301 if you are taking that course. You may use project 315 to meet the requirements of EDM310 and EDU301 if you are taking them in the same semester as long as the subject matter chosen meets the requirements of EDU310. It is even better if you develop a lesson of your own and add that to the SMART Notebook collection.

Getting started:

1. Read the following two critiques of smartboards. Keep these criticisms in mind as you prepare your Smartboard lessons.

Critiques of Smartboards

Michael Staton, [Why Smartboards Are A Dumb Initiative](#)

Bill Ferriter, [Why I Hate Interactive Whiteboards](#)

Positive Recommendations for SMARTboard include [SmartBoard in Grade 3 at St. Mary School](#) (4:11). This video not only demonstrates how a 3rd grade teacher uses the SmartBoard, it is also an excellent presentation in and of itself! Watch it. This video was suggested by Heath Morris (Summer 11).

2. Attend the special training session that Anthony Capps will conduct on Wednesday October 5, 2011 from 6:00-8:30. If you cannot attend that Wednesday evening session, Dr. Strange will conduct a similar workshop on Saturday October 8 from 1:00-3:30. Videos will be made of those training sessions. However, you must actually USE the SMARTboard to learn the skills outlined above. You can make arrangements to practice on any of the SMARTboards in the COE Building by consulting with a Lab Attendant who can assist you in finding an available room in which to practice.

3. watch or read for SMARTboards
 - a. [Instructions for Using Smartboards](#)
 - b. [Getting Started? or Enhancing Skills?](#)
 - c. [Smart Board Resource Pages](#)
 - d. [SMARTExchange](#)
for Prometheus Boards
 - a. [On Line Instruction](#) (3 Levels of Free Instruction)

Video tape your Smartboard Instruction

4. Start here for SMART

[Basics](#)

[The Page Sorter](#)

[Managing Pages](#)

[The Properties Tab](#)

[New Tools](#)

[Orient, Write, Erase, Save Notes](#)

[Smart Online Training Center](#)

[Dr. Baggett's SMART Getting Started suggestions](#)

[Interactive SMART Board Resources](#)

You will need to download the SMART software as well as the SMART driver for your computer

[Windows](#)

[Macintosh](#)

You will also need the KEY to install the software. You will receive a Google Doc with the KEY that you should use when I am sure we have a good gmail list. If you need it before then, the EDM lab staff will give it to you.

Part 2 of the SMARTboard projects is Project #15 found below on p. 31. You should read that assignment now.

Project #14 Recorded Skype Interview

1. You will need to know how to use Skype in video form.
2. You will need to know how to do a screen recording.
3. You will have to make arrangements with the person you are to interview to have access to Skype and know how to use it.
4. Both parties must be on Ethernet (wired) internet high speed connections. Wireless does not work well for video Skype sessions.
5. You will have to plan and conduct the interview so that it is interesting, informative and less than 15 minutes in length. We will provide you with guidelines for about 10 minutes of the interview which you will share with the person being interviewed before the session starts.
6. You will have to post it to YouTube.
7. You will have to Embed it in your Blog.

Start here:

Watch/read [Skype](#)

Screenrecorders for PCs and Macs. The following are free.

All have time or other limitations but will do for this class.

Screen Jelly <http://www.screenjelly.com> Screen capture program

Screenr <http://screenr.com/> Screen capture program. Preferred by many students to Screen Jelly

Screenoaster <http://www.screenoaster.com> Screen capture program. Preferred by many students to Screen Jelly

Other options:

Mac: [ScreenFlow](#) - available on all the Macs in the lab. You can download a free trial (watermarked) for use in this class on your own Mac. This is an exceptionally powerful and versatile screen recorder for the Mac. It costs \$89 for students and educators. You will have to request that price from [Telestream](#).

[ScreenFlow Instruction Manual](#)

[Screenium](#) \$29 Available through the new Mac App Store.

PC: [CamStudio](#) - Freeware for PC

30 day free trial of [Pamela](#) for PCs

Specific Instructions on Selecting Individual With Whom to Skype

1. If you were able to contact the author of the material used in your trailer and they have agreed to a Skype interview, interview that person.
2. If you cannot do number 1, select a name from a list of local authors, artists, public officials, school officials, and C4T teachers who have agreed to be interviewed. In some of these cases you will need an assistant to assist the interviewee with the technical issues of Skypeing. (Don't be surprised when it is clear that you know more than they do). You assistant will also get credit for this assignment if an assistant is necessary. The need for an assistant will be noted on the list of names that will be made available.

Project # 15 SMARTboard Instruction Part 2

This project is an application of the skills that were demonstrated in Project # 13. This is a collaborative project. You must be in the same team that did Project #13.

1. You must select a learning objective from the [Mobile County Pacing Guide](#)
2. Select a lesson from any of the subject areas. (If you are submitting this assignment for both EDM310 and EDU301 you must select a subject area that meets the requirements of EDU301)
3. You must create a lesson to address that objective using materials available in Smart Notebook lessons, a lesson you create from scratch, or a combination of the two.
4. You must video record your lesson. You may have an audience (including your kids) if you wish.
5. All members of the team must actively participate in conducting the lessons, or parts of the lesson sufficient to demonstrate the use of skills required by this assignment

Project #16 Final Major Project

Project #16 should be accorded the amount of time necessary for a final project of some complexity. It MUST NOT be a slapdash effort. Think of the final projects described by [Randy Pausch](#) and Michael Wesch. You will benefit by watching another of Dr. Wesch's videos [A Portal to Media Literacy](#) and [Twitter and the World Simulation](#). You could also do a search on YouTube for Michael Wesch and watch any or all of his videos! Also consider the writing with multimedia project of [Dr. Richard Miller](#).

In Project 16, your Final Project, I offer no concrete suggestions. That makes it harder. You will have to think. And your Final Project MUST be a collaborative Project. Don't bother asking to do one on your own. The answer is NO - without exceptions. The reason? You will always be faced with doing things cooperatively in your profession so you need the practice. And don't say well, my partner and I never have time to meet together. Face to face is possible during your regularly scheduled class time so if you think that will be a problem, get with a group in your time slot. There are *no possible excuses* for not using the time for which you registered as cooperative work time.

And there are other ways to collaborate as well. Use Skype, Google chat, FaceTime, the telephone, texting, email, Twitter to stay connected. Use Delicious to share information. Use Google Docs to collaborate at the same time, or at different times. You should have mastered some tools for working separately but collaboratively.

You should be in a Project #16 Partnership (maximum 4 members unless permission requested and granted by Dr. Strange or a member of the EDM310 Staff) no later than the date specified in your Personal Checklist.

Even though I am not going to say "Here is a list. Choose one.", I am providing you with a short video in which I discuss some possibilities. You may come up with other possibilities. You may want to discuss them with me, Anthony, Jamie Lynn, Stephen, and former EDM310 students, Mr. Tashbin, Mr. Sullivan, your boy/girl friend(s), your parents, your children. Maybe even your dog or cat. (I recommend your dog, but some people like cats.)

My short video: [Preparing for Project 16](#) 7:48

I also suggest you explore these three videos to see if they might stimulate your brain.

Even though this is long in the eyes of current students, it is very important:

[A Portal to Media Literacy](#) 1:06:12

[Project Based Learning: An Overview](#) 9:46

[An Introduction to project-Based Learning](#) 3:04

Make a list of what you WANT to do. If you WANT to do something, you will probably do a better job than if you are doing something you were assigned to do.

What is the hardest part of this assignment? Figuring out what you will do, how you will do it and how you will distribute the responsibilities for your project.

Your Final Project is due as specified in your Personal Checklist.

Addendum

Report Analysis and Discussion

Here are some more thoughts that I forgot when making my short movie:

A summary or commentary on all or part of the Kaiser Study [Generation M²: Media in the Lives of 8 to 18 Year Olds](#) would be very interesting.

Video Green Screen

Jenny She, 2nd Grade teacher at Pt. England School in Auckland, New Zealand has been using green screen techniques with videos of her kids. A green screen allows you to substitute a different background in your video. It is an easy process in iMovie and could be an interesting teaching technique to explore. Tweet Mrs. She @jennyshe or go to her class blog [Little Voices, Little Scholars](#). Also check #greenscreen on Twitter. Her email is jennyshe@hotmail.com.

Lapse Photos (Maybe with puppets) or Shadow Photography

Here is an interesting site that may stimulate your imagination, especially if you are also in Dr. Baggett's class: [The Making of Whisper - A How To Video](#) with Tommy Wallach and Tallie Maughan. If you are thinking about this as a final project, consult with me. I think there is a much easier way to take the photographs than the technique employed by Tommy and Tallie.