Miyazaki International College
Course Syllabus
FALL 2018

Course Title (Credits)	IDS-308: Educational Technologies and Techniques of Communication (3 Credits)
Course Designation for TC	Teacher Certification-related course
Teacher	
Instructor	Jason Adachi
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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.

Course Schedule:		
Day	Topic	Content/Activities
1	Why do presentations fail?	Discussion: establishing criteria for good/bad presentations and presenters
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.
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

17	Dynamic media: Project planning	Idea flow, continuity, and "storytelling" through media. Conceptualize and begin to prepare Presentation 3. Preparation of outlines.
18	Dynamic media: Project planning	Translation of outlines to storyboards. Storyboard feedback and revision.
19	Sound dynamics	Issues and techniques for sound recording Drafts of slide composition for Presentation 3.
20	Sound dynamics	Revision of slide composition for Presentation 3.
21	Presentation 3: dynamic media	Presentation 3 to large group and revision for web publication
22	Presentation 3: dynamic media	Processing of recorded presentations for web publication
23	Standalone media: project planning	Conceptualize and draft an instructional video. Justify design and technique choices in written proposal.
24	Standalone media: project planning	Outlining and storyboarding of video concept Feedback group presentation/discussion
25	Digital Video Production and Editing	Techniques of video recording and post-production editing.
26	Digital Video Production and Editing	Applications for smartphone, pad and e-book technology in education.
27	Preview and revision of Presentation 4	Continued development of Presentation 4. Discussion of topics in distance learning, and educational services such as Moodle.
28	Preview and revision of Presentation 4	Revisions for Presentation 4. Revised rubric and criteria from the beginning of the course. Self, peer, and instructor feedback.
29	Presentation 4: standalone media	Presentation and feedback, Group 1
30	Presentation 4: standalone media	Presentation and feedback, Group 2
	Final Exam	

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.

文部科学省から採択された 大学教育再生加速プログラム Acceleration Program		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	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.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	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.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	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	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					