GROWING LEARNING LEADING

SHANNON M. PIPKIN *ITMA Portfolio*

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GETTING
STARTED

DESIGN

DEVELOPMENT

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EVALUATION

Show and Tell. Welcome to my Virginia Tech Instructional Technology Masters of Arts (ITMA) Portfolio. Over the past four years I have worked as a full-time Technology Curriculum Integration Specialist for Newport News Public Schools while in the ITMA program. I have been site based at Kiln Creek Elementary school. However, I have been apart of many collaborative teams across the school division. As a result of the ITMA program, I have developed new skills and understandings, and have grown into a better instructional technologist.

Getting Started. This portfolio will highlight many of the activities and tools I have used as a Technology Curriculum Integration Specialist. As you browse through my portfolio you will notice that most pages follow a similar format. You will see a definition of an ITMA component or an Association for Education Communications and Technology (AECT) standard, my reflection, and links to artifacts that highlight the component I am showcasing.

Before you begin you may want to check to see if you have the following software and plug ins on your computer.
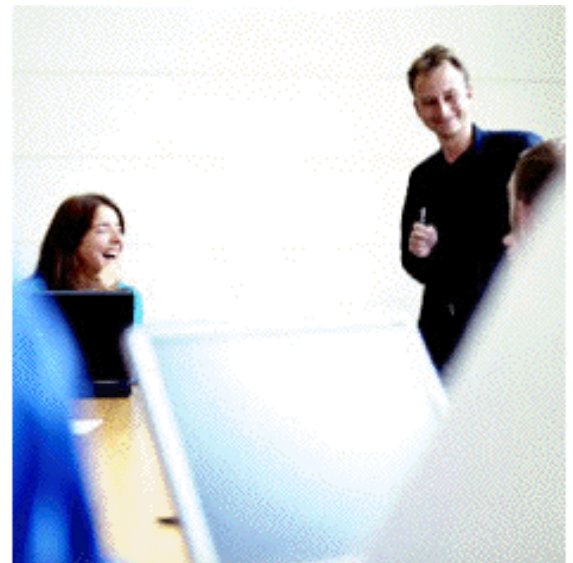
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Reflections I loved being a Special Education teacher, but always wondered...*what do I want to go back to school and learn?* I had seen so much growth in my own classroom with my students with learning disabilities. I took them to the Great Computer Challenge...they didn't win, but had a great sense of accomplishment. Not to mention they were actually working as a team, writing, planning, and designing. They produced our classroom newsletter every month using the one and only computer in our classroom. They used the digital camera to take pictures of their investigations and publish them in the newsletter. I had figured it out...*I knew that I wanted to learn more about the tools that were motivating my students to create, write, and publish.*

Click here to read more about my definition of Technology

Click here to read my Portfolio Revision Plan. It includes a a summary of the peer and self-evaluation of this portfolio, along with a checklist of items to be revised.

SHOWCASE

Instructional Media Reflection

Digital Audio Reflection

Digital Video Reflection

Project Report Reflection

Differences in My Approach and a Non-IT Approach

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Research Report I have been really interested in distance learning courses and video conferencing. For my Journal Article Critique I located an article that compared face-to-face and web-based classrooms. I was presently surprised at the outcome. Read more...

Overall it appeared that the *learning outcomes were very close*, but perhaps students who had the face-to-face interaction with the teacher were more motivated to submit all of their assignments. The students in the web-based course felt like the teacher took more time to answer questions and discuss, then the web-based course.

It is important for me to consider the delivery method, learning outcomes, and satisfaction from the learning experience when recommending a delivery model for teachers who are taking their TSIP course.

SHOWCASE

Research Report
Video Conference Field Trips vs Traditional Field Trips

Journal Article Critique
Comparison of Face-to-Face and Web-Based Classrooms

Research in Audio
Auditory Presentations and Language Laboratories

Adding Digitized Speech to Web Courses

Video Compression
Compression and Video Analysis

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Resources I have been affiliated with Virginia Society for Technology in Education (VSTE) for over four years now. I believe every Instructional Technologist should become a member of their states chapter of ISTE.

Read more...

Professional Organizations Website: http://www.vste.org Virginia Society for Technology in Education (VSTE). State affiliate of the International Society for Technology in Education (ISTE)

Profile The mission of VSTE is to promote educational excellence through professional development initiatives that support technology integration. VSTE membership is free to anyone who supports the mission and vision of the society. Members vary from teachers, technology specialist, principals, and more. VSTE members can benefit from the annual conference, virtual conference resources and presentations, and electronic publications.

SHOWCASE

Proffesional
Virginia Society for Technology in Education

Discovery Educator Network

Teachers
Two Way Interactive Connections in Education

George Lucas Educational Foundation

Students and Parents
Kiln Creek Outback PortaPortal

Think.com

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Shannon M. Pipkin *ITMA Portfolio*

Growing Learning Leading

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EVALUATION AECT DEFINITION
Evaluation is the process for determining the adequacy of instruction

REFLECTION

There are many different types of evaluations. You can collect all of the data and feedback you want, but it means nothing if you don't act on the feedback. My experience as a Special Education teacher assisted me during the ITMA program. I had a particular interest in assessments and data, because I needed to be able to change the way I was teaching if a student was not being successful at learning the information.

You will notice a variety of evaluations in the showcase. Each type of evaluation is important for different reasons. *Did I select the appropriate media for the instructional design? Was the professor's directions for assignment submission articulated clearly on the website? What changes need to be made to export the video in a viewable, audible, small file size format?*

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SHOWCASE

ID Project Expert Review
Expert Review

Multimedia Instructional Design
Teacher Handouts Expert Review

Media/Training Reflection
Teacher Handouts Expert Review

Video Compression
Compression and Video Analysis

Instructional Website
Ed-Heads Weather Website

Distance Course
Mock Teacher Website

Visual Graphics
Map of Oceans and Continents

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MANAGEMENT AECT DEFINITION

Management is the processes for controlling instructional technology.

REFLECTION

When I think of management I am reminded of my research study which attempted to answer the question, are interactive video conferencing field trips in elementary and secondary schools as effective as traditional field trips? *You might be asking yourself what does this have to do with management?* We know that cost directly impacts whether or not a school division would even consider using video conferencing for field trips.

As a result of the study Clark and Salomon asked the question, what resources will be pulled to implement the new technology and how will schools accommodate the increased demand for the new technology. Implementation of the technology will affect the educational institutions line item budget and the allocation of human capital. I think this is a very important point to highlight when managing instructional technology.

The showcase also features online calendars I created that teachers use to reserve the computer lab and mobile cart. I am on a team that uses Windows Share Point to manage the design documents of our Summer Institute.

SHOWCASE

Research Report
Video Conference Field Trips vs Traditional Field Trips

Portfolio Proposal
High School Portfolio Program

Windows Share Point
Summer Institute Project Management

Online Calendars for Teachers
Computer Lab Calendar
Mobile Laptop Cart Calendar

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UTILIZATION AECT DEFINITION

Utilization is the use of processes and resources for learning.

REFLECTION

When developing the instructional design it is very important to select the most appropriate media and delivery system for the instructional purpose. The showcase will illustrate some examples related to the selection process.

Recently I worked with four teachers from my school to present a staff development on the 21st Century Classroom. We discussed all of our resources and delivery systems that were available and selected the media and delivery system that would benefit our adult learners (80 faculty members). Our entire staff participated in 6 groups (vertical teams) with one recorder at each table. The team shared their ideas and the recorder used their laptop to post the ideas on the think.com project page. The entire faculty could view the responses from all of the teams via two whiteboards. In addition, we had a place on the web to go back and review our discussions.

SHOWCASE

Selecting Appropriate Technology

Learners

Media and Learning

Video

Multimedia

Educational Communication
(21st Century Classroom Staff Development)
Agenda and Resources

Reflection Posting

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DEVELOPMENT AECT DEFINITION

Development is the process of translating the design specifications into physical form.

REFLECTION

If the designer has created very detailed story boards, then the developer should be able to use the appropriate authoring tool that fits the functionality indicated in the design. Collaborative meetings between the designer and the developer will assist in ensuring that the product is executed according to the design plan.

As the designer, developer, and trainer in many instances I wanted to use authoring tools that were not available to me. You will notice that the multimedia and audio showcase products were designed using PowerPoint. I would have preferred to have used a program that integrated Flash, so that they were more interactive. Fortunately, I had the opportunity to learn how to use Camtasia for my ID project. This authoring tool is exceptionally useful, because all the multimedia pieces (audio, video, graphics, and text) can be exported into one compact file, instead of having multiple files to manage when publishing.

SHOWCASE

ID Project Development
New Teacher Orientation Website
Watch a Techtorial

Multimedia Development
Teacher Handouts Design

Audio Development
KCTV Application Audio Design

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design

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DESIGN AECT DEFINITION

Design is the process of specifying conditions for learning.

REFLECTION

Have you ever tried to teach without a lesson plan? Not a good feeling when the students look at you with a blank stare. I have applied Gange's design framework when designing lessons to submit to the NNPS curriculum teams and for producing staff developments for adults. I have found that every piece of the framework is equally as important as the next.

My goal is that the intentional design of instruction will ultimately help students achieve a better understanding of the content/skills and apply what they have learned. I strive to differentiate instruction, so that all students are successful. It is very important that I know the characteristics of the learners, chunk information into manageable pieces, check for understanding, and provide appropriate feedback.

In my position, I have usually been the instructional designer, instructional developer, and the trainer. When you see a project from its infancy to its maturation, you have an appreciation for its foundation ...quality instructional design.

SHOWCASE

ID Project Design
New Teacher Orientation Design

Multimedia Instructional Design
Teacher Handouts Design

Audio Instructional Design
KCTV Application Audio Design

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Assignment 1 – Media, Technology and Learning
Shannon Pipkin
##########
July 11, 2005

Describe an actual use of instructional media in an education or training setting based on your experiences. Describe what you or the instructor learned as a result of using this media and include a description of the change or improvement of instruction.

Last year I conducted training for all of the teachers and faculty at my school. The focus of the training was to describe and differentiate the new roles in my job description. One of the biggest things that changed was that I had a new supervisor (director of staff development) and that the Technology Curriculum Integration Specialists (TCIS) were no longer apart of the division's technology department. Due to the switch in departments our job changed as well. Instead of troubleshooting and coaching teachers on how to integrate technology, we would only focus on coaching teachers. The Help Desk had become more established and teachers were going to be encouraged to call the Help Desk. They would deploy a Technical Support Specialist (TSS) to the school to troubleshoot and repair equipment. I needed a way for teachers to be able to differentiate between the role of the TCIS and the role of a TSS.

I selected three types of media for my training. First was a Keynote presentation (text media). Second were two Saturday Night Live "Nick Burns the Company's Computer Guy" video clips (motion media). Third was me the TCIS (people media), the expert in the field. The Keynote presentation emphasized the key roles in our job descriptions. I used bullets and bolded text to draw attention to the words. However, the videos were used to illustrate and emphasize the role of the Help Desk and the TSS. I was able to pause the videos and rewind them to focus on key points. Lastly, I was available to answer and questions and provide feedback based on my experience with the subject matter.

I learned that as a result of three types of media I was able to keep the teachers engaged in the instruction. Switching back and forth from the videos to the presentation kept the pace and momentum of the training moving. The teachers were also motivated to watch the Saturday Night Live video clips, because they were humorous.

Instruction was improved as a result of using a variety of media. I did an assessment following the video clips. After the video clips the teachers had to read the scenarios on one of the slides and decide whether or not they would utilize the TCIS or a TSS. I assessed the group's responses by observing a show of hands. They successfully chose the correct person for each scenario. I contribute their achievement on the assessment due to the instructional design of the training, including the media that was selected.

SHANNON M. PIPKIN *ITMA Portfolio*

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Quick Links
Compression Results

Critique Lesson 2

Critique Lesson 3

Critique Lesson 4

Video Design Projects
lesson2.mov (836 KB)
lesson3.mov (1 MB)

Download
QuickTime

Last updated Nov. 15, 2005

Compression Results

The table to the right represents the results of the compression tests I conducted while exporting in iMovie. I selected lesson3.mov to do the compression tests, because there was audio in that project. Test 1 consisted of using the video codec and a large frame size. This resulted in a large file (16MB) that was slightly pixilated. Next, I adjusted the codec and chose Cinepak and lowered the frame size for Test 2. As a result the video was very pixilated. Therefore, I changed the codec again to Sorenson Video and

Trial	Frame Size	Frame Rate	Codec	File Format	Audio Sample Rate	Final File Size	Comments
Test1	320x240	12	Video	QuickTime (.mov)	8.0 kHz	16MB	slightly pixilated
Test2	300x220	10	Cinepak	QuickTime (.mov)	8.0 kHz	6MB	very pixilated
Test3	280x200	8	Sorenson Video	QuickTime (.mov)	16 kHz	1.7MB	smaller frame
Test4	192x144	7.5	Sorenson Video	QuickTime (.mov)	22.05 kHz	1MB	smaller frame, clearer picure

reduced the frame size for Test 3. This combination was more successful, smaller frame size and file size (1.7MB). Lastly, reduced the frame size and frame rate for Test 4. This was the most successful test, resulting in a file size of 1MB. The audio and was clear and the video was not pixilated. I did not notice a major change in the audio sample rate, although I adjusted the sample rate throughout the compression tests. I chose to keep the same settings for lesson2.mov.

Critique and Statement of Purpose Lesson 2 | lesson2.mov (836 KB)

Framings
I began this project by preparing a storyboard and shot list. The basic shots included in the shot list were: wide shot (WS), WS, medium shot (MS), over the shoulder (OTS), close-up (CU), CU, and MS. The shots were a useful tool to guide the filming. However you can see my shot list hanging on the hallway wall during the first wide shot…that was not part of the plan.

Angles
The first two WS were shot at a high angle, due to the logistics of the small space. It was difficult to establish the location with the wide shot, because my back was against the hallway wall. Therefore the higher angle showed more of the bathroom (stool, sink, toilet paper, towel, trash, and trash can). The remaining shots used normal angles, so that the camera was eye level with the subject.

Movement
Movement was achieved in this video by moving the whole camera. I used WS and cut to a MS or CU to add visual interest. I focused on

the object (cotton pad and cleaning solution) and establish movement with out moving the lens or zooming in or out.

Composition

Two of the five rules of composition were evident in my video. Initially I used the rule of thirds to keep the subject in 1/3 or 2/3 of the frame. This frame is more interesting to look at. I was also aware of the natural frames in the viewfinder. These frames included the horizontal lines of the blinds in the bathroom and the horizontal lines of the tile on the wall and mirror. One of the biggest areas for improvement in the entire composition was lighting. I experimented with filming with the backlight on and the backlight off. I had a hard time controlling the lighting in such a small space. I definitely need to give this area more attention the next time I film.

Continuity

I wanted to make sure that the video had a beginning, middle, and end, so I created a storyboard and shot list. The beginning of the video establishes the location (bathroom). The middle of the video shows the procedure for cleaning earrings, and the end shows a happy girl with clean ears and earrings. I tried to change the angle of the medium shot to 45 degrees and then follow-up with a close up shot to maintain visual continuity. I also experimented with a cut-in (reaching for the cleaning solution, and then cutting-in to the subject pulling the cleaning solution out of the box). However, in the video the subject uses the wrong hand. It was very difficult to direct a five year old, let alone your own daughter. However, if I were to do the video over, then I would director her to use the same arm to reach with.

Strengths and Limitations

Overall, I think the strength of this video was capturing the shots I intended to shoot based on the storyboard and shot list I prepared. However, I did not catch some of the errors in taping until after I viewed the entire video. I also really need to improve the lighting. This was an overall weakness for me and I tried adjusting the lighting numerous times. I am not sure if it is a result of the small space that I was trying to film in and or my lack of experience.

Instructional Purpose

The goal of the video was to teach the psychomotor skill/procedures for caring and cleaning ears and earrings. This instructional video is geared towards children who have recently had their ears pierced. The video effectively demonstrated how to apply the cleaning solution to the cotton pad and how to wash both earrings and ear lobes.

Critique and Statement of Purpose Lesson 3 | lesson3.mov (1 MB)

Framings

I began this project by preparing a general shot list (WS-establish location, two-shot MS-focus on subjects and pumpkin, two-shot CU-focus on action of carving and removing seeds, two-shot MS-adding light and high five CU-final carved pumpkin). The subjects were already familiar with the sequence of carving a pumpkin, so I did not write a script. In addition, I was not going to be using narration, but importing audio during the editing stage.

Movement and Timing

Movement was achieved in this video by moving the whole camera. I used MS and CU to add visual interest. The timing between cuts in the middle of the video was closer together, so that the viewer experienced a sense of excitement. On the other hand I wanted to highlight the success of the final carved pumpkin, so I spent more time focusing on the final product. I attempted to draw attention to this by creating side-to-side movement around the carved pumpkin. I did not own a dolly, so I slid the camera along the edge of the table. Perhaps I will invest in creating a dolly the next time I attempt a shot like this. The camera was a little shaky.

Transitions

I was concerned about jump cuts. As a result of editing down to under a minute, it was difficult to follow an action all the way through. Many of the actions in the middle of the video appear sequential, but disconnected and slightly abrupt. This is an area that I need to improve.

Audio

Audio was a major component of this video. I wanted music that evoked a certain mood (fast paced, seasonally spooky, and excitement). I also wanted the lyrics to suggest teamwork. I did not edit on the beat of the music, but rather wanted the music to serve as background emotion…another character in the video.

Strengths and Limitations

Overall, I think the strength of this video was that it successfully captured an event that progressed through time. I had to consider the time I filmed outside, so that the beginning of the video would start around twilight and end when it was dark outside. I could have improved on the editing of the video. I found it difficult to cut down the video to under a minute and capture the action without looking choppy.

Instructional Purpose

The goal of the video was to promote and attitude. This instructional video is geared towards reluctant parents who may not want to get messy and carve a pumpkin. The video effectively demonstrates how fast, easy, and fun it is to carve a pumpkin with a child! As a result of the video the viewer will see the satisfaction on the subjects faces as they complete their carving project from beginning to end! They may be motivated to try the project with their child.

Critique Lesson 4

The video.htm webpage is fully functional. All of the links are active. All of the videos open and play smoothly on a PC and a Mac. The movies are QuickTime files. I provided a link to download QuickTime for a computer that may not be able to view the video. You can see and hear the videos clearly. Perhaps I could have increased the window size, however I wanted the files to remain small. The intended audience for this project would probably not need to view this video via an LCD projector in a classroom setting, but instead on their personal computer. Overall, if I had to improve the webpage, I would prefer to embedded the videos into the website instead of linking to the videos. There would be less navigation involved.

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Assignment 4 – Visual Principles
Shannon Pipkin
 ##########
July 26, 2005

Locate a visual (not a photograph) on a website and evaluate it using the guidelines/principles in this chapter. You should at a minimum discuss categories found in the Visual Design Checklist from page 101 of your book. Your discussion should be at least one page in length.

View Visual: Map of Oceans and Continents

VISUAL DESIGN CHECKLIST				
	KEY WORDS:	Oceans, Continents, Map		
Material being evaluated Map of the oceans and continents				
Overall Pattern	**Exemplary**	**Acceptable**	**Poor**	**Comments**
Alignment				Uses rule of thirds
Shape				Rectangular
Balance				Formal balance
Style				Simplistic-children
Color scheme				Complimentary
Color appeal				Cool colors
Arrangement				
Proximity				Connected labels
Directionals				Verbal is BOLD
Figure-ground contrast				Could improve
Consistency				N/A not a series
Verbal Elements				
Lettering style				San Serif style
Letter size & spacing				Text condensed
Appeal				
Surprise				Verbal label size
Texture				Relief in land
Interaction				None

From Smaldino, Russell, Heinich, and Molenda, *Instructional Technology and Media for Learning*, 8th ed. Copyright ? 2005 by Pearson Education, Inc. All rights reserved.

An illustration of a map of the seven continents and six oceans was reviewed using the visual design checklist above. The visual consisted of verbal elements, such as the names of the oceans and continents and the visual elements of the physical map. First the overall patterns were reviewed. The design was rectangular in shape, which is familiar to most learners. The rule of thirds was applied to the layout. The balance was formal, because the labels of the oceans matched up vertically. This particular visual is most geared towards an elementary audience. Although the style is simplistic the cool scheme was cool. Most elementary learners are more attracted to warmer colors. However, in this instance the learners probably identify blue with water and green with land. Overall the colors are complimentary, consisting of blue and orange, green and red-orange.

Second, arrangement of the design was reviewed. The continent labels were on top of the picture. However, the ocean labels were clearly connected to the picture. All of the verbal labels are in bold typeface. Although the labels consist of one or two words, lowercase letters are usually more legible. In addition, the figure-ground contrast could have been improved. The ocean labels are of a light color (white) on a dark background (green). The continents labels are a dark color (blue) on a dark background (mostly green). The consistency of the visual could not be analyzed, because I did not review a series of displays or slides.

Third, verbal elements were reviewed. The font was very similar to Helvetica. There was equal spacing between each character. However, the characters appeared to be to condensed. The size of the font is adequate to be viewed at a distance. However, the font size of the ocean labels appears to be larger than that of the continent labels. Thus adding an element of surprise. Which leads us to the last element to be reviewed.

Appeal is the final characteristic reviewed. The difference in font size adds an element of surprise. It allows the learner to focus on just the continents or just the oceans. There is also additional appeal in the texture of the land. This is a physical map, which shows the difference in land elevations. Sadly, the learner is not encouraged to interact with the visual.

Overall, this is an acceptable visual to be displayed via a computer screen or projector. However, it would be up to the instructional designer to modify the image, or insert it in a program, such as SMARTNotebook and cover the labels. The students could then be encouraged to interact with the SMARTBoard and label the oceans and continents.

Welcome Shannon Pipkin ▼ |

21st Century Classroom

This List ☑

Home

21st Century Classroom > Announcements > Summer Institute

Announcements: Summer Institute

Close

🖳 New Item | 📝 Edit Item | ✖ Delete Item | Alert Me

Title	Summer Institute
Body	We will now keep track of our Summer Institute designs via this project site. Check out the Summer Institute Wiki under the 21st Century Classroom Summer Institute Wiki as well as the files in the Summer Institute Shared Documents area.
Expires	

Created at 11/12/2007 5:47 PM by James Maxlow
Last modified at 11/19/2007 1:25 PM by James Maxlow

Close

Computer Lab

January 2008

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w e e k	30	31	**January 1** New Year's Day	2 8:45 AM - 9:45 AM Christesen SmartNotebook Sort	3 10:15 AM - 11 AM Gilmore 11 AM - 12 PM Coon 12 PM - 1 PM Meister: Careers/Long 1:30 PM - 2:30 PM Meister: Careers/Mills	4 8:45 AM - 9:45 AM Chestney 1 PM - 1:30 PM Boone: water 1:30 PM - 2:40 PM Meister: Careers/Guthrie	5
w e e k	6	7 8:45 AM - 10 AM Jones 12 PM - 1 PM Meister: Careers/Gilmore 1 PM - 2:45 PM Alexander	8 8:45 AM - 10 AM Ray 10:25 AM - 11:25 AM Meister: Careers/Lowe 12 PM - 1 PM Meister: Careers/Boone	9 8 AM - 11 AM Librarian's Meeting 11 AM - 12 PM Phillips (Story Map)	10 8:45 AM - 9:45 AM Lowe 10 AM - 11 AM Meister: Careers/Berry 11 AM - 12 PM Collins 12:30 PM - 1:20 PM Chestney 1:20 PM - 2:35 PM Meister: Careers/Kershaw	11 8:45 AM - 9:50 AM Spirek 9:50 AM - 10:50 AM Meister: Careers/Frank 12:15 PM - 1:45 PM Phillips Think.com Cont... 1:45 PM - 2:45 PM Meister: Careers/Stuffel	12
w e e k	13	14 9 AM - 10 AM Snowscene/Berry 12:10 PM - 1:10 PM Kershaw 1 PM - 2 PM Sno	15 8:30 AM - 9:45 AM Meister: Careers/Ray 12 PM - 1 PM Dr.King/Berry 1:45 PM - 2:45 PM Meister:	16 9 AM - 10:30 AM Stuffel 11 AM - 12 PM Phillips (Story Map)	17 9 AM - 10 AM Frank 10 AM - 10:30 AM Hoyer 12:15 PM - 1:15 PM kershaw	18 9 AM - 10 AM Frank 10:30 AM - 11:30 AM Kershaw 12:30 PM - 1:30 PM Stuffel	19

iBook Calendar Cart 1-1st Floor, Cart 2-2nd Floor, Cart 3-Outback

January 2008

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	**31**	**January 1** New Year's Day	**2**	**3** 8:45 AM - 9:45 AM Krejcarek Rm-408 Cart 3	**4** 9 AM - 11 AM Alexander Cart 2	**5**
6	**7**	**8** 10 AM - 11 AM Wilson-410 Cart2	**9** 8 AM - 11 AM Alexander Cart 1	**10** 8:45 AM - 9:45 AM Krejcarek Rm-408 Cart 3	**11** 9 AM - 11 AM Alexander Cart 2	**12**
13	**14** 8:30 AM - 10 AM Library-Wilson-Cart 3 10 AM - 11 AM Ray room 100 cart 3 12 PM - 1 PM Ray rooom 100 cart 3	**15** 8:30 AM - 10 AM Library-Erick-Cart 3 10 AM - 11 AM Ray room 100 cart 3 12 PM - 1 PM Ray rooom 100 cart 3	**16** 8:30 AM - 10 AM Library-SCA 10 AM - 11 AM Ray room 100 cart 3 12 PM - 1 PM Ray rooom 100 cart 3	**17** 1 AM - 2 AM Phillips Cart #3 for Think.com 8:30 AM - 10 AM Library-Krejcarek-Cart 3 8:45 AM - 9:45 AM Krejcarek Rm-408 Cart 3 10 AM - 11 AM Ray room 100 cart 3 12 PM - 1 PM Ray rooom 100 cart 3	**18** 8:30 AM - 10 AM Library-Turner-Cart 3 9 AM - 11 AM Alexander Cart 2 10 AM - 11 AM Ray room 100 cart 3 12 PM - 1 PM Ray rooom 100 cart 3	**19**
20	**21** Martin Luther King, Jr. Day	**22** 8:30 AM - 10 AM Library-Erick-Cart 3 11:15 AM - 12:15 PM Phillips Cart 3	**23** 10:40 AM - 11:40 AM Phillips Cart 3	**24** 12:45 AM - 1:45 AM Phillips Cart #3 Journal writing 8:30 AM - 10 AM	**25** 8:30 AM - 10 AM Library-Turner-Cart 3 9 AM - 11 AM Alexander Cart 2	**26**

Assignment 6 – Multimedia
Shannon Pipkin
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July 26, 2005

Shockwave is a technology used to deliver interactive multimedia applications over the Web. For this activity, search the Web for a site that uses a Shockwave application for instructional purposes. Describe how the use of Shockwave adds to the educational value of the site. Does it enhance or detract from the experience? Include factors such as the content, the time it takes to load, and the quality of the graphics within the application. Please include a hyperlinked URL that leads to the site with the application. Click here for an example of an educational site that uses Shockwave.

Interactive Multimedia URL http://www.virtualfishtank.com/fishtank/fishtank.html
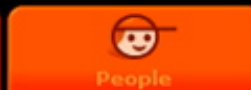
General Description of Content The virtual fish tank allows the user to create their own fish. Users can design and modify their fish based on three elements (food chain, interests, and depth). In addition, they can name and tag their fish for easy identification in the fish tank. The user can release their fish into their own personal fish tank or create an account and release their fish into the museums' (Museum of Science, Boston and St. Louis Science Center) fish tanks. Once in the fish tanks the user will observe their fish interact with the habitat. The user will receive feedback on the status (dead or alive) of their fish. Most importantly, the user can go back and modify the elements and change their fish, apply what they have learned, and release their fish into the tank again.

Description of Educational Purpose The purpose of the Virtual Fish Tank is to allow users to experiment and apply rules about what they have learned (direct instruction or discovery based) about habitats, niches, food chains, and adaptations to help them create a fish that can survive in the fish tank environment.

Opinion About Selected Clip Shockwave adds to the values of the website and does not distract from the educational experience. The interactive environment allows the users to create fish without using actual fish for experimentation. There would probably be some ethical issues and hefty expense involved if actual fish were purchased for each student and put into fish tanks to see if they would survive. Furthermore it would be difficult to tag the fish in an actual classroom fish tank. Therefore, the Virtual Fish Tank is beneficial to the user to test rules about habitats, niches, food chains, and adaptations.

Download Time and Overall Quality Overall the Virtual Fish Tank is of medium quality. I was pleased that I was able to load the Virtual Fish Tank in 10 seconds. I have a wireless connection to the Internet using a cable modem. Additional high qualities include curriculum alignment and connections with most state standards and users are likely to be motivated to engage in the learning. The graphics are of medium quality. Some of the text appears fuzzy or distorted, and fish appear small once in the fish tank. Some of the weaker

qualities include lack of clear directions on how to build the fish and release it into a tank. Although there is a help function, when you turn it on you do not necessarily get help. Nor, does the website provide an instructional guide or lesson materials for teachers. Teachers would need to preview the website and become familiar with the functionality of the Virtual Fish Tank, so that they could model how to use the application. Furthermore, they would need to design and make sure that the curriculum aligns with the objectives that they have included for their lesson.

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Mrs. Alexander
Lead Coach
KILN CREEK ELEM.
United States

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21st Century Staff Development

21st Century Reflection Questions

Jan. 25, 2008
Question 1
Mrs. Alexander

How was the 21st Century world brought to the classroom in this scenario?

Post a Message

Mrs. Pipkin
More technology was used in the classroom. For example, there was video conferencing between Kiln Creek and Panama. There was also an active story board...she was looking at pictures and writing her own story to go along with the pictures. A student was video taping in and outside the classroom. The students sitting on the medicine balls were getting a work out. The medicine ball would slow down a hyperactive student. The medicine ball was very relaxing. The students were designing a hydroelectric car based on what they learned about renewable resources. They used the ipod to listen to the teachers presentation on renewable resources.
Jan. 29, 2008

Mr. Phillips
video conferencing
story board
therapy balls
electronic journals

Newport News Public Schools
Technology Curriculum Integration

Friday, August 22, 2008

Welcome to New Teacher Orientation
Techtorials are five minutes or less. Use the **pause** button on the video controls, **practice**, then **play** the video to view the next step. You will need Flash Player to watch the Techtorials.

GET macromedia
FLASH
PLAYER

NNPS Curriculum Techtorial
In this techtorial you will learn how to access the online NNPS curriculum and navigate to the first unit in your grade and content related folder, so you can open and read the content to be covered.

Video 3:04 min

Tipsheet

NNPS Webmail Techtorial
In this techtorial you will learn how to access NNPS webmail, compose, send messages with attachments, delete emails, and empty the trash.

Video 3:43 min

Tipsheet

Professional Development Management System (PDMS) Techtorial
In this techtorial you will learn how to access the PDMS course catalog, login for the first time, navigate the activity catalog, register, and cancel a course offering.

Video 4:52 min

Tipsheet

NNPS Help Desk Techtorial
In this techtorial you will learn how to access the online Help Desk form and fill it out, so that your technical issues will be documented and a work order generated.

Video 3:14 min

Tipsheet

Contact **Webmaster** with comments or questions.

The Camtasia Studio video content presented here

requires JavaScript to be enabled and the latest

version of the Macromedia Flash Player. If you are

you using a browser with JavaScript disabled please

enable it now. Otherwise, please update your

version of the free Flash Player by downloading

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