

Case Analysis 1

[Student Name]

[Student eMail Address]

Case Information:

Mrs. Troyer has an 11th grade AP Lang. class as well as a 12th grade Mythology Eng. class. In her AP Lang. class, she will be doing a unit on Media and Advertising, focusing on Television. She wants to look at ideas of persuasion and at messages that bombard us within these fields. She's interested in using clips from various sources to help teach, such as utilizing YouTube, audio recordings, slideshows, etc. However, she's expressed a strong interest in having her students create individual multimedia projects that include the persuasive ideas covered in class, focusing on the media and advertising.

Next, her Mythology class will be doing a unit on Mayan/Aztec, Egyptian, and Chinese/Japanese mythology. Her main concern with this unit is that she would like to incorporate technology into her teachings of these particular myths, as she has found that many technological resources for Mythology focus on Norse and Greek myths, so it is difficult to find technological resources for these mythologies. She put lesser emphasis on what she needed/would like to include for her Myth class, instead heavily focusing on her AP Lang. class.

Each unit in both classes typically lasts from two to three weeks. Also, each class is 85 minutes in length, every class and the classes meet every other day in a block scheduling format. Each class comes with one teacher computer with Internet access, an electric projector that projects the teacher's computer screen, videos on the computer, audio on the computer, and images from the computer onto a Promethean Interactive Smartboard. This projector is also capable of being connected to a DVD and VCR player to project onto the Smartboard. To accompany the projector, each class has an ELMO Document Camera to project papers, images, etc. through the projector and onto the Smartboard. Mrs. Troyer has access to a computer lab where each individual student would have access to their own computer, complete with Internet access. Windows Movie Maker and Adobe softwares such as Flash, Dreamweaver, and InDesign. Printers are also available with these computers.

Some problems commonly arising for her include trouble scheduling for lab time and the computer software not always working correctly.

STEP I. Standards & Needs

Identify the standards and analyze the characteristics of learners, environment in this case.

a. Standards and Needs

Standards	AP Lang: EL.11.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing. Myth: EL.12.3 2006 - READING: Comprehension and Analysis of Literary Text Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.
Goals	Goal 1 AP Lang: By first looking at persuasion and messages that bombard us within the media and advertising (especially television), through use of digital clips, students will create a presentation incorporating multimedia focusing on/using the persuasive ideas learned about in said media and advertising to create their own message/ad/persuasive media.

	Goal 2 Myth: After reading/researching the Aztec/Mayan, Egyptian, Chinese/Japanese myths, students will create a multimedia educational project similar to the AP Lang one, on one specific mythology.
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b. Needs

- **Learners:** The AP Lang. class is an eleventh grade level and the Myth class is a twelfth grade level. There are no special needs students and there are no additional learning requirements for the students.
- **Environment:** In each classroom setting there is one computer with Internet access reserved for the teacher, but that can be made available for in-class student presentations. To accompany the computer, there is an electronic projector to display the teacher's screen, audio, and video. This projector projects onto a Promethean Interactive Smartboard. Also, there is an ELMO document camera to project papers, pictures, etc. through the electronic projector to the Smartboard. Each class has desks and a teacher's desk, relatively small classrooms with 25-30 students in each. The additional resources found in the lab/media center are computers for each individual student and printers to print work. Each computer has access to Windows Movie Maker and Adobe Software such as Flash, Dreamweaver, InDesign, Photoshop, etc.

STEP II. Options

Brainstorm and search for options both for instruction and assessment that meet the needs listed in step I. You should/can have more than 10 options (per student), just add more rows to this table. DO NOT INCLUDE LINKS TO LESSON PLANS or WORKSHEETS!!! Have a variety of resources.

Goals [This is the instructional goals you identified in part I.]	Problem(s) [What is the teacher's big problem/problems in achieving the instructional goals?]	Technology Option(s) <i>List possible technology options to solve the problems in achieving the instructional goals and <u>provide a link</u> to the specific web page.</i>	Description <i>Describe why the technology option would be able to solve the problem(s). Be specific.</i>
Goal 1	Trouble accessing computer lab/booking time Students don't have access to YouTube so the teacher would have to play it through the projector.	Youtube videos • http://www.youtube.com/watch?v=Vqb8nKbOo-c •	Mrs. Troyer could incorporate these digital clips she's wanting to use by projecting them onto the Smartboard instead of each student individually viewing them at their own computer. This would be efficient and save the hassle of trying to book lab time. It would allow for more coverage of the information as less time would be wasted.
1	Trouble accessing computer lab/booking time	Powerpoint Slideshow on Persuasion/Ads: http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&cts=1331253017125&ved=0CE8QFjAA&url=http%3A%2F%2Fteach.clarkschools.net%2Fjbernhard%2Fliteracy_web%2Fpersuasion%2FCommonPersuasiveTechniques.ppt&ei=wE5ZT53GJsHk0QHOyYI&usq=AFQjCNEVLvN_U1Dx1J-AfkiX11t5c82aA&s	This meets Mrs. Troyer's desire to incorporate text/presentations. It is efficient as it is a premade PowerPoint and is effective because of its organization and is easily presentable from the classroom with one computer.

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1	Trouble accessing computer lab/booking time	Online Survey to see how marketing affects their lives: http://www.strategicbusinessinsights.com/vals/presurvey.shtml	“Understanding customers is critical to marketing. VALS™ strengthens demographic characterizations by explaining the deeper psychological drivers of consumer behavior.” This tool could help students make their knowledge of marketing/advertisements more effective, as they get to see how it individually effects them.
1	Trouble accessing computer lab/booking time	Online article detailing ads techniques: http://www.leadsleap.com/blog/5-types-of-advertising-techniques-online/	This tool will help the students distinguish how persuasion is used in many ways in media/ads. It is a clear, concise article, making it efficient in saving time.
1	Trouble accessing computer lab/booking time	Interactive Television Online Museum/Timeline http://www.mztv.com/mz.asp	This tool would create an interesting and enhanced learning experience, as students would digitally step outside their classrooms to see the history of television. It would be a virtual field trip.
1	Trouble accessing computer lab/booking time Limited EXP allowed without paying for more for Extranormal.	Digital Movie Maker: http://www.xtranormal.com/	This would provide an enhanced learning experience as the students could create an animation/story presenting facts about media/ads/television. Mrs. Troyer could have her students create an “ad” by using this website.

Goal 2	Difficult to schedule lab time.	Online Mayan Database: http://www.criscenzo.com/jaguarsun/popolvuh.html	By starting with a summarized version of the Mayan creation story, in poem form, it offers an efficient way to become familiar with the story. It also is enhanced as it is presented in a more creative fashion than usual. After discovering the creation myth, students can explore the online data base and go on a virtual field trip of the Mayan culture/myths.
2	Students don't have access to YouTube so the teacher would have to play it through the projector.	Egyptian Creation Myth: http://www.youtube.com/watch?v=uTy49JlqJZE&feature=related	This video takes its viewers on a digital field trip through Egyptian myths, discussing the creation myth in specific. Instead of reading about it, students can see it happen, creating an effective and enjoyable first experience with it.
2	Difficult to schedule lab time.	Online Mythology Gods Encyclopedia: http://www.godchecker.com/	As there are many Gods to keep track of, this is a great tool to effectively and efficiently look them up and help retain them.
2	Difficult to schedule lab time.	Online tool for creating cartoon/cartoon: http://chogger.com/create	Students could make a comic of a creation myth. This is effective in including the text information she wanted.
2	Students don't have access to YouTube so the teacher would have to play it through the projector.	Jap. Creation Myth Video: http://www.youtube.com/watch?v=v4-hnhqVPmw	This could be a great example of the multimedia project she wants. This is also a great, enjoyable way to learn the myth besides reading it.

2	Students don't have access to YouTube so the teacher would have to play it through the projector.	Aztec Creation Video: http://www.youtube.com/watch?v=XF8XPxaTK1g	This could be another great example of a student project. This is also a great, enjoyable way to learn the myth besides reading it.
2	Difficult to schedule lab time.	Myth Encyclopedia: http://www.pantheon.org/	Effective way of searching for information when students complete their multimedia projects.
2	Students don't have access to YouTube so the teacher would have to play it through the projector.	Mayan Creation Video: http://www.youtube.com/watch?v=tPN9UG30JKk&feature=related	This could be another great example of a student project. This is also a great, enjoyable way to learn the myth besides reading it.
2	Students don't have access to YouTube so the teacher would have to play it through the projector.	Chinese Creation Myth Video: http://www.youtube.com/watch?v=JERiFjdKXk	This could be another great example of a student project. This is also a great, enjoyable way to learn the myth besides reading it.
1, 2	Difficult to schedule lab time.	Multimedia Database: http://creativecommons.org/	This search engine provides an effective way to search for multimedia that is not restricted by copyright. When it comes time to complete their student projects, they can use this media site to provide for their projects.

1, 2	Difficult to schedule lab time.	Presentation Tool: http://prezi.com/	This presentation tool can be used to enhance the student's projects. They can create a project like some of the youtube videos they have seen.
1 & 2		Comic Strips Chogger.com	Students can make a presentation using self-made comic strips. They can import pictures, videos, music, and text.
1 & 2		Write/Create a song. (Audacity)	Students can make a song using Audacity. They will have to use knowledge of the topic and creativity to come up with a song explaining the material.
1 & 2		PowerPoint	Powerpoint, a common Microsoft tool, can be used to easily make presentations. These presentations can include links to online sites, Youtube videos, and more. They are Easy and simple to create and very effective.
1 & 2		Create a video using iMovie Maker.	Create an original movie from the perspective of a character on of the myths covered in class.
1 & 2		Blog blogger.com	Students can blog about Mayan/Aztec/Chinese/Japanese myhtology.
1 & 2		Animated Video	Students can create their own online

		xtranormal.com	digital stories that tell the tale of a myth form the material covered in class.
1 & 2		Facebook facebook.com	Students can create Facebook profile s for the Gods and each other. They can interact with the stories and characters through the site.
1 & 2		Quiz Maker quizlet.com	Students can create quizzes to test each others knowledge of the myths and characters., They can create a vast array of test and quzzes with different formats and grading systems.
1 & 2		Timeline timeliner.com	Allow students to create timeline with pictures, videos and external links to outside sources.
1 & 2		Websites Adobe Dreamweaver	Students can use adobe Dreamweaver to create websites for the myths and gods and the civilisations they came from.

Step III. What (sequence)?

Decide which options from step II that you would utilize for instruction. Explain how the option would be utilized by the teacher and give a justification of why it is appropriate. (It may be helpful to think like you are explaining this to a substitute teacher. Give a

step-by-step description. Add more rows when necessary.

Goals <i>You may have more than one goal in one cell.</i>	Selected Technology <i>Include a title and link for the selected technology.</i>	Tasks Needed in Sequence <i>Describe how the selected technology would be used step by step. This needs to be more specific than STEP II. It may be helpful to think like you are explaining this to a substitute teacher.</i>	Task Classification SELECT ONE: <i>Content exploration</i> • <i>reference</i> • <i>drill-and-practice</i> • <i>tutorial</i> • <i>educational games</i> • <i>simulation</i> • <i>open-ended tools</i> <i>Production</i> <i>Communication</i> <i>Data collection/analysis.</i> <i>Productivity</i>
1, 2	Youtube: Media: http://www.youtube.com/watch?v=Vqb8nKbOo-C Myths: • http://www.youtube.com/watch?v=uTy49JlqJZE&feature=related • http://www.youtube.com/watch?v=uTy49JlqJZE&feature=related	This could be a great starting point to introduce the topics dealt with. For the media unit, it's an effective way to start out with an example of media. (For the mythology unit, each video deals with a specific creation myth being covered. After playing these videos, it would be a great time to introduce the multimedia project, and discuss how these videos could serve as a model to base their projects off of. However, these would be more effective if presented through a webquest.)	Content Exploration-Reference

	om/watch?v=v4-hnhqVPmw http://www.youtube.com/watch?v=XF8XPxaTK1q http://www.youtube.com/watch?v=J30JKk&feature=related		
1	VALS Survey: http://www.strategicbusinessinsights.com/vals/presurvey.shtml	This survey could follow the video about the media. After taking this survey, the students can begin to see how the issues dealt with in the video affect them in real life. This begins to provide them with a starting point for their multimedia project and what routes they can go.	Data Collection/ Analysis Content Exploration
1	Powerpoint Slideshow on Persuasion/Ads: http://www.google.com/url?sa=t&rct=i&q=&esrc=s&frm=1&source=web&cd=1&ct=1331253017125&ved=0CE8QFjAA&url=http%3A%2F	After the survey, the teacher could go through this premade powerpoint to reinforce their effects/material. After seeing the material in action, and then after being presented, the students can begin to take more detailed notes for their project.	Communication- One to Many Content Exploration/Reference

	%2Fteach.clarkschools.net%2Fjbernhard%2Fliteracyweb%2Fpersuasion%2FCommonPersuasiveTechniques.ppt&ei=wE5ZT53GJsHk0QH0yYIZ&usq=AEQjCNEVLvN_U1Dx1J-AfkiX11It5c82aA&sig2=52RPHmLBePfzYbdc2NRY9g		
1	Interactive Television Online Museum/Timeline http://www.mztv.com/mz.asp	This timeline can be used to close the unit, to see the overall progress television and ads/persuasion have taken. It will give closure and allow the students to absorb and analyze how it these issues effect the media. This is also a good reference to use for their media projects.	Content Exploration/reference Data Analysis
1,2	Remaining Online articles/databases/encyclopedias/etc.	These leftover resources could be used as links/references in a webquest that lead up to the multimedia project.	Data Analysis/Collection Content Exploration Production Task

STEP IV. Why - reflection?

Review your standards and needs identified in step I, and explain how your decisions address the standards and the needs. Add more rows when necessary.

Selected Technology	Standards and Needs	Justification 3 E's
<i>Use the same name from above.</i>	<i>How does this technology selection address the standards and needs?</i>	<i>Why are your choices appropriate? Why are they better than the alternatives? How do they solve the problem you were</i>

		<i>presented? The three E's are always good to mention here.</i>
1. Youtube	Students are presented with examples of video/audio/text that prepare them for the multimedia project. It incorporates all of the technology requirements that Mrs. Troyer wanted to use.	These youtube videos provide for an enhanced learning experience. They can give the students a virtual field trip back to the culture of the time, and provide for a great alternative to reading the myths. By branching out from the reading, which can take much time, it lets the students become engaged by actually watching it happen. This makes the videos efficient as they save time by allowing for the same information in a shorter amount of time.
2. VALS Survey	Students being to see how the media affects them by taking this survey. It prepares them for the presentation they have to give.	By taking the survey, the students can see the actual effects of the media/persuasion instead of just reading about how it affects people. This provides for a more in depth, more enhanced, more effective learning experience.
3. Powerpoint	This teacher presentation not only gives the students information that will help them give their presentation, but models what the standards for a presentation are from the teacher.	By having the teacher communicate to the class, it saves the time of them having to research it, which makes it efficient. Also, the presentation is already premade, which also saves time for the teacher.
4. Interactive Museum	This gives students another example of a type of presentation that they could model their own after.	This online museum makes the learning experience enhanced as it gives the students a virtual fieldtrip of a museum

5. Remaining databases, presentation tools, encyclopedias, etc.	This lets the students read various literature/text about the myths and the media. They cover bot lessons and standards. These tools also allow the students to craft/create the required project, by using the comic generator tool, the prez tool, and the extranormal cartoon generator.	The presentation tools give the student projects an enhanced way to break free from powerpoint and use a more interesting approach. The databases also provide for and easy reference resource, making their learning/retention more effective as they can easily look up forgotten or necessary information.

CASE ARTIFACTS YOU WILL CREATE:

Name of Artifact	Artifact Description	Student Name <i>Each student need to sign up for two artifacts.</i>
1. Online Webquest	I will create a webquest that takes the students through these various links (excluding Youtube, which will be shown in class) that will help build their knowledge of each topic/unit. At the end of the quest, I will give a walkthrough of one of the specific presentation tools and have each student create a presentation using that tool according to which unit she is teaching. (The myth unit will use either the comic creator or Prezi to illustrate/retell/animate/present a specific creation myth that they watched the videos on. The media unit will use extranormal to create their own advertisement, or virtual classroom discussion/presentation about the power of persuasion and media.)	[Student]
2. Rubric	I can create a rubric for the Extranormal video/Prezi/Comic based on	[Student]

	things/ideas/standards/themes/expectations/etc. you inform me of to make the grading more time efficient, as it would save time.	
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