

Educational Media Program

Educational Media Program

**DRAGGIN AND
SHANTALA SINGH**

**SIMON FRASER UNIVERSITY TEACHING
AND LEARNING CENTRE
BURNABY, BC, CANADA**



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Introduction

The material in this book has been compiled from the **Spring 2018 Educational Media Program** at the Teaching and Learning Centre (TLC) at Simon Fraser University. The program is designed and run by the EdMedia group at the TLC, and participants include faculty, staff, teaching assistants and grad student at SFU.

The EdMedia Program teaches translatable media skills to participants within the areas of audio, video, graphics, drawing, and copyright, focussing largely on the use and

creation of open educational resources. As part of that initiative, we encourage participants to post reflections, resources and links on our EdMedia blog. This book contains all of those resources as well as posts from the EdMedia team.

1.

Chapter 1 - Kick off

The Spring 2018 EdMedia Program

What does the EMP program include?

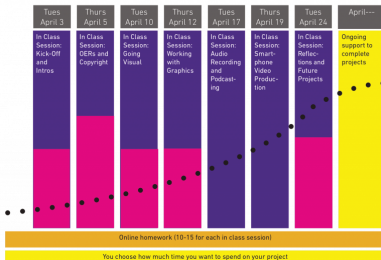
- 6 workshops
- 1 presentation and sharing session
- Online content
- On-one-one coaching

Each participant will:

- Attend sessions
- Create an educational resource of their own

Timeline

- The In-class Sessions
- In-class time for projects
- Pre-reading and homework
- Your own time spent on your project (optional)
- Progress of your project



[Download the schedule as a pdf](#)

Program schedule

Kick-off and Introduction

Tuesday, April 3 | 11:00–1:00 | Robert C.
Brown Hall 7100

Open Educational Resources (OERs)

Thursday, April 5 | 11:00–1:00 | Blusson
Hall 10031

Visual Practice – Story to Board

Tuesday, April 10 | 11:00–1:00 | Robert C.
Brown Hall 7100

Graphic Design

Thursday, April 12 | 11:00–1:00 | Blusson
Hall 10031

Audio Recording/Podcasting

Tuesday, Apr 17 | 11:00–1:00 | Robert C.
Brown Hall 7100

Smartphone Video Production – Shooting and Editing

Thursday, Apr 19 | 11:00–2:00 | Robert C.
Brown Hall 7100

Reflections and Future Projects

Tuesday, Apr 24 | 11:00–1:00 | Education
Building 8620.1

2.

Chapter 2 - Open Educational Resources

Limited Edition CC Shirt Designed by S

Description

In this session we discuss the practice of *finding, making and remixing* [open](#)

educational resources (OERs). This echos the BC Campus mantra, to “Find, Adopt and Modify” open textbooks, but also emphasizes the creative and production aspects of the EdMedia program (EMP). All resources produced in the EMP will be shared online as OERs. This will add value to our program by making your work accessible on this site.

By the end of the session you will:

- Be able to find local (SFU) resources and people regarding copyright OER opportunities.
- Be able to identify sources of open educational resources (OER's) suited to your curriculum
- Be familiar with Creative Commons licensing and how to use it
- Practice creating OER's by

remixing media assignment

What is “Open education”

Tony Bates offers that “*Open education can take a number of forms*”:

- ***education for all***: free or very low cost school, college or university education available to everyone within a particular jurisdiction, usually funded primarily through the state;
- ***open access to programs*** that lead to full, *recognised qualifications*. These are offered by national open universities or more recently by the OERu;
- ***open access to courses or programs*** that are *not for formal credit*, although it may be possible to acquire badges or

certificates for successful completion. MOOCs are a good example;

– OPEN EDUCATIONAL RESOURCES that instructors or learners can use for free. MIT's OpenCourseware, which provides free online downloads of MIT's video recorded lectures and support material, is one example

- ***open textbooks***, online textbooks that are free for students to use;
 - ***open research***, whereby research papers are made available online for free downloading;
 - ***open data***, that is, data open to anyone to use, reuse, and redistribute, subject only, at most, to the requirement to attribute and share.
-

Why open?

Not all media for your courses needs to be created from scratch. Although that's, generally, the aim of the [EMP program](#), when time or resources are limited, development from scratch is not always possible. One of the tenants of “open education” that we explore is the idea of “reuse” and “remix”. Why reinvent the wheel if resources already exist in a form that you can use for your course? In some cases these resources are licensed specifically to be adapted and changed to fit your situation and needs. Resources like this, out there in post secondary education, are already beginning to impact both teaching and learning.

Take a few moments now to select and view a video (or several) from the [Why Open Education matters](#) website (three samples are provided), and consider the questions below.



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<https://pressbooks.bccampus.ca/edmedia/?p=21>



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.bccampus.ca/edmedia/?p=21>

What do you think? What video stood out for you? Did you agree with any of the points that were made? Which arguments stood out? Do you have ideas about OER's that were missing from the video?

Open Educational Resources ~ a definition

Freely available assets that have explicit licensing on them which are available through searchable online databases like Creative Commons. They are openly licensed documents and media that can be used for teaching, assessment and research. Although some people consider the use of an open format to be an essential

characteristic of OER, this is not a universally acknowledged requirement. ~
[Wikipedia](#)

[https://soundcloud.com/sfutlc/
etug-2015_tony-bates](https://soundcloud.com/sfutlc/etug-2015_tony-bates)

[https://opentextbc.ca/teachinginadigitalage/
chapter/8-6-media-or-technology/](https://opentextbc.ca/teachinginadigitalage/chapter/8-6-media-or-technology/)


Key things to know

Key Things to Know about Open Education Resources (OER)


OERs CAN BE




Course Materials




Open Textbooks




Videos



Lesson Plans



Software



Games

Full courses, learning objects, texts or any other tools, materials, or techniques that support access to knowledge.

BENEFITS FOR FACULTY

- Increases student retention by reducing costs
- Assures academic freedom to modify or add content to your specifications
- Extends your academic profile
- Provides more relevant and engaging materials for your students

BENEFITS FOR STUDENTS

- Low cost or free
- Easy to find and access – even before classes start
- More customized and relevant

MUST MEET THE FOLLOWING 5Rs

Reuse: Content can be reused in its unaltered form


Revise: Content can be adapted, adjusted, modified or altered

Remix: The original or revised content can be combined with other content to create something new

Redistribute: Copies of the content can be shared with others in its original, revised or remixed form

Retain: Users have the right to make, archive, and "own" copies of the content

SOME FACTS



82%
Textbook costs rose 82% between 2003 and 2013

Since 2012, Open Textbooks have saved BC postsecondary students over

\$500,000

4X the rate of inflation in overall consumer prices (CPI) during the same time

65% of students report NOT purchasing a textbook because of its high price

HUNDREDS of textbooks have already been adopted across Canada by faculty!

Created by
BCOER
LIBRARIANS

Supported by
BCcampus

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This poster is a creation of the BCOER, a group of BC postsecondary librarians working together to support the use of quality Open Educational Resources (OER). For more information about BCOER and its activities, go to open.bccampus.ca.

References

*Open Educational Resources "Library Education Week: Nov. 1-6, 2014. 11 Aug 2014. <http://www.libraryeducationweek.ca/openeducationalresources>

*Open Educational Resources: Benefits for Faculty and Students "Open 2013 Report: May 11-Aug 2014. <http://www.libraryeducationweek.ca/open2013report>

*Open Education "OERBC website: May 11-Aug 2014. <http://www.libraryeducationweek.ca/open2013report>

*Open Education "OERBC website: May 11-Aug 2014. <http://www.libraryeducationweek.ca/open2013report>

*Open Education "OERBC website: May 11-Aug 2014. <http://www.libraryeducationweek.ca/open2013report>

April 2015

This poster was developed as an outcome from the BCOER Hackfest (April 2014) on the benefits of OER for faculty and students.

More answers to the question “*what is open education?*” can be found over on the

BCCampus website where a wealth of tools and information are available.

“Under the umbrella of open education, there are a number of specific ways in which this sharing of knowledge happens in higher education. These practices can include:

- *Publishing research in open journals (open access publishing)*
- *Releasing data to be reused by others (open data)*
- *Using, sharing and collaboratively creating software and computer code (open source software)*
- *Flexible admission policies to institutions or courses (open admissions or open registration)*
- *Student assignments that promote*

*student publishing or
participating on the open web
(open teaching or open
pedagogy)*

- *Sharing of teaching and research practices (open scholarship)”*

[https://opentextbc.ca/opentextbook/
chapter/structuring-your-open-textbook/](https://opentextbc.ca/opentextbook/chapter/structuring-your-open-textbook/)

More from BC Campus

- [OpenEd](#) – Main site
- [OER grants](#)
- [Some of Canada’s Open Education Initiatives](#)



OER’s towards a definition

[https://pressbooks.bccampus.ca/
facultyoertoolkit/chapter/oer-definition/](https://pressbooks.bccampus.ca/facultyoertoolkit/chapter/oer-definition/)



Why open?

Not all media for your courses needs to be created from scratch. Although that's, generally, the aim of the [EMP program](#), when time or resources are limited, development from scratch is not always possible. One of the tenants of “open education” that we explore is the idea of “reuse” and “remix”. Why reinvent the wheel if resources already exist in a form that you can use for your course? In some cases these resources are licensed specifically to be adapted and changed to fit your situation and needs. Resources like this, out there in post secondary education, are already beginning to impact both teaching and learning.

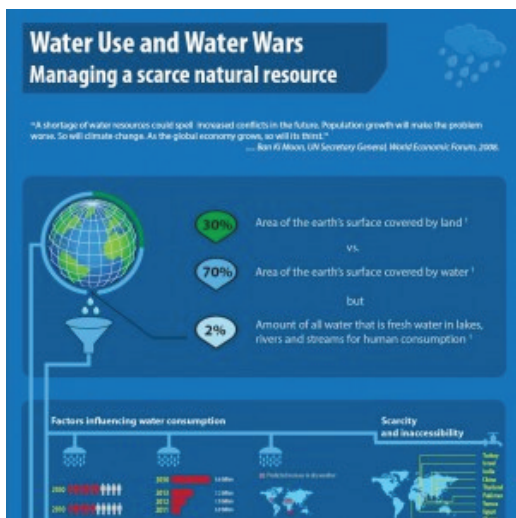
Take a few moments now to select and view a video (or several) from the [Why Open Education matters](#) website about OER's that were missing from the video?

(This is my personal favorite video! ?

Finding and using open resources

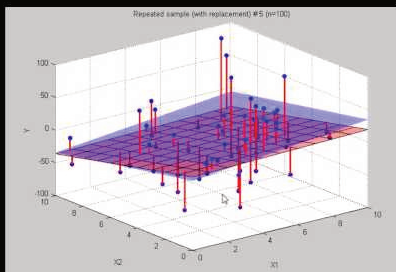
Due to development costs (time and/or money) it can make more sense to find resources that have been created for a similar learning objective, and have been identified as shareable using the Creative Commons (CC) license. You may already be using CC resources, shared among your colleagues in your department, without even realizing it. The internet is a significant source for information and media, that is increasing CC licensed.

Open resources we have made: EdMedia participants have exceeded our expectations in almost every case with both the quality and quantity of media they have produced during our program, and gone on to produce afterwards. Here are a few highlights.



Info-graphic on Global Water Use and Water Wars Shiv Balram from the Geography dept. wanted to create some practical case study resources for his students that would provide a lot of information, in an easily digestible, and mobile form. For his EMP project he chose to work on some custom infographics that could be shared with his students, and dove right into the EdMedia site with [more posts](#) than any participant to date. This work

required him to get up to speed on Adobe Illustrator, and was provided with feedback along the way from the Ed Media team.



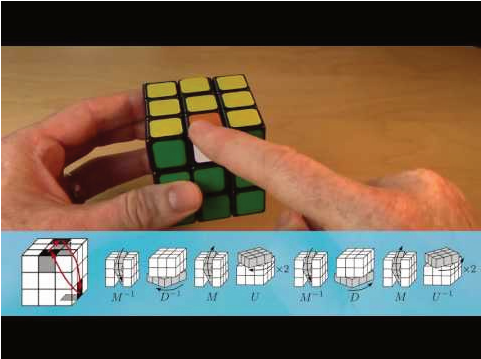
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<https://pressbooks.bccampus.ca/edmedia/?p=21>

Scott Venners began asking about podcasting and wanted to explore the spatial relationships in data analysis, in three dimensions. Initially we talked about using Maya 3D software, but after participation in the EMP, he realized how

much could be done with basic tools and screen recording. He began making videos for his class similar to what you would find at [Khan academy](#), and has gone on to create a rich collection of resources [on his youtube channel](#)./ Sample clips of video lectures,

Math150/151 at SFU [Jamie Mulholland](#), a senior lecturer in the Department of Mathematics, came to the program with some video-making experience under his belt, but wanted to develop and hone his skills in making supportive and informative teaching videos that would enable him to effectively “flip” his classroom.



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<https://pressbooks.bccampus.ca/edmedia/?p=21>

Open courses, and the media that's in them.

Here are a few recent examples of open courses that use OER's. You can see from these examples that there are a wide range of topics and media types, but essentially they all share some characteristics;

1. They're published on a public

web page that has a link you can use to point to,

2. They've been labelled with a CC license indicating the level of use that the author intends, and
3. They're cool!

[Introduction to Learning Technologies](#)
([Links to an external site.](#)) (U of S)

[Video Game Law](#) ([Links to an external site.](#)) (UBC)

[Multi-device Course Companion for CMPT 363](#) ([Links to an external site.](#)) (SFU)

Where do you find these things? There are some general sites where you can find Open resources. This is a dynamically changing landscape so you may be able to find sources that are not listed here and more specific to your discipline or topic. As well, on popular websites such as YouTube,

content may be available that can be linked to from your course.

Take some time, and explore the following links, and of course don't forget to check "google it" first. [Search Creative commons](#) (Links to an external site.) [Free Learning](#) (Links to an external site.) [OER commons](#) (Links to an external site.) [Connexions](#) (Links to an external site.) [Capilano Open courseware](#) (Links to an external site.) [P2PU](#) (Links to an external site.) [Image search Google](#) (same as above, but using the images tab to review results) [Flickr commons](#) (Links to an external site.)—Looking up photo permissions on flickr. [Where is the HTML code and photo file link?](#) [The SFU Image library](#) [Audio search: Free Music Archive](#) (Links to an external site.) [Jamendo](#) (Links to an external site.) [Soundcloud](#) (Links to an external site.) And last, but certainly not least, with a current movement toward lower cost, and engaging textbooks... BC Campus – [Open textbooks](#)

A fairly comprehensive lists can be found on BCCampus website.

<https://cloud.bccampus.ca/index.php/s/qWn6qraU05nzM03>



Creative Commons

Your first activity may have had you explore the [Creative Commons](#) website (along with others) when you went looking for suitable assets. Once identified, these asset can be reused on you personal blog or you course.

The Creative Commons site is one of the

most common locations to find OER's, and also one of the most important places for you, as a member of the EMP program, to license your developed educational media assets! To explore Creative Commons further, head over to [the "Basics of CC" website](#), and watch the video titled "[a shared culture](#)". This will give you some insight onto why we use CC in our program.

Most important, when using CC licensed content, is to read the fine print. Each OER has its own license. Free use of an asset may not allow you editing or "remixing" of that content. To keep this movement going, and flourishing please identify, and respect creator required/recommended attributions.

You can read the fine print here:

http://commons.wikimedia.org/wiki/Commons:Reusing_content_outside_Wiki .. or the 'Coles Notes' here: <http://mollykleinman.com/2008/08/15/cc->

howto-1-how-to-attribute-a-creative-
commons-licensed-work/

Any new discoveries? Did you find an OER that you can use in your curriculum? After spending some time perusing the above sites, please share one that you think will work for your course and let us know how you envision its use.

Taking advantage of other peoples Open Educational Resources is one thing, but sharing your own work with the intention for others to use is a different process entirely. To begin you need a public website that you have access to publish to. It's also helpful if you have some reliability that the site will remain stable for awhile, or if not that you can retrieve the content you publish there. In the EMP program we use the Educational Resources Share for this purpose. The posts there are open and accessible to the public. You may have already made a public comment to that site,

but before you post new resources to share with others, its helpful to practice embedding media in the Canvas environment, which uses a similar technique

Canvas Commons

“Canvas Commons is a learning object repository or digital library that enables users to find, import and share educational resources. It contains content contributed by Canvas users all over the world.”

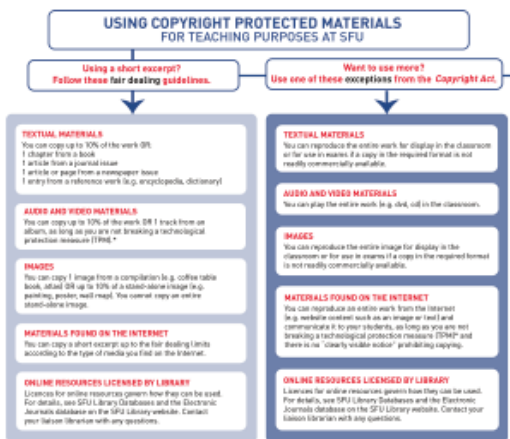
<http://www.sfu.ca/canvas/instructors/canvas-commons.html>

Meet Canvas Commons from Canvas LMS on [Vimeo](#). Sharing in Canvas Commons Just yourself My institution only or sub-

account Share with the public (All Canvas users from all over the world)

Copyright at SFU tips

<https://pressbooks.bccampus.ca/facultyoertoolkit/>



The SFU [copyright office](#) , and learn about our policies and services pertaining to copyright. The [copyright office](#) is your go

to site for all copyright related questions and a wealth of resources. Including some [handy tips for using fair dealing](#) at SFU (hint: this piece was created as an EdMedia project). The Copyright Office also welcomes requests for departmental workshops and can be contacted via email at copy@sfu.ca

- Find resources that are explicitly usable
- You can link to content instead of copying it (to embed it in your course)
- Don't assume publicly accessible files are 'free' or 'open'
- Ask the owner if you are unsure
- Read the fine print.
- Permission to 'use' may not mean permission to 'edit'.

Copyright at SFU. SFU opted out of its Access Copyright agreement on August 31, 2012. Please read [AccessCopyrightOptOutAnnouncement.pdf](#) to learn how this decision affects faculty, staff and students. SFU has a new Copyright office. Please review their website at <http://copyright.sfu.ca> if you have any questions or concerns about copyright.

Know how to use Fair Dealing

Short excerpts are considered ‘acceptable use’ in a classroom environment, for educational purposes under a Fair Dealing exception. Our educational context covers us for “dealing”, while “Fair” refers to a limited amount used from a much larger work. For example you can use a poem from a book providing you only give access to the poem and not the entire book.

To learn more about Simon Fraser University's policy for fair dealing review the following PDF:
[FairDealingR30.04AppendixA.pdf](#).

References and links

- [SFU OER Grants](#)
- [Wikicommons](#)

OER Repositories

Source: KPU Library,
[http://libguides.kpu.ca/
c.php?g=183983&p=1212830](http://libguides.kpu.ca/c.php?g=183983&p=1212830)

Creative Commons Search

Search a variety of media.

HippoCampus

A free academic web site that delivers rich multimedia content—videos, animations, and simulations—on general education

subjects from middle-school to college level.

JORUM

UK. Except where otherwise noted, content on this site is licensed under a Creative Commons Attribution 4.0 International license.

MERLOT

MERLOT is a free and open peer reviewed collection of online teaching and learning materials and faculty-developed services contributed and used by an international education community.

MIT OpenCourseWare

A web-based publication of virtually all MIT course content. OCW is open and available to the world.

NCLOR: The North Carolina Learning Object Repository

Provides a guest login. As a guest, you will

only have access the items in the collections that have been made available to the public.

NSDL: National Science Digital Library

Digital resources and collections supporting science, technology, engineering, and mathematics (STEM) education.

OER Commons

A portal for teaching and learning materials around the world.

Open Course Library

A collection of high quality, free-to-use courses that you can download and use for teaching. All content is stored in Google docs.

Open Professionals Education Network: Find OER

Find openly licensed media elements to use within your courses.

OpenStax

View and share free educational material

in small modules that can be organized as courses, books, reports or other academic assignments.

PhET

Interactive, research-based simulations of physical phenomena for free.

SOL*R

Shareable Online Learning Resources created by BC post-secondary educators. BCcampus

Wisc-Online

Wisc-Online is a small, high quality digital library of Web-based learning resources.

Open Ed [Media] Resources by [Jason Toal](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

The Creative Commons license



EdMedia SFU – Open Educational Resources (OERs) by [Jason Toal](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

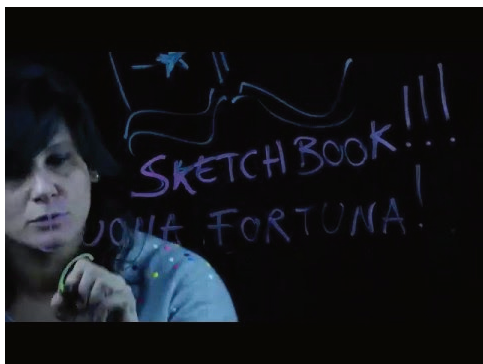
Based on a work at <http://edmedia.tlc.sfu.ca/oer/>.



3.

Chapter 3 - Visual Practice

gif by [30000fps](#)



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<https://pressbooks.bccampus.ca/edmedia/?p=23>

Description

The *Going Visual* studio series, spans multiple sessions, and covers topics ranging from drawing basics, to strategies for using technology and best storytelling practices. You can go through many of the activities on the pages below or attend one of the upcoming sessions.

To inquire how to register for one of our upcoming programs, email tlcentre-edmedia@sfu.ca.

Going Visual I

In a world of information overload, visual communication can be a powerful means of making your course content more accessible and engaging to learners. Simple acts such as adding a hand-drawn arrow to a PowerPoint slide can help learners process material in new ways. In this workshop, TLC interaction specialist Jason Toal will guide you through some basic drawing exercises and explore strategies for applying them to your teaching. No previous drawing experience needed.

Going Visual II

Whiteboard animations, video lightboards, digital comics—there are many different tools available to help you create online

learning artifacts. These artifacts help students understand complex concepts in new ways and can be reused over time. In this workshop, TLC interaction specialist Jason Toal will guide you through a selection of visual tools and help you identify which ones are best suited to your material. Please bring content that you want to communicate to learners to the session.

Going Visual – The story telling edition

In this hands on design studio, we focus on aspects of storytelling that utilize drawings, icons and other visual practices. Participants will explore different 2d techniques to represent time including; the interplay of panels, sequencing frames, storyboards and icons to unleash their story telling skills.

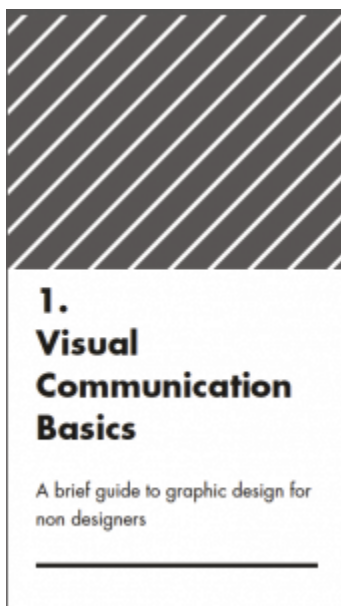
4.

Chapter 4 - Graphic Design

~~Click here for the Spring 2018 EMP Graphic Workshop~~



Graphic Design Guides



Take a look at this very brief graphic design workbook before you start your design project, such as a poster, infographic, book, pamphlet, etc.: [SFU TLC Graphic Design Handbook 2016](#). The presentation PDF for the handbook can be found here: [SFU_TLC_Graphic_Design_Presentation](#)

Also, take a look at this presentation to

learn a little about developing your visual literacy: [EMP_GoingVisual_IconsToImage](#)

And this one that quickly discusses typography, but a lot of it is already included in the Graphic Design Handbook: [TypographyPresentation](#)

Technology, tutorials and resources for graphic design

Industry Standards/Professional Software

Adobe Creative Suite (www.adobe.com)

Adobe Photoshop CC

Adobe Illustrator CC

Adobe InDesign CC

Subscription based, for teachers and educators (all apps, USD 19.99/moth) basic version of Adobe Photoshop, Photoshop

Elements (www.adobe.com/ca/products/photoshop-elements, 79.99 USD)

Industry Standards/Professional Software Alternatives

Affinity Suite (affinity.serif.com)

Only for Apple products and free Beta versions for Windows, but it seems pretty comprehensive, is affordable and not subscription based. Good for designing on Apple or Windows tablets.

Affinity Photo (Adobe Photoshop CC Alternative) – 69.99 USD

Affinity Designer (Adobe Illustrator CC Alternative) – 69.99 USD

Affinity Publisher (Adobe InDesign Alternative) – Not yet released, end of 2016

Templated Design Solutions

Piktochart (piktochart.com)

Online software to make info graphics. Many templates provided with illustrations,

icons and customizable graphs. Can link to presentations.

Free version includes a footer with “Made by Piktochart”. To download as a pdf (i.e. print standard or for documents with embedded video) requires upgrade. You cannot upload svgs, but PNGs and Jpegs are compatible.

Free/ Login required

Canva (canva.com)

Online software to produce graphic design. Many templates are provided with many stock photos, illustrations and icons. Charts at this point are not customizable and no video embedding. You can share your work online. Can download as pdf (print standard) on free accounts.

Free/ Login required

Emaze (emaze.com)

Online Software for Presentations. Many templates, photos and other items to make fancy presentations. Can also make template games which is interesting.

Login Required/Not Free

Wix ([wix.com](https://www.wix.com))

Simple website maker with plenty of provided templates, photography, illustrations, etc. Hosts websites for free but if you want your own domain name, i.e. www.yourname.com, you will have to purchase a subscription with them.

Free/Login required

Online Image Editors

Pixlr ([pixlr.com](https://www.pixlr.com))

Somewhat comprehensive photo editor. You can use draw tools and edit photos. Largest image allowed is 4000×4000 (13.3”(337mm) at 300 dpi for printing).

Free/Login Required

Photopea ([photopea.com](https://www.photopea.com))

Similar to Pixlr but no login required. Interface is less streamlined.

Free/Login Required

Adobe Photoshop Express Editor
(www.photoshop.com/tools/editor)

A basic photo/image editor. There are easy filters to improve an image, brightness, contrast and other effects. You can easily place type and place in clip art. No drawing ability though.

Free/ No Login Required

Online Vector Graphic Editors for Icons and Symbols

Vectr (vectr.com)

A very basic vector graphic program but can suit the needs of a basic user. Can be used to create or customize existing icons.

Free/No Login Required

Open Source Alternatives

www.rollapp.com

There are many open source software that are supposed to be alternatives to the expensive professional software. Although there are quite a few online options, these programs are guaranteed to be free and with

no restrictions and provide industry standard files. They often are a bit clunky to use. You can download the native programs from the open source site, but if you want to run them on your Apple or Android tablet, you can use rollapp.com. rollapp.com is good for browsing appropriate open source software.

Apps that I like are Inkscape, for a more comprehensive but free vector program and OpenOffice, which is an open and free alternative to Microsoft Office and Google Docs.

Other Resources

Fonts:

Google fonts (fonts.google.com)

A good source for open source fonts and available in Google Docs

Font Squirrel (fontquirrel.com):

For higher quality, free and almost free fonts.

Icons:

I also recommend using these websites to find icons to use and adapt:

www.thenounproject.com

www.flaticon.com

<http://www.simunity.net/> | **Customize your own icons**

Imagery:

Try searching for images on Google (Labelled for Reuse Usage rights) or Flickr (No known copyright restrictions). Websites like Pexels.com are also good.

Colour Palettes:

Colors.co: Simple colour palette generator

Online converting tool:

<https://convertio.co/html-svg/> (can use to change html to svg)

Courses/tutorials

Designing Icons:

<https://www.lynda.com/Illustrator-tutorials/Designing-Icons-Web/157227-2.html>

Layout:

<https://www.lynda.com/Nigel-French/57-1.html>

Inkscape Training:

<https://www.lynda.com/Inkscape-tutorials/Inkscape-Essential-Training/418854-2.html>

Interesting Reads/Listens

Layout & Design

<http://www.vignelli.com/canon.pdf>

<http://www.aisleone.net/2012/09/18/graphic-design-for-non-profit-organizations/>

<http://www.creativebloq.com/netmag/create-balanced-page-layouts-7-pro->

tips-121310009

<https://designschool.canva.com/blog/multi-page-layout/>

<https://designschool.canva.com/blog/design-rules/>

Universal Principles of Design

<https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html>

General Talk on graphic design and inspiration from American Design Icon Doyald Young:

<https://www.lynda.com/Documentaries-tutorials/doyaldyounglogotypedesigner/62371-2.html>

Very typography specific course:

<https://www.lynda.com/Design-Typography-tutorials/Foundations-Typography/106698-2.html>

5.

Chapter 5 - Audio Recording and Podcasting



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<https://pressbooks.bccampus.ca/edmedia/?p=27>

Historical audio recording from 1927.

Description

This hands-on session provides participants with a broad introduction to using audio in their teaching practice. We share eg of

sound used in teaching, the basics of recording and editing audio. You'll explore a range of audio samples and production tools, from the smart-phones to a professional audio studio. You will practice the basics of audio editing and prepping files to be embedded in your online course.

This session offers a hands on opportunity to use tools and techniques for embedding audio in a classroom context.

Outcomes:

- To listen to share a variety of educational audio.
 - To record an audio sample and save for editing.
 - To edit an audio files(s) and to make it accessible.
-

“Can you hear what I hear”?

Using recorded audio in the classroom is old as recorded audio itself. Educational uses of audio were predicted to be amongst the [primary uses of the phonograph](#) intended by Edison in 1878.

The audio test recaptured in this historical audio recording [from 1927](#).

[Thomas Edison Mary had lamb](#)

Why teach with audio?

Recorded audio can be used in [numerous academic contexts](#).

- To provide students with a study aid they can review after lecture;
- To enable students to review the lecture in preparation for discussion and debate;
- To demonstrate a task, procedure,

or complex concept that would benefit from multimedia presentation and/or the ability to watch repeatedly;

- To use on an ongoing basis as a reference for students;
- To free up class time for discussion. Making recorded lectures available before class meetings makes more time available for discussion and hands-on activities

At SFU, audio from lectures can be easily be recorded and distributed to students. Check out this page of [audio lecture services available at Simon Fraser University](#).

Educational audio examples

As you listen through some of the examples of educational audio below, consider ways

sound could be used in your own learning space.

Sample audio – Early adopter podcast
– Modeling Social Phenomena is a lecture edited for podcast from Courtney Brown, Emory University 2006



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online here:

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Sample audio – Storytelling: History 451

A history course in which audio was used to create ‘memoryscapes.’ Audio was also used to demonstrate the task of recording audio and includes [some recording tips](#). Many unique SFU voices were recorded for this project like this interview with one of the facilities workers.



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online here:

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Sample audio – Teachers as producers –
<http://trusoundcamp.net/resources/products>

Sample audio – SFU lecture recording.
 With and SFU computing ID you can access
 a wide range of audio recorded lectures –
http://cgi.sfu.ca/~lectures/pub_html/cgi-bin/index.php

Sample audio – A soundcloud collection



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You can view it online here:

[https://pressbooks.bccampus.ca/
edmedia/?p=27](https://pressbooks.bccampus.ca/edmedia/?p=27)

Audio recording 101

Start: *To complete this lesson, choose an audio recording medium. You can use one of the audio capture devices we bring to the session or, download the [Soundcloud](#) app on your mobile device (requires account) and publish to the internet from the field. For a list of devices we use and share see the [EdMedia resource page](#).*

Tools – What options do you have to record audio? What are important

Techniques – What conditions should you pay attention to while recording.



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Activity: *Record a short (30-60 second) reflection on audio in the classroom, tell a story about your experience listening to learning, , the workshop, or just make something up. I will add it to the “Amplify*

your classroom” set on soundcloud if you forward me your audio.

Getting ready to record your audio project?

Top 6 Audio Recording Tips:

1. **Script your dialogue!** – Write out your dialogue in a script format and practice, practice, practice! There is always room for improvisation, but be sure to have the core of your dialogue planed out.

2. **Plan out all the gear that will be needed** – Are you recording with an external USB mic? Are you recording directly into your laptop microphone? Make sure you plan to have a microphone, any necessary cables, headphones, installed software, etc. Do some test recordings to make sure all your software and hardware are working properly.

3. **Find a quiet location** – Record somewhere where you can control the environment. Background sounds might be needed in some recording to provide context, but be sure that they dialogue is audible at all times.

4. **Get close to the microphone** – but not too close – keeping the microphone a 4-12 inches away ensures the recording is loud enough and that background sounds do not overpower the voice. If you are too close you'll pick up loud unwanted plosives and proximity effect. If you want, you can use a windscreen on the microphone to prevent wind and breathes from distorting the microphone capsule.

5. **Set a proper level on your recording device** – Levels should be set so you see your dialogue is being recorded on the meters at -12db -10db and has absolute peaks at -6db. Make sure to take plenty of time to set proper recording levels!

6. Don't try to capture "The One" – Make several recordings and select the best recording. Give yourself plenty of options when you're in the editing phase.

Recording with a USB Microphone

Note that **Volume** refers to the sound you hear in the headphones, while **Gain** is an actual measurement of the sound in decibels. To get a proper recording level, the Gain is adjusted, whereas if it is too loud in your headphones, adjust the Volume.

Sit about **4-12 inches** from the mic. If you find that this is too far, adjust the Gain on the mic to increase the level or move in closer. Enunciate clearly and read or narrate at a consistent pace. Use your headphones when recording to make sure that you can hear how clearly your voice is being picked up. Adjust your distance away from the mic

if you constantly hear your own breath blowing into the mic.

Adjust the **polar pattern** on the mic for the correct pick-up. The Yeti's polar patterns are listed below. The knob for these is located at the rear of the mic.

- **Cardioid:** Sensitivity is focused towards the front of the mic, largely eliminating background noise. Use this setting for individual recordings.
- **Omni-directional:** Sensitivity is in all directions, picking up sound from all around. Smartphones, camera microphones and most lavalier (lapel) mics have omni-directional mics (cardioid lav mics

are used in headsets), so more background noise will be picked up. Use these settings for recording sounds all around the microphone, such as a meeting (mic in the centre of the group).

- **Bidirectional/Figure Eight:** Sensitivity is towards the front and the rear of the microphone. Use this setting for a conversation between two people sitting across from each other.
- **Stereo:** Sensitivity is multi-directional with dual left-right tracks, so use it when recording multiple

instruments or voices
at once.

Editing audio with Audacity 101

Start: *To complete this lesson, download [Audacity](#) and install it on your editing computer. Make sure you have also installed the LAME encoder to export .MP3 file format.*

There are many great resources for Audacity fundamentals out there. On the Audacity website itself there is a [great collection of tutorials](#), but also SFU's own radio station [CJSF](#) provides [editing software resources](#) via its wiki. They occasionally host more in depth Audacity workshops so keep an eye on [CJSF news](#)!

Audacity basics

[Audacity Basics](#)

[EMP Audio Workshop Instructions](#)

[SFU Vault Resources](#)

Links and references

TRU Soundcamp, Youshow – Many fascinating projects have been developed at Thompson Rivers University creating space for Faculty to experiment with audio.

- [Soundcamp](#)
- [youShow](#)

John Born post -> <http://etug.ca/2013/01/08/t-e-l-l-january-audio-in-education/>

Keith Webster and Hayley Hewson, Best Tool for Creating Slides with Audio -> <http://etug.ca/2015/01/19/t-e-l-l-january->

finding-the-best-tool-for-creating-slides-with-audio/

DS106, the preeminent digital storytelling learning experience, is very comfortable with the medium of audio. [One of many assignments](#) and resources available from this community.

Royalty Free and Creative Commons Music and Sound Effects

Adding music and/or sound effects can enhance your video or audio piece. Here are some resources for royalty-free and Creative Commons audio works.

- **Incompetech** (some music here is not royalty free; all songs require attribution):
<https://incompetech.com/music/>
- Free Music Archive is a good

resource if you want to know more about what constitutes Creative Commons and its four licensing terms of Attribution, NonCommercial (“NC”), NoDerivatives (“ND”), and ShareAlike (“SA”). It defines each type of use and what that allows you to do.

- **Garage Band loops and music:**

Apple has stated that songs and music loop exported from its Garage Band software can be used in videos, provided that the music is not be repackaged and resold as original music.

<https://support.apple.com/en-ca/HT201202>

- **Free Music Archive FAQ:**

<http://freemusicarchive.org/faq>

- To download music from **Free Music**

Archive:

<http://freemusicarchive.org>

- [YouTube Audio Library](#)
- [CCMixer](#) (Creative Commons – attribution)
- **Free Sound** (requires registration/login to be created, includes music and sound effects): <http://freesound.org>
- **Sound Bible** (includes music and sound effects): <http://soundbible.com>

6.

Chapter 6 - Smartphone Video Production



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<https://pressbooks.bccampus.ca/edmedia/?p=29>

Why Video?

Videos can take information that was static and immovable and create a dynamic form of media that can capture your attention in an engaging way. Video can also create a personal connection as the viewer can empathize or see the viewpoint of the speaker.

Video also has the benefit of combining several forms of media together to get a greater picture: video, audio, graphics, photos and text. Telling a story or conveying information using these overlapping elements can combine to create interest or appeal to emotions to captivate the viewer.

Video has the ability to simultaneously appeal to auditory and visual senses, which combines text, music, sound effects, camera shots, graphics and photos to create more of a full-sensory experience. You can more readily experience the viewpoint of the speaker or filmmaker as it can make you feel closer to material as you experience what they do. In films, this can create empathy or sympathy for characters if done properly, which holds the interest of the viewer in an engaging way in which they want to see what happens in the story. In educational videos, while empathy or sympathy be irrelevant or not needed, the

speaker does want the audience to learn, to be engaged, attentive and motivated. However, the same principles used in cinematic films can still apply to educational videos to enhance learning.

There are three stages in video production:

Pre-Production(Planning and Writing)

Production (Filming and Recording)

Post-Production (Editing and Delivery/
Posting)

Logistics of Making Videos

When choosing to create a video for learning purposes, there are three logistical factors that you must keep in mind, which are:

1. **Time:** How much time do you have to make your video? How long do you want your video to

be? Do you have time to gather resources, people and locations and then edit the footage afterward?

2. **Resources:** Do you have the needed equipment, such as an updated version of Camtasia, a good microphone and possibly a smartphone to record additional video or photos? Do you have a quiet, uncluttered room with good light (either from lights or a window)?
3. **Skills:** Do you know the fundamentals of how to create, edit and share a basic project in Camtasia? Do you need to find or create additional photos or video, such as from a smartphone? Do you know how to hook up and test your microphone?

7.

Chapter 7 - Reflections and future projects