OUTCOMES BASED LEARNING MATRIX

Course: MDIA 116   Department: Media

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Understand the fundamental terminologies and concepts of Non-Linear (Digital Video) editing.	• Assigned readings (R, CT) • Lectures and Classroom discussions (CT, OC) • PowerPoint and enhanced media presentations (CT, R, OC) • Viewing and discussing edited video programs (CT, OC) • Viewing and discussing technology web sites and technical specifications (CT, OC)	• Class participation (OC, CT) • Written assignments (CT, W) • Quizzes, In-Class discussion, Final Exam, completion of three projects. (CT, TS, R, W, OC, QS,)
Understand and incorporate editing techniques in project production	• Write, Shoot and Edit video/audio productions (CT, TS, QS, W) • Class discussion/feedback (CT, OC)	• Completion of three projects (CT, TS, QS)

Acquire skills in basic computer hardware and software applications and understanding of operation of computers and file structure and digital storage management.	• Lecture and presentation (OC, CT) • Hands-on practice in computer file management & NLE project setup/operation, (R, OC, QS, CT, TS)	• Class participation (OC, CT) • Quizzes and Final Exam (TS, CT, R, W) •
Develop a fundamental understanding of "binary code" and the process of "digitizing" and "CODECS" and the three basic knowledge points: 1. Frame Size 2. Frame Rate 3. Data/Bit Rate	• PowerPoint Presentation (R, CT) • Lectures, Notes, Classroom discussions (CT, OC) • Web video presentations & demonstrations (CT, R) • Handout with binary code worksheet (QS, TS, CT, R)	• Class participation (OC, CT) • Written assignments (CT, W) • Quizzes and Final Exam (CT, W, R, TS,QS) • Completion of three projects (CT, TS, QS)
Understand basic operations and terminology of NLE Project setup and timeline editing.	• Assigned readings (R, CT). • Lectures and Classroom discussions (CT, OC). • Hands-on demonstration/practice in software applications (CT, TS, R). • Viewing and critiquing edited video and audio projects (QS, CT, TS).	• Class participation (OC, CT) • Written assignments (CT, W) • Quizzes and Final Exam (CT, W, R, TS,QS) • Completion of three projects (CT, TS, QS)
Develop a familiarity with three major NLE software editing applications/platforms in wide use.	• Lectures, Notes, Classroom discussions (CT, OC) • Hands-on demonstration/practice in software applications. (CT, TS, OC, QS)	• Class participation (OC, CT) • In Class work/demonstration (OC, CT) • Written assignments (CT, W) • Quizzes and Final Exam (CT, W, R, TS,QS) • Completion of three projects (CT,

		TS, QS)
Develop an understanding of the basics of camera technology, lighting, sound, microphones, shooting techniques necessary to understand the editing process.	In class hands-on demonstration and participation with production technology (TS, OC, CT)	• Class participation (OC, CT) • Written assignments (CT, W) • Quizzes and Final Exam (CT, W, R, TS,QS)
Develop a clear understanding of rendering, exporting, "make movie" process for final mastering/delivery of projects/videos	Lecture, Question and Answer and hands-on software demonstration and participation (CT, TS, OC)	• In Class work/demonstration (OC, CT) • Quizzes and Final Exam (CT, W, R, TS,QS) • Completion of three projects (CT, TS, QS)
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . ..** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).