Sample COE ATIG Proposal

Applicant/ principal investigator information
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Project Information

Report/Review the Scoring Rubric (pdf)

Project Title and Description
Blaker-Butler Newsroom (BBN)
As part of their ED 425 student teaching placement, Eliza Blaker and Ovid Butler will unite their expertise (as English/History majors and journalism minors) to create a news production project for the students in their classrooms. This project is for 11th grade English-Language Arts students at Middletown High School. The Blaker-Butler Newsroom Initiative is part of a project-based learning model. Prior to producing their newscasts, students will explore the field of journalism, its history, journalistic best practices and journalistic writing, and receive coaching in public speaking.

Students will use audio and visual equipment including a camcorder, microphone, tripod, and video editing software to act as reporters, anchors, producers, and camera operator. Students will plan, film, edit, and broadcast at least two newscasts for the student body of Middletown High School in the span of 6 weeks. Students will work in groups to produce various segments. Students will choose which segments they will report on and produce, but some potential segments include: student life activities, student sports, community news, teacher/student spotlights, entertainment news, and human interest stories.

Goals and Outcomes
Students will use this project as an opportunity to meet Indiana State Standards in reading non-fiction, writing, speaking and listening, and media literacy. This project is an opportunity for students to practice real-world problem-solving, teamwork, and public speaking skills. Students will be exposed to a particular field that prioritizes the written and spoken word and thus understand content objectives in a new way. Additionally, students will expand their comfortability with using (potentially) unfamiliar technology and exploring the variety of ways technology and language will be utilized in their future careers. Students will likely value the unit for its novelty and for the importance it places on effective communication in society.

Some challenges of this project include time management. Students have varying comfort levels when it comes to technology, so students will need to receive technology instruction as well as content instruction on the field of journalism. These are two large topics, so students must have a high level of buy-in for this project to be accomplished.

Instructional Method Rationale
Many high schools and middle schools air weekly newscasts. Often, these news broadcasts are produced through an after-school program or as part of an elective Journalism course. Many teachers assign newscast production as a summative assessment. The frequency with which such a project is assigned is
unsurprising, because such a project caters to students’ wide variety of interests and learning styles. The BBN...

- utilizes students’ multiple intelligences (Gardner), calling students to utilize interpersonal, linguistic, and visual intelligences.
- is a developmentally appropriate, learner-based experience (Piaget). Students have the autonomy to choose what and how to report, and are allowed hands-on experience to practice developing complex skills.
- is a heavily-scaffolded, highly social experience (Vygotsky). Students will first work alongside teachers as they observe existing news broadcasts and plan segments, then gradually work within student groups to produce their own content.
- functions on all levels of Bloom’s Taxonomy. Students must be accomplished analyzers, evaluators, and creators to successfully produce a newscast.

Much literature exists to assist teachers in planning their newscast units (such as this resource from schooljournalism.org). Additionally, much research (such as “Increasing Student Engagement and Retention Using Multimedia Technologies” by L. Wankel, P. Blesinger, and C. Wankel) indicates the benefit of utilizing technology in the classroom.

Project Timeline

- **Week 1** Introduction to journalism and journalistic writing (history, forms, what makes a “good” article? A “good” newscast?); class creates a rubric to evaluate final project
  - Formative assessment: Students will turn in an outline for a potential segment and choose which beat they’d like to cover
- **Week 2** Students will meet with their groups, determine roles within their group, draft a script for their segment, and participate in journalistic writing workshops.
- **Week 3** Students film and edit their segments. Students will receive instruction on editing software
- **Week 4 (Mon-Wednesday)** Students offer each other feedback on their segments and make final edits, splice together segments, and promote their broadcast to the rest of the school
- **Week 4 (Thursday-Friday)** Students publish final broadcast, present to other classes, and reflect on the experience and their learning.

Description of roles of all personnel involved in the project, including PI

**Eliza Blaker** is the lead curriculum designer. She will create lesson plans related to the history of journalism and journalistic writing. Blaker will also conduct evaluation on the success of the project.

**Ovid Butler** is the on-site technology specialist. He will create documentation/ compile resources on how to utilize technology, offer instruction on technology, and is in charge of disseminating student broadcasts and sharing the BBN plan with other local schools.

Anticipated Budget Outline

Each class period has between 25-30 students (5-6 groups per class period), and each group needs one camcorder, one lavalier microphone, and one tripod. If students identify a need/ depending upon their segment decisions, we might utilize a green screen as well. As such, the BBN requires at least 6 camcorders, 6 lavalier microphones, and 4-6 tripods. Student groups will also need access to video editing software to splice together their video segments.
If all of these materials need to be purchased, then the cost would be as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Price per Item</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camcorder</td>
<td>6</td>
<td>$50</td>
<td>$300</td>
</tr>
<tr>
<td>Lavalier microphone</td>
<td>6</td>
<td>$15</td>
<td>$90</td>
</tr>
<tr>
<td>Tripod</td>
<td>6</td>
<td>$26</td>
<td>$156</td>
</tr>
<tr>
<td>Green screen</td>
<td>1</td>
<td>$20</td>
<td>$20</td>
</tr>
<tr>
<td><strong>OpenShot Video Editor</strong></td>
<td><strong>Enough for 30 computers</strong></td>
<td><strong>Free</strong></td>
<td><strong>Free</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>$566.00</strong></td>
<td><strong>$566.00</strong></td>
</tr>
</tbody>
</table>

*Note: The specific brand and model for these items are only suggestions. The particular brand or model of technology is not an important aspect of this project.

### Evaluation Plan

**State Standards** Students will be evaluated on their success at completing this project through a variety of ways. Their final newscast will be evaluated based on a rubric (which the students will assist in creating in order to better measure the skills they find important and increase buy-in for the project). The rubric will include the following areas: problem-solving, teamwork, public speaking/storytelling, technology proficiency, and journalistic style. Students will be formatively assessed (primarily through exit slips and student-teacher conferences) throughout the unit to measure their understanding of the field of journalism.

**Technology Usage** The success of this project from a technology standpoint will be evaluated by the students themselves at the end of the project. Students will create and grade themselves on a rubric at the beginning and end of the project describing their comfortability with technology. Students will also turn in a brief written assignment regarding their considerations as to how they might use technology in their future careers (and how this project has influenced these considerations). If students’ comfortability with technology increases, and/or whether they identify new ways they can use technology in their careers, this project will be deemed successful.

### Dissemination Plan

**Student Newscast** Students will create their own dissemination plan for their broadcasts throughout the school. With the help of Ovid Butler, students will determine the most effective way to share their broadcasts with others.

**Unit Resources** Eliza Blaker will share her unit plan (and corresponding lesson plans) for this project with the other teachers at the school. Ovid Butler will share his resources on how to teach and utilize the technology used for this project. Blaker and Butler intend to post reflections and strategies for utilizing this unit plan to their respective e-portfolios, which they will then share with fellow COE pre-service teachers with tips on implementation. Both Blaker and Butler intend to gather data throughout this unit to modify and update this unit for their personal use in their future classrooms.

**Peer Development** Blaker and Butler will present this unit plan along with research on the importance of integrating technology in education and tips for implementation to fellow College of Education/Journalism department peers at a technology workshop in the spring semester.
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Sustainability Plan, assuming project is successful
The dissemination of these resources will allow Middletown High School to continue utilizing this unit if they so choose. Additionally, if this project is deemed successful, the school should apply for a grant to invest in technology equipment permanently available to students.

☐ Demonstration of COE faculty’s or cooperating teacher’s support via their completion and submission of project support and acknowledgment form.