

ED 308

Tuesday April 15, 2003

### **Introduction**

I was a member of the Interdisciplinary Studies team that worked with Steve Tatum. We presented in Steve's Interactive Multimedia class. This class consisted of students who were interested in technology and in the art of technology. The class created assignments that were computer graphics based and because this class is not required within the curriculum at Lafayette all of the students in Steve's class had chosen to be there because they enjoyed technology. Our project was based on a skill that they had already mastered, Adobe Photoshop, so our assignment was a review for the class.

### **Objectives**

The objectives of our project were to explain and show the affects of language and image in advertising on the teenage population.

### **Materials**

Our group used Microsoft Power Point to come up with a slide show of facts and images to relay the information behind our goal, Microsoft Word to create a worksheet to aid the students in their own research, Adobe Photo Shop to scan and present images of advertisements and to alter found images, and the internet for personal as well as student research and to show and online video.

### **Description**

#### Day One

- First portion of Power Point presentation
- PBS video: Merchant of Cool
- Worksheet and individual web research

#### Day Two

- Second portion of Power Point presentation
- Assignment handout
- Individual work on projects

#### Day Three

- Presentation of finished projects

### **Evaluation**

We used two separate assessments for our project. The first was a worksheet that we handed out to the students following a Power Point presentation. The worksheet included questions that forced the students to look at and read portions of relevant websites. The second was an assignment in which the students took real advertisements and doctored them so that the reality of their message and the impact of their products on society was displayed so that they could understand and show the effects of language and image in advertising on the teenage population.

### **Results**

Student attitudes in the class were mostly receptive and interested. There were a few students who were involved in their own activities, due to the fact that the computers were available and in front of them during our lesson. The students received the assignment well and were eager to begin working on it once it was assigned. Our host teacher was extremely excited and receptive throughout the process and was helpful when certain parts of our presentation, i.e. the online video, did not work due to technical errors. About one half of the assignments that were turned in were complete and looked as if thought and effort had been put into them. The other half of the students were missing one or two of the requirements we specified on the handout that outlined the assignment, however the technological achievements of all of the projects were astounding. It was amazing to see what these students can create. Our host teacher wanted to and did grade the finished projects.

### **Lessons Learned**

There was only one slight hitch in our presentation and that was the online video. We had tried to purchase a VHS copy of the video but we found we didn't have enough time so we went with the online version and when the time came the video did not work and wouldn't play from the website. We had to make up for this by giving the students more time to do their worksheet and by structuring their Internet research time a little bit more specifically. Next time we will all know to make sure each part of the plan is completely reliable.