

Plan for Instruction – GoAnimate Workshop

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Audience: Faculty and/ or students in a digital media commons of an academic library.

Purpose: To learn how to use an online animation tool, GoAnimate

Setting: The Digital Media Commons mission is to instruct and aid patrons using multimedia tools. To that end workshops to instruct patrons on the use of said tools are conducted often.

Resources: Students must have access to a computer to work through flipped portion of the workshop. GoAnimate is an online animation tools available to anyone with a computer. During the workshop eight computers (probably in the Digital Media Commons) are required. Computers must be equipped with headsets.

Google Form for pre- assessment.

<https://docs.google.com/a/uncg.edu/forms/d/1FoFFjolfAfg7FFyEJD085BI2IYBF6aReHuX5HGuBqAM>

Welcome video created in

GoAnimate. <http://goanimate.com/videos/0yoGugbwYiEg>

Blendspace board with GoAnimate resources including as TedEd video, video tutorials, public domain audio and text libraries, and educator resources.

<https://www.blendspace.com/lessons/ZhlvkRImUT24Ww>

Students who wish to customize their animation may bring images, text and audio to use during the workshop.

Discussion prompts. See Part Two.

Instructor created audio and text clips for use. See Example.

Rubric for assessment of project during end of workshop screening. See Part Three

Worksheet with prompts for one minute writing. See Part Three

Objectives:

Objective One: Keeping in mind audience and purpose, the student will be able to identify and choose components and materials to use in GoAnimate including images, audio, and built in assets. (Standard 6:2 b, c)

Objective Two: The student will be able to create a GoAnimate video for use in presentations or for a flipped classroom module. (Standard 6:3 a, c)

Standards:

This workshop meets many of the points of the ACRL Standards for Visual Literacy Standard Six. Of particular relevance to this workshop are Standard 2:b,c and Standard 3:a,c. See Standards Page.

Teaching and Learning Activities:

Prior to training session

- An email will be sent out to attendees directing them to complete the flipped portion of the workshop which is on a Blendspace board and also linked in the email. The required activities are to respond to a survey, watch various videos and comment on a tutorial video.

Workshop Session

1. Welcome and explanation of activities (2 minutes)
2. Discussion of TedEd video (persistence of vision) and Blendspace resources (5 minutes)
3. Demonstration of GoAnimate interface (5 minutes)
4. Warm up activity – each group explores a theme and reports back (10 minutes) Questions :*What characters are there? What actions and emotions are available? What backgrounds? What parts are editable? Did anyone try actions or emotions?*
5. Discuss Goal – 20-30 second clips with sound or text to speech (1 minute)
6. View and discuss How to Use GoAnimate video (5 minutes)
7. Facilitated work time (45 minutes)
8. Screening and sharing of projects (15 minutes)
9. One minute writing (2 minutes)

Assessment strategies and tools:

Assessment occurs throughout the workshop. Considering the informal nature of the workshop it is not graded and is intended to check effectiveness of instruction.

Elements included are:

1. Pre workshop survey - to check comfort with technology and possible needs of learners.
2. Blendspace tutorial comment response
3. Warm Up activity – evidence based formative assessment checks understanding of the interface, and responds to Objective One.
3. Screening of created projects – observation of created animation responds to Objective Two, uses the following rubric

Dimensions of Performance for Screening and Discussion	Below Standard	Satisfactory	Accomplished
Indicates having made aesthetic and design choices to convey meaning (2:b)	Aesthetic and design choices do not assist and enhance content and message. Product has little focus.	Aesthetic and design choices somewhat assist and enhance content and message. Some focus is demonstrated.	Aesthetic and design choices fully assist and enhance content and message. Product has a clear focus.
Indicates signs of creative incorporation of existing image content (2:c)	Creates a scene but requires help to understand character, background and prop library.	Creates a scene and demonstrates understanding of the possible uses of the character, background and prop library.	Creates a scene, demonstrates understanding of the character, background and prop library. Shows originality in use of content.
Indicates signs of experimentation (3:a)	Creates only one scene, does not include props or more than one character.	Creates a more than one scene, uses props, may use more than one character.	Creates more than one scene, uses props, and more than one character.
Indicates proficiency with the tools (3:c)	Creates a 5 to 10 second clip. Does not incorporate any audio or text to speech. Student needs help to complete.	Creates a clip of 15 to 20 seconds. Incorporates text to speech. Student requires some help to complete.	Creates a clip of 30 seconds. Uses imported audio. Student requires little help to complete.