Lesson Plan

Introduction to Adobe Flash CS3

Course Name

5100:800:633  Hypermedia

9/24/2008- Zook Hall 315
Wednesday 4:50pm-7:20pm

Created by

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Lesson Plan Format for : Hypermedia

Name: Khalid H. Moukali & Jennifer Stover
Lesson Plan Title: Introduction to Adobe Flash
Subject Area(s): Hypermedia
Grade Level(s): Graduate Students
Time Allocation: 1 ½- 2 Hours

Objectives/Indicators

Students will be able to:
1- Understand the concepts of Adobe Flash and terminology.
2- Identify operation tools of Adobe Flash.
3- Describe how these tools are used to create motions twins, animations and symbols.
4- Learn how to import and use images and sounds in Adobe Flash.
5- Organize thoughts and ideas to complete tasks.
6- Produce creative works on Adobe Flash.

Student Grouping:

At the beginning of the lesson we will led whole class instruction to give material and directions for students. Then we will give an assistance to each student individually prior to their needs. We need whole class grouping at the beginning because all students will have the same message of information to that are associated with directions and demonstration of some examples of how to complete some tasks by using Adobe Flash tools.

According to following learners' analysis, this way students grouping at the beginning gives teacher a control over the class to give his content and get student involved actively. Student also will share the same required content and benefit from each other questions during the lesson. However, to ensure a full acquisition of using flash tools, each student must have a computer with Adobe Flash software and we need to give them assistance individually and guide the students with each part of tasks at the second half of the class time. Then the students are required individually to apply the content by themselves before they prove their accomplishments for all skills.

If they don’t ask questions publicly in the class to not expose their works, definitely they need to be monitored by us and have immediate feedback. This form of independent study helps students cognitively to elaborate and rehears their works to be remembered for other following lessons in the future. Also when they achieve each task successfully by themselves, a big motivation will follow up for learning more tasks.
Prior Knowledge/Prerequisites:

Students need to have a minimum knowledge of computer literacy. So, they can operate computer and deal with some fundamental software such as Microsoft Office software. Also, they can open programs and use Internet.

Learner Analysis and Students with Special Needs:

General characteristics:

The target audience is graduate students who major in instructional technology. Some of them in the last semester to complete their master’s program and others just started their program. All students have a good experience with computer and integrating technology into the classrooms because most of them are teachers.

Personal and social characteristics:

All students have an access to a computer that has limited multimedia programs, and access to the internet. They look for touchable content that it is easy to memorize and beneficial to use in their teaching careers. In addition, there are no conventional characteristics. Finally, the following cognitive developmental characteristics should be known when we need to write lesson procedures and instructional material in our teaching plans.

Cognitive Characteristics:

Most of graduate students have the ability to understand abstract concepts like numerical values in algebra. Also they can understand symbolism in literatures and grasp philosophical concepts. In addition to that, they are able to theorize, hypothesize and criticize complex concepts for logical reasoning. They understand all terms and concepts that are provided in Instructional Technology courses like multimedia. Graduate students are able to think about themselves to create more developed cognitive strategies e.g. memorizing many things by rehearsal method. Also, they sometimes tend to not answer discussion questions during the lecture; they refrained from participating effectively because they felt that they don’t have the factual information that provides the right answers. They believe that expertise or authorities have the certainty of right or good answers for questions about knowledge and who can solve the problems and depend on them to perceive their information about everything (William Perry, 1970). Graduate students tend to remember, take notes and seek fact–oriented information while they are studying (Roger, Gregory, Monica and Royce, 2004).

In contrast, learning-orientation students who believe in entity theory seek to improve their skills and competence. They look for challenges and persist to success with effective strategies and if they fail they get positive response to the failure and attribute it to the effort. Therefore, they are self-regulated (Roger, Gregory, Monica and Royce, 2004). Finally, their social structures determine how we learn and think. Some students are
ulorable and feel down from variables that are surrounding their socioeconomic status; race or even physical health and they need equal treatment from educators to prepare them before learning.

All of these characteristics have consequences not only on teaching plan but also on learning outcome. These resources about graduate students will be used to develop them by engorging their existing skills and to cultivate more advanced thinking skills like metacognition, also to create appropriate environment to affect their interest and motivation. A deeper understanding of students’ social environment can enhance learning development when teachers facilitate interactions between students in the classroom. In other words, we are able to make informed decision about Varity of aspects of the teaching plan to measure whether the instruction will be success or not.

**Models of Instruction/Instructional Strategies:**

Guided instruction with active learning model will be used to master the set objectives during learning. So the focus will be on behaviors and skills to achieve goals and the main strategy is how to get students involved with lesson. We will give introduction to active some of prior knowledge about some common software. Then the students will be asked some questions about each tool function, so they have the chance to take a part of their learning by exploring different components in Adobe Flash on their computers while they are listening to the directions in the lecture. After they check out all of the functions, they will have many inquires to be asked to go further in the program, but they will be encouraged to ask at the second section of the class time.

Such thing like this will be a good sign that the students have a motivation and confidence for self based learning to apply many takes on Adobe Flash. This way of teaching will engage the students to be involved with individual tasks until they get them done. To assess the mastery of learning goals, they need to create some projects according to what they’ve learned.

**Procedures/Activities:**

- **Introduction:**

In the beginning of the lesson, we will introduce Adobe Flash Software to the students to link their perspectives with the lesson concepts. So, we will talk about the functions and applications of using Adobe Flash to create any project. There are many different tools which enable users to create their projects and we will focus on six things:

- How to organize thoughts and ideas to complete the projects.
- Using Adobe Flash tools to draw or paint any shape.
- How to make the shapes as symbols.
- How to create motion tween.
- Importing images and sounds to Flash to create Albums.
- How to create main menu.

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- How to organize thoughts and ideas to complete the projects:

We will talk about the importance of selecting the topic before creating the project. We should have a perspective about what we are going to do before getting started with Adobe Flash or any software. It is important to create a scenario or outline for the project which contains all things we want to do in the project. This step is required if we want to organize our thoughts and ideas. So, this step is the first step before doing any thing.

- Adobe Flash Tools (Toolbox):

In this section we will talk about Adobe Flash Tools and how to use it to draw or paint any shape. It is important to know about the components of main page of the program first. This program contains Timeline and Work Stage in addition to the Toolbox. Timeline is used to record every event that occurs in the Work Stage. So, there is a relation between both of them. Also, we can use Layers with timeline to create different elements on the stage. After we will describe the impotence of Timeline and Work Stage, we will talk about how to use Adobe Flash tools to draw or paint any shape.

Adobe Flash contains many tools and applications which are used to do different functions. So, to draw anything, we can simply select any tool from the Toolbox such as the pencil and begin to draw any shape. For example, if we draw a circle on the stage, the timeline will insert a Keyframe for us in a specific time, but this circle will stay as a static shape. So, what can we do to move it?

Actually there are three steps to make shapes move:

- Convert the shape to symbol "Movie Clip Sample".
- Define start point and end point on the timeline.
- Create motion tween.

**First: How to make shapes as symbols "Movie Clip Sample"**

To do this operation, we have to select the target shape and then right click on the mouse to choose Convert to Symbol. After that we have to choose Movie Clip from the options and then press ok. By doing this step you will be qualified to use the shape as a symbol capable to move.

**Second: Using timeline to define start and end points**

After we convert shape to symbol, we need to define where the shape will start and where the movement will end. It is easy to do that by inserting a Keyframe on Timeline in a specific position as a start point and then insert another keyframe as an end point. So, by the end of this step the shape will also stay static without any kind of movement, but with start and end points.
**Third: How to create motion tween**

The last step is the easiest step because it depends on the other two steps. As we mentioned in the second step, the shape is still static and we need to move it. So, to do this operation, we have to go into the timeline and right click on the mouse between the start and end points which were created before and then choose Create Motion Tween from the options menu.

- **Importing images and sounds to Flash to create Albums:** see the handout
- **How to create main menu:** see the handout

**The Implementation:**

During the presentation, we will explain how to do each step by using Adobe Flash to make connections between the concepts and applications. We will use Data Show to display what we are doing by the time of presentation. So, the students will listen to the directions and at the same time they can follow the sequence of the lesson procedures which display on the board.

Also, we will display some ready samples to give them a clear perspective about Adobe Flash functions. In addition to that, we will give them handout a about Adobe Flash. After completing the explanation of the lesson concepts, we will allow the students to use computers to see whether they got the concepts or not. Also, we will walk around them to see if they need any kind of help and at the same time we were able to give them immediate feedback. The practice will be to draw a circle and make it move between two positions.

- **Overview:**

By the end of the lesson time, we will request each student to create a simple project by using Adobe Flash tools which were described to them in class. So, if students did this exercise, they would accomplish the lesson objectives and the evidence would appear in their implementation for the class materials.

**Resources:**

We will use different resources which enabled us to produce our lesson. These resources are used to confirm the information and to support the class activities. So, we will use Adobe Flash Professional Hands-On Training as a regular resource to ensure that the students would have additional information about our lesson. In addition to that, we created a useful handout to be a guideline when they operate Adobe Flash. This handout includes additional information about the program tools and how to create particular applications. The designer should be aware about how to create interactive designs by organizing the data of project and thoughts. These resources will help us as teachers and at the same time they are beneficial for students too. resources will help students to achieve the objectives via creating their own projects by the end of class time.
Technology Resources:

The applicative programs like Adobe Flash require some technology resources to enable learners make a chance to implement what they have learned. So, we used these resources:

- Computer lab (16 computers). (To implement the software applications)
- Data Show. (To display what we are explaining to the students on the white board)
- White Board. (As interactive display tool)
- Adobe Flash Software. (To create any flash applications by its tools)
- Adobe Flash Websites. (Include a lot of practices and tutorials about Adobe Flash).
- Ready samples (out of class activity or even inside it for mastery confirmation).

Why we use these technical resources?

We selected these resources according to our lesson, and students' characteristics. Our target audience is graduate students. So, they are able to deal with this kind of resources. Also, the lesson required these resources to teach students how to do something by Adobe Flash. Therefore, we will show them how to implement the presented information in real application.

These resources are used for both evaluation and data collection because we need to use some of them such as computers, data show, white board, and websites to collect data about the Adobe Flash functions. Also, on the other hand these resources are used to evaluate students' achievements. So, by using Adobe Flash software, we evaluated our students' works and at the same time the data collected will tell us that the instructional objectives were achieved.

Evaluation:

Teaching is one process of the instructional system that depends on several elements such as learning environment, learners' characteristics, and the instructional content. Therefore, it is important to make relations between all of these elements to ensure that the end results will be more valuable for both teachers and students. So, we need to evaluate our students by using appropriate methods which will present the current situation of instructional system.

In this particular lesson, we will use formative evaluation because we want to look over our students' progress at the end of the class time to ensure if they achieve the instructional objectives or they need feedback to correct their mistakes with using Adobe Flash. The technology resources are included in the evaluation process and used for evaluation because some of them use to present the information for the students and others use to impalement this knowledge such as using Adobe Flash software.
Also, formative evaluation method will help us to evaluate our students and at the same time it enables us to share the collected data with students by giving them feedback whether they completed the giving tasks or not. So, that will make them aware of their performances in Adobe Flash and will help them to improve their learning skills.

**How do we insure that the instructional objectives were accomplished by using the lesson technology tools?**

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<th>Students will be able to:</th>
<th>Students' performances</th>
<th>Using Technology</th>
<th>The result</th>
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<tbody>
<tr>
<td>1-</td>
<td>Understand the concepts of Adobe Flash and terminology.</td>
<td>They identified the usage of Adobe Flash</td>
<td>Lab Computer White Board Data Show</td>
<td>They learned about Adobe Flash functions</td>
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<tr>
<td>2-</td>
<td>Identify operation tools of Adobe Flash.</td>
<td>They used the program tools to draw shapes and make them move</td>
<td>Lab Computer Adobe Flash Software</td>
<td>They learned about the functions of Adobe Flash tools</td>
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<tr>
<td>3-</td>
<td>Describe how these tools are used to create motions twins, animations and symbols.</td>
<td>They used the program tools to add effects to the shapes and texts</td>
<td>Lab Computer Adobe Flash Software</td>
<td>They learn how to make shapes or text have movement and effects</td>
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<tr>
<td>4-</td>
<td>Learn how to import and use images and sounds in Adobe Flash.</td>
<td>They imported pictures and sounds to the stage</td>
<td>Lab Computer Adobe Flash Software</td>
<td>They learned how to import and use images and sounds</td>
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<tr>
<td>5-</td>
<td>Organize thoughts and ideas to complete tasks.</td>
<td>They used different methods to plan for the projects firstly</td>
<td>Lab Computer White Board Data Show</td>
<td>They learned about how to think about the end results in advance</td>
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<td>6-</td>
<td>Produce creative works on Adobe Flash.</td>
<td>Their skills improved and they was able to design projects by using the program tools</td>
<td>Lab Computer Adobe Flash Software</td>
<td>They design projects by Adobe Flash tools</td>
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References


