

## **Adobe Spark Lesson: WHO AM I?**

This lesson is for students in World Languages, specifically for EAP (English for Academic Purposes) students in intermediate or advanced levels of speech.

### **1. Lesson Objectives**

- a. Students will make a “Student Introduction Video” using Adobe Spark.
- b. Students will learn how to use Adobe Spark and other apps.
- c. Students will create or find appropriate images for their video story.
- d. They will map or storyboard ideas and write a short autobiography.
- e. They will practice pronunciation, speaking fluency, and writing skills in English.
- f. MDC Learning Outcomes: Communicate effectively using listening, speaking, reading, and writing skills / Use computer and emerging technologies effectively.

### **2. Assignment Instructions**

- a. Students will make a “Student Introduction Video” using Adobe Spark.
- b. Students will introduce themselves to their peers and instructor by creating a personal welcome video.
- c. Students will choose a photo, drawing or painting for their story prompt and begin to write their own story based upon visual images.
- d. They will brainstorm, organize and map the story before they write.
- e. They will add and edit images.
- f. They will insert text, narration, music and transitions.
- g. They will show the video in the class.

### **3. Materials**

- a. Internet connection
- b. Adobe apps
- c. Center for Digital Storytelling <http://www.storycenter.org/>
- d. Ipad or computer, digital camera
- e. Apps to crop images

### **4. Assessment**

- a. The video will be evaluated based on the storyline development and use of software for editing and adding images.
- b. The video will be evaluated based on a rubric.

# Assessment Rubric

Sound/ Narration	•Limited sound or narration present.	•Basic narration, background sound present. Minimal use of volume to high key aspects of the video.	•Recorded narration is present with an adequate variation of tone. Transitions from narration to background sound present.	•Recorded narration is clear, and in a voice that is easily audible. Volume and tone are used to highlight the intended purpose of the video.	•Recorded narration is clear, and in a voice that is easily audible. Volume and tone are used to highlight the intended purpose of the video. Transitions from background sound to narration are smooth.
	•Titles are either inappropriately timed or inconsistent in layout. Limited or overuse of titles takes away from the visual elements of the production and movie clip relies on this to tell the story.	•Titles are basic and sometimes consistent. They accompany content but are at times distracting instead of informative. Font is too large or too small and does not fit with the layout of the production.	•Titles are clear and well placed to adequately reinforce the message of the visuals. Most of the titles are consistent in font style and size.	•Titles are very clear and perfectly compliment the visual elements in order to create a flowing, cohesive narrative.	•All titles are consistent in font size and style and reinforce the theme of the movie clip through clever placement throughout the narrative.
	•Limited understanding of how layout affects meaning. Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.	•Limited understanding of how layout affects meaning. Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.	•Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message.	•Multimedia elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other.	•The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.
	•Information has a significant number of grammar, spelling and punctuation errors.	•Information has numerous grammar, spelling and punctuation errors.	•Information is accurate with some grammar, spelling and punctuation errors.	•Information is mostly accurate with few grammar, spelling and punctuation errors.	•Information is accurate and complete with correct grammar, punctuation and spelling.

## Feedback

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