# Prototype Planning

## Technology-Enabled Activity Planning Document

By David Schenk March 6 2023

## **To do:**

1. Complete the [Technology-Enabled Learning Activity Planning Document](https://docs.google.com/document/d/1O7SkxkbVVCzAMNDYqFM8A1yZxBYni5c8BKGdokSg-M0/edit#heading=h.9i7jvrjkivjs)
	* Select **Download**to save it as a file on your computer. Rename the file and complete the template.
2. Try to **estimate the time it will take** for you to complete the tasks that are applicable to your prototype. You may not need to do some of the tasks depending on what your prototype will require or, if you will need to do something that isn’t in this list, add it and budget your time.
3. **Submit a shareable link or upload your file** in your response to the [Prototype Planning](https://bank.ecampusontario.ca/activity/prototype-planning/) activity.
4. After you make your submission, **save the web address to your response (found in the green confirmation box)** so you can use it later for your badge submission form.

This document may help you plan your creation, as well as encouraging you to estimate how much time you will need to invest.

|  |  |
| --- | --- |
| Title: | I have selected the technology tool Zoom meetings |
| Tool using: | Zoom Meetings |
| Idea: | ‘Zoom meeting’ can be arranged at a convenient time for all. This will help address ‘time management’ issues. Some students work during my class and team work is required. So, zoom provides them flexibility to ‘meet’ at convenient times |
| Curriculum integration: | Zoom supports the desired learning outcomes and enhances presentation and team skills. Zoom allows for team break out rooms for teams (I use ~4 times a class). A team leader downloads and shares a power point slide that they all contribute to during an activity. Each team then presents and speaks while paging through the power point (on zoom). Since they create and present 14 x 4 per course, this allows excellent development in 'presentation skills'. Zoom allows for 'team member' interactions and discussions. Since I teach Team Dynamics, this fits with the program outcomes. |

Now**,** identify what tasks are involved in your creation and estimate how much time it will take to complete them. It’s not a commitment to a particular approach, rather a guide for you to anticipate what will be required.

Enter an ‘X’ in any column next to a task your creation will entail, and then predict how long it will take you to do (in hours).

|  |  |  |
| --- | --- | --- |
| **[ X ]** | **Task** | **Est. time (in hrs)** |
|  x | Generate ideas |  0.5 hrs |
|   | Conduct research |   |
|  x | [Storyboard](https://en.wikipedia.org/wiki/Storyboard) |  0.25 |
|   | Write script |   |
| x  | Find graphics (don’t forget to attribute!) |  0.25 |
|   | Create graphics |   |
|  X | Record video zoom |  3 hours (full time of the class |
|   | Record & edit video |   |
|  x | Write copy (text) |  0.10 (zoom auto transcript) |
|   | Design website (or style web authoring tool, like Scalar or Prezi) |   |
|   | Write code |   |
|   | Identify and remedy any accessibility barriers (e.g. captioning) |   |
|   | Review for errors |   |
|   | Other: |  Zoom is pretty much turn key for me since I have used it ~170 times (12 classes x 14 weeks). It works very well for my online Team Dynamics classes. |