

Digital Curriculum Writer's Guide

Creating Key Concepts, Quiz and Quiz Review Clips, Discussion Guides and Correlations

Required Software and Websites

- MS Word
 - Digital Curriculum (public side) - <http://www.digitalcurriculum.com/>
 - Digital Curriculum (private side) - http://www.aimsdcc.com/_private/title_main.php4
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How to Find Your Writer's Assignments List

Your assigned videos are located on the DC private side on your Writer's Assignment List.

1. Go to the private side website - http://www.aimsdcc.com/_private/title_main.php4
 2. Login using your private side Username (your first name) and password ("a" plus the last four digits of your social security number = a7777).
 3. Click on "DC Titles" (in menu across the top).
 4. In the far right column, midway down, under "Editorial," click on "Writer's Assignments." If you have been assigned videos, your list will be displayed.
 5. You will see the video's product number in the left column under Web Code.
 6. The tasks you have been assigned on each video will be indicated by a dark blue button in the task column.
 - When tasks are completed, click on the blue button in the task column.
 - When all tasks are completed (all blue buttons have been pressed), the video will automatically be removed from your list
 7. Click on the video's product number (in the Web Code column) to access the video's task page.
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How to View Videos

Assigned videos are to be viewed only one time. During the viewing, make notes for your Key Concepts and clips, Quiz Questions and clips, and Discussion Guides (see below for detailed instructions about each task).

You will view your assigned videos on the private side in the Key Concept creation section.

1. Go to the private side website
2. Login using your private side Username and password.
3. Check to see if the video is on your Writer's Assignments list (see above section for how to find your Writer's Assignments list).
4. If your video is on your Writer's Assignment List, click on the video's product number in the Web Codes column. Go to Step 6.

5. If your video is not on your Assignment list, click on “DC Titles” (in menu across the top). In the “Keyword” textbox, type in the video’s product number and press Enter. Click on the video’s title at the far right under the “Full Length Video” section.
6. Click on the “Key Concepts” link at the top of the second column.
7. If your video is not available via DC, you will need to create a place holder Key Concept to view your video.

If no Key Concepts have been created for this video, you will see “Add New Key Concept” in the “Description” column. If key concepts have been created, you will see them listed and the “Add New Key Concept” link will be at the bottom of the list.

- Click on the “Add New Key Concept” link.
 - In the “Description box, type “view video.” In the ‘Video Start/End textboxes, put a zero in the Start box and 3000 in the Video End box. (If your video is longer than 50 minutes, you will have to use a higher number than 3000 seconds to view the whole video.)
 - Click on the “Submit” button.
 - If Key Concepts exist, add a new Key Concept below them and name it “view video.” In the ‘Video Start/End textboxes, put a zero in the Start box and 3000 in the Video End box. Click the “submit” button.
8. You will view the video from this “View Video” section. Click on the “Edit” button (far left) to access this section. Click on the “Watch Video” link at the far right. You should see a Windows Media player appear. The video should buffer and then display.

Creating Key Concepts and Key Concept Clips

The Key Concepts (KCs) are the main instructional topics in the video – the heart of what you want students to learn from the show. Generally, the KCs are fairly obvious instructional sections or segments with non-essential portions (filler) before and after them. For example, a 20-minute video may only have 14–18 minutes of actual key instructional material broken down into five Key Concepts, ranging in length from 45 seconds to 3 minutes. The rest is filler.

Some shows have very distinct, titled sections; these would be your KCs. Some shows have narration and then demonstrations or scenarios; these would be your KC segments. Some shows are packed very densely with information, so you may have several topics within each KC. Interview-style shows often edit together separate segments of people talking about their experiences, but these are usually grouped together by topics; you don’t need to include all talking segments in a KC if the section will be too long.

- **Concept:** For each KC, you will be noting the start and end times. Key Concepts should not be a seamless series of chapters that butt up against each other time-wise—that is, the end time for one KC should not be the start time for the next KC. There should be time gaps between them, unless the show is done so tightly that it does not have filler or breaks between the KCs. Try to get at least a few seconds between KCs.
- **Quantity:** Create 3 to 8 Key Concepts per show.
- **Length:** Key Concepts should run between 30 seconds and 3 minutes.
- **Titles:** KC titles should be long enough to describe their content – perhaps a four or five word phrase, possible even a sentence or two. One or two word titles would almost always be too short, and three sentences would be too long. If a video contains a summary or recap at the end that you feel needs to be a KC, then “Summary,” “Review” or “Recap” would be okay as a title.

Bear in mind that key concepts are searched for separately in the DC search engine. They are found on the basis of the words in the KC titles. For example, if your video is about Thomas Edison and the key concept is about his inventions, "Inventions" would not be a sufficient title. "Edison's inventions" would be a little better. However, "Edison's inventions: light bulb, phonograph, movie camera" would be best of all.

- **Start/Stop Time Conversion:** Start and stop times for each Key Concept must be converted into seconds. The minutes/seconds are displayed in the right corner in the Windows Media Player (WMP) as you play the video. Use the "Minutes to Seconds Conversion Chart" to convert the times once you have noted them for your KCs. The chart lists conversion times this way:

1 = 60	4 = 240	7 = 420
2 = 120	5 = 300	8 = 480
3 = 180	6 = 360	9 = 540

The left side of the equal sign indicates minutes. The right side of the equal sign indicates the minutes converted to seconds. To convert your KC times, find the corresponding left side minute for your time on the chart. Then add the seconds of your WMP time to the converted seconds on the chart for that minute. For example, let's say your KC times from the Window Media Player are:

Start Time: 1:25 (1 minute, 25 seconds)

Stop Time: 3:40 (3 minutes, 40 second)

For your Start Time (1:25), you'd find the corresponding minute on your conversion chart (1 = 60). You would then add the WMP seconds to the converted seconds for that minute (25 + 60 = 85 seconds). So 1:25 would become 85 seconds.

For your Stop Time (3:40), you'd find the corresponding minute on your conversion chart (3 = 180). Add the WMP seconds to the converted seconds for that minute (40 + 180 = 220). So 3:40 would become 220 seconds.

- **Editing Accuracy:** Our video editing system is accurate to the nearest second, but is not frame-accurate. Your KC start and stop times from Windows Media Player may not provide clean in/out points--the beginning or end of the clip may be cut off or there may be bits from the previous or next section at the head/tail of your clip. Try to make you in/out points as clean as possible. If your clip is cut off, include a second or two of the previous or next sections at the head or tail of your clip. Trim off seconds at the head/tail for a cleaner cut, if possible.

Creating Key Concepts

1. Follow the instructions in the above section on how to view a video. (The instructions below assume that you are viewing your video from the Key Concepts creation section of your video as described above.)
2. As you view the video, note the Key Concepts segments, their start/stop times and titles.
3. Convert your start and stop times into seconds as described in the previous section.
4. Enter your Key Concepts and times for the show.
 - Click on the "Add New Key Concept" link to create a KC.
 - Type in the KC title in the "Description" textbox.

- In the “Video Start/End” textboxes, type in the KC Start Time in the “Start” textbox and the KC Stop Time in the “End” textbox. Make sure you are using the converted-to-seconds times. There should be no colons in your times.
 - Click the “submit” button.
5. View your Key Concept Clip. Click on the “Edit” link for that KC. Click on the “Watch Time” link at the far right. View your Key Concept clip to make sure it has clean edits and starts/stops in the right places. It may be necessary to adjust your clip times, so add or subtract a second or two and watch the clip again. Do this until you get as clean an edit as possible without cutting off or adding too much to the head/tail of the clip.
 6. Do the above steps for each KC you need to create.
 7. Proofread your KC text and correct errors before you leave the Key Concept section.
 8. Delete any blank, place holder KCs.
 9. You may need to view the video to get your Quiz Review Clips, so keep your View Video KC (if you have one) until you are complete finished with the show, and then you can delete it.

Creating Quiz Questions and Quiz Review Clips

For each video, we create an interactive, multiple-choice quiz based on material contained within the video and Quiz Review Clips, which display when the student selects an incorrect answer to a question.

- **Number and Types of Questions:** Each show should have 5 multiple-choice quiz questions, each with 1 correct answer and 2 or 3 plausible detractors/wrong answers.
- **Number and Length of Quiz Review Clips:** 3 out of 5 quiz questions require a Quiz Review Clip (QRC), which is a brief, succinct reinforcement of the correct answer from the video. The clips should be 1 to 30 seconds in length. A 1-second clip would essentially be a “still” frame that visually answers the question. Occasionally, a QRC may require more than 30 seconds, but should ever exceed 50 seconds in length. Quiz Review Clips will be easier to create if your questions can be answered from one place in the video rather than from several places.
- **Quiz Question Content:** A student who has paid attention to the show should be able to correctly answer all the questions without requiring information from any other source. Keep this in mind when writing your quiz questions. If a Discussion Guide or ATM already exists for the video, you can convert suitable questions from those documents into multiple-choice format for your Quiz Questions. Make sure, however, that 3 of your 5 questions have Quiz Review Clips.
- **Style and Format:**
 - Word questions clearly, placing needed details within the question itself and keeping the answers simple and straightforward.
 - Use positively phrased questions. Do not ask, for example, “Which of the following was not a cause of World War I?”
 - Make sure that your detractors answers sound plausible but are, without doubt, incorrect. There must be only one correct, “best” answer.
 - Use “all of the above” or “none of the above” rarely and never within the same question.
 - Make sure that all answers to the questions are grammatically consistent with the phrasing of the question. Only answers that are sentences should have periods; phrases should not have periods.

- If using an incomplete statement as your question, place the (fill in the blank) portion in the middle or at the end of the statement, not at the beginning.
- DC displays the questions randomly, reshuffling them each time they are viewed. Only one question is displayed at a time, so do not write questions that refer to or rely on other questions in your quiz.
- Vary the position of your correct answer to avoid predictability. For example, all correct answers should not be “A.”

Creating Quiz Questions and Quiz Review Clips

1. Make sure your quiz questions and answers are written and the start/end times for your Quiz Review Clips are converted into seconds.
 2. Go to the DC private side website.
 3. Login using your private side Username and password.
 4. If your video is on your Writer’s Assignment List, go to your list and click on the video’s product number in the Web Codes column. Then go to Step 6
 5. If your video is not on your Writer’s Assignment list, click on “DC Titles” (in menu across the top). In the “Keyword” textbox, type in the video’s product number and press Enter. Click on the video’s title in the “Full Length Video” section. If not, go to Step 6.
 6. Click on the “Assessment Questions” at the top of the third column.
 7. Click on “Add New Question to Show.”
 8. In the “Question” textbox, type in your quiz question.
 9. In the “Number of Answers” textbox, type in the total number of answers listed. (Note: This must have the correct number of answers or you will get an error message. Change this number if you change the total number of answers.)
 10. Type in 3 to 4 answers in the textboxes labeled A-E.
 11. Click on the radio button next to the correct answer.
 12. If this quiz question has a Quiz Review Clip, enter the start and end times in the appropriate textboxes. Make sure you are using the minutes-to-seconds conversion time. If this question does not have a QRC, enter 0 in both the start and end time textboxes.
 13. Click on the “submit” button at the bottom.
 14. If this quiz question has a Quiz Review Clip, click on the “Edit” link next to the question. Click the “Watch Time” link on the far right to view the QRC. Adjust start and end times as necessary for a clean edit.
 15. Click on the “submit” button at the bottom when you are done.
 16. Repeat Steps 7 – 16 above for each new quiz question.
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Creating Discussion Guides

The Discussion Guide is a one-page, double-sided, three-fold guide created for most DC videos (some videos have their own guides and some have a longer guide—the ATM). It has a synopsis and short annotation of the video’s content, learning objectives, pre-viewing discussion questions without answers,

post-viewing questions with answers, several related video titles and product information such as length, subject areas, audience level, and catalog number.

- **Discussion Guide Template**: We use a two-page, MS Word template, which is pre-formatted with the general layout, page and column breaks, margins, fonts, point sizes, and graphics as well as instructions (in bold and/or in parentheses). Your master template is located on your computer's C drive in your My Documents folder.
- **Punctuation**: Please make sure to insert only one space at the end of a sentence and after colons. You can turn on MS Word's paragraph feature, which displays formatting for blank spaces and paragraphs.
- **Copy the Template**: Each time you use your Discussion Guide Template, open the document, do a File/Save As, and save it with the following naming scheme: the product's code number, a hyphen and the letters "sg." For example, 2876-sg, WW507-sg or NS2890-sg. Create your Discussion Guide on this version of your template; save your original template as a master copy.

How to Complete the Template

1. **Show Title**: Type in the show's title. (Font: Arial Black, 18 point, bold)
2. **Synopsis**: This should be an overview of the program's content, containing information useful to the teacher in presenting the video. You may base this on the "Summary" that appears on the show's product page, but it should NOT be "sales/advertising" copy. This "synopsis" should be at least 100 words long. Please do not exceed 145 words. (Title Font: Arial Black, 11 point, bold. Text Font: Times New Roman, 11 point)
3. **Questions to ask before viewing**: 3 to 4 discussion questions to assess students' pre-screening knowledge of the subject. Answers are not required. You may choose to use one of these questions to mention vocabulary relevant to the video. (Title Font: Arial Black, 11 point, bold. Text Font: Times New Roman, 11 point)
4. **Questions to ask after viewing**: Create factual or discussion questions; multiple-choice questions should not be used. Ten questions is the maximum; you may write fewer if the video content won't support ten. **Factual questions** must be based on video content; students who pay attention to the show should be able to answer all questions. Answers from the show must be provided for factual questions in parentheses after each question. For **Discussion questions**, the answer should be: "Answers will vary." You may use one or two questions in this section to suggest further activities. (Title Font: Arial Black, 11 point, bold. Text Font: Times New Roman, 11 point)
5. **Annotation**: This should be a shorter version of your Synopsis. This paragraph should be at least 50 words long. Please do not exceed 100 words. The Annotation **must** appear in its position on the page--top of the left-hand column on page 2 of the Guide. (Title Font: Arial Black, 11 point, bold. Text Font: Times New Roman, 11 point)
6. **Product Information**:
 - **Length** – this section must appear at the top of the middle column on the second page. Indicate the length of the video, which can be obtained from the video's product information page. (Title Font: Arial Black, 10 point, bold; Text Font: Times New Roman, 11 point)
 - **Subject Areas** – this information can be found on the videos product information page. (Title Font: Arial Black, 10 point, bold; Text Font: Times New Roman, 11 point)
 - **Audience Level** – Indicate grade range. This information can be found on the video's product information page. (Title Font: Arial Black, 10 point, bold; Text Font: Times New Roman, 11 point)
 - **Catalog Number** – product code number. (Title Font: Arial Black, 10 point, bold; Text Font: Times New Roman, 11 point)

- **Related titles in the AIMS collection** – you may choose 2 – 6 shows from the DC website or AIMS catalog. Please select more recent programs (product codes beginning with 2, such as 2732, are most recent and product codes beginning with 8, such as 8999, are more recent than those beginning with 9). (Title Font: Arial Black, 10 point, bold; Text Font: Times New Roman, 10 point)

To find “Related Titles” for your Discussion Guide on the DC public website:

1. Go to the DC website (public side) - <http://www.digitalcurriculum.com/>
2. Login with your DC username and password.
3. Click on the “Search” button on the menu bar across the top.
4. Scroll down and click on the “Click here for Advanced Search” link.
5. You can search by key word or phase by entering it in the search box in the “Word Search” section. You can also select your grade range in the area below the Word Search.
6. You can search by subject area by scrolling down and clicking in the check boxes next to the subject areas. You can also select your grade range in the area above the subject lists.
7. Look at the list to find related videos in the appropriate grade range. You can click on video titles to read the synopsis if you want to be sure the content is related to your Discussion Guide video.

- **Show Title** – type in the show’s title. (Font: Arial Black, 18 point, bold)

- **Objectives** – 3-5 objectives, each 1-2 lines in length with no periods.

7. Page length: Page should not exceed 33 lines in length and should be in landscape orientation.

The Product Information Page is located on the private side:

1. Click on the “AIMS Titles” link on the menu across the top of the private side page.
2. Scroll down until you see the “Keyword” textbox. Type in your video’s product number and hit Enter.
3. Click on the title of your video from the search results page.
4. This page has all the information required for your Discussion Guide, such as minutes, grade range, subject area, etc. This is also where you could find the summary of the video, which you can adapt for your Discussion Guide Synopsis and Annotation.

When you have completed a Discussion Guide, please send the file as an email attachment to Pat Davies (pat@aimsmultimedia.com).

Correlating Videos to Compendix Standards

Our K-12 videos need to be correlated to Subject Benchmarks, which are divided into 12 subject categories:

Behavioral Studies
Civics
Economics
English

Geography
Health
Historical Understanding
K-4 History and State History

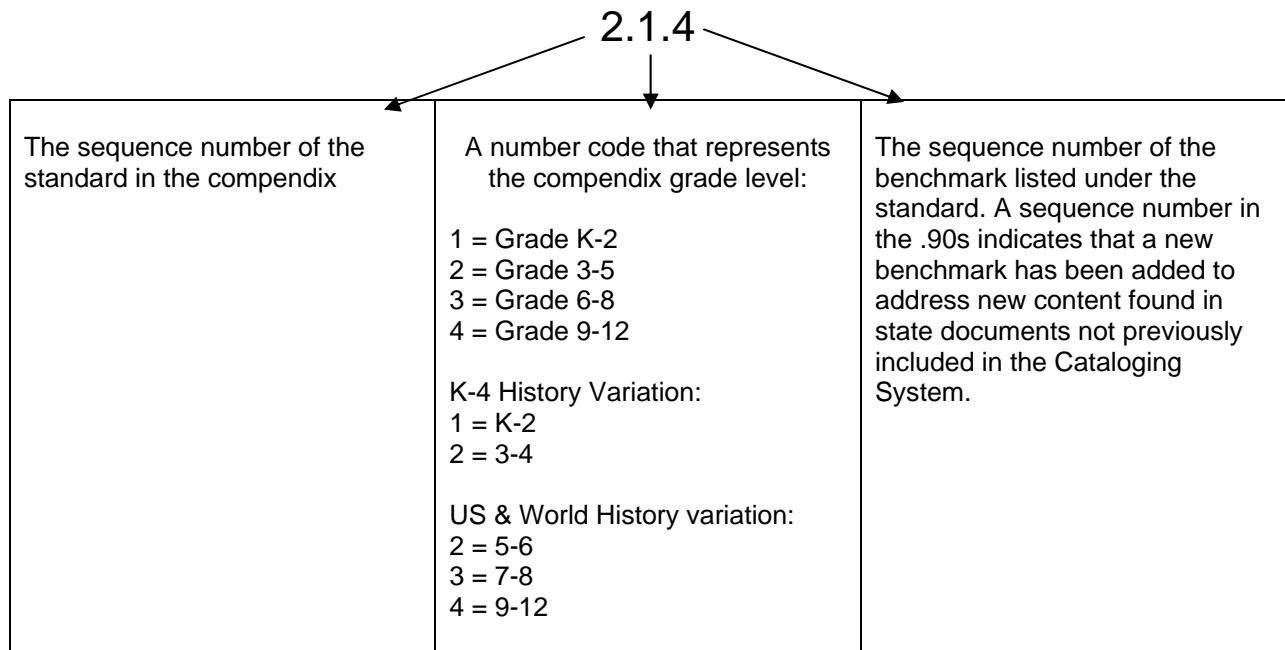
Math
Science
US History
World History

Only the K-12 shows require correlations. Each subject above has benchmarks with a triplet code described below (2.1.4). These triplets correspond to the grade level in the chart below. When correlating a show, you will locate the subject and then the benchmarks, which must match the triplet code for the grade level of the video. Correlating to the Health subject area is the only exception—ignore the codes and select related benchmarks. You will need to spend some time looking at the various subjects and benchmark categories to become familiar with them.

Compendix Chart

Achieve State Standards Database - About the Benchmark Key

The Achieve+McREL Benchmark key is a reference number that indicates the precise location of the compendix benchmark to which the state benchmark aligns. For example, the benchmark key below indicates the second standards category, Grade K-12, the fourth benchmark.



To correlate a video:

1. Go to the DC private side website.
2. Login with your private side Username and password.

3. Click on “DC Titles” menu option (across the top).
 4. In the “Keyword” textbox, type in your video’s product code.
 5. Click on your video’s title at the far right under “Full-Length Videos.”
 6. Click on “Correlates To” at the top of the fourth column (far right).
 7. Know the grade range for your show.
 8. Under “Add New Compendix Triplets,” there is a Subject pull-down menu. Click on the down arrow to the right to display the subject categories. Use the scroll bar to find your subject category.
 9. Select your subject category by clicking on it – it will display in the pull-down menu window. Click on the “Submit” button.
 10. You will see a list of numbered Compendix triplets for that subject. Read through them and select the ones that apply to your video by clicking in the check box next to the item (see Compendix Chart for K-12 triplet codes—benchmarks must be for the appropriate grade level). When all your items have been selected, scroll to the bottom of the list and click on the “Add Triplets to Title” button. Your selected triplets will display in a list.
 11. If you need to delete an item, click on the check box next to that item, scroll down to the bottom of the list, and click on the “Delete Triplet from Title” button.
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Timeframe for Completion

All of the above tasks on any given show should be completed within one eight-hour day. This is based on a video approximately 20-25 minutes in length. If you are working on a 50-minute program, of which we have very few, it may take longer than one day to accomplish everything. Conversely, if you are working with some of our shorter videos, you should be able to complete all the above elements for that show, plus a portion of a second program within one day. Similarly, if you are working on videos for which some of these elements already exist, it should take proportionately less than one day to complete the “missing” elements.

Video Tasks Completed: When you have finish all tasks for a video, please mark the tasks completed on your Assignment List by clicking on the blue button in the task column for that video. That video will then be deleted from your Assignment List.

Minutes to Seconds Conversion Chart

1 = 60 2 = 120 3 = 180 4 = 240 5 = 300	6 = 360 7 = 420 8 = 480 9 = 540 10 = 600	11 = 660 12 = 720 13 = 780 14 = 840 15 = 900	16 = 960 17 = 1020 18 = 1080 19 = 1140 20 = 1200
21 = 1260 22 = 1320 23 = 1380 24 = 1440 25 = 1500	26 = 1560 27 = 1620 28 = 1680 29 = 1740 30 = 1800	31 = 1860 32 = 1920 33 = 1980 34 = 2040 35 = 2100	36 = 2160 37 = 2220 38 = 2280 39 = 2340 40 = 2400
41 = 2460 42 = 2520 43 = 2580 44 = 2640 45 = 2700	46 = 2760 47 = 2820 48 = 2880 49 = 2940 50 = 3000	51 = 3060 52 = 3120 53 = 3180 54 = 3240 55 = 3300	56 = 3360 57 = 3420 58 = 3480 59 = 3540 60 = 3600

AIMS Multimedia
Useful Verbs for Objectives, Study Guides, Quizzes and Key Concepts

alter	discover	manage	review
analyze	discriminate	map	revise
apply	discuss	mark	rewrite
appraise	distinguish	match	save
arrange	distribute	measure	schedule
assemble	document	modify	score
assess	dramatize	name	search
attempt	duplicate	note	select
broaden	employ	omit	set up
calculate	empower	order	shorten
categorize	estimate	organize	show
change	evaluate	paraphrase	signify
chart	examine	place	simplify
choose	expand	plan	sketch
circle	experiment	point	solve
classify	explain	practice	sort
collect	explore	predict	structure
combine	express	prepare	suggest
compare	extend	present	switch
compile	find	propose	synthesize
complete	follow	provide	systematize
compose	formulate	question	test
conclude	gather	quote	trace
consider	generalize	rate	translate
construct	generate	rearrange	understand
contrast	identify	recognize	use
convey	illustrate	recombine	value
count	imitate	reconstruct	volunteer
create	include	record	
criticize	indicate	regroup	
debate	induce	relate	
deduce	infer	relay	
defend	inspect	rename	
define	inspire	reorder	
demonstrate	interpret	reorganize	
describe	inventory	rephrase	
design	isolate	report	
designate	itemize	reproduce	
detect	judge	restate	
develop	label	restructure	
diagram	list	retell	
differentiate	locate	return	