

Unit Plan

Unit: Visual Imagery in Online Media

Course: Promotions and Public Relations in the Equine Industry

Unit Author	
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Unit Overview	
Unit Title	
Unit: "Visual Imagery in Online Media" for the course "Promotions and Public Relations in the Equine Industry"	
Unit Summary	
In the horse industry, a picture truly is worth a thousand words. Opinions are formed, and business relationships gained or lost, on the basis of one or two photos or videos. And with today's technology -- cheap digital cameras, smartphones, and instant social media -- that reputation can be spoiled at fiber-optic speeds. Each discipline within the horse industry has standards, mostly unwritten, regarding what makes a good photo or video. Before my students begin using print or digital media to promote themselves and their horses, they need to have a basic understanding of how to present themselves, their horses, and their facilities, in the best light. During this unit, students will learn appropriate industry standards for online photos and videos used as promotional products. After developing an "eye" for what makes a good photo or video, they will produce their own artifacts, both singly and in collaboration with others, and post those artifacts to their own social media sites and web pages.	
Subject Area	
The over-arching subject matter for the entire course is promotions and public relations as it relates to the equine industry. While the course will also touch on printed and other traditional media, the unit in question, Visual Imagery, is specifically geared toward online and social media.	
Grade Level or Target Audience	
Elective university undergraduate or graduate program 3-credit hour class, in an eight-week online format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.	
Approximate Time Needed	
Approximately 2 weeks of total 8-week class, or a total of at least 28 student engagement/student independent hours, <i>plus</i> continuing work culminating in end-of-unit final project of web page(s) with corresponding Facebook page.	

Unit Foundation

Targeted Content Standards and Benchmarks (Training/Organizational Benchmarks)

William Woods University degree standards which will be met through this unit:

Equestrian Science (EQS):

- EQS 1. Understand the dynamics of the equine industry
- EQS 5. Develop teaching methodologies in various situations
- EQS 6. Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers
- EQS 7. Assess equine biomechanics as it relates to training, instructions and economic climate
- EQS 8. Explain legal, ethical and industry issues in the specific riding disciplines

Equine Administration (EQA):

- EQA 2. Understand the dynamics of the equine industry
- EQA 4. Develop communication and managerial strategies and understand management communications in an organizational setting
- EQA 5. Communicate clearly both orally and in writing of reports and proposals with demonstrated abilities in leadership, persuasive communication and teambuilding
- EQA 6. Assess complex issues in relation to business ethics and legal issues
- EQA 7. Develop conflict resolution techniques and demonstrate skills in teamwork and group productivity

Equestrian Studies General Studies (EQGS):

- EQGS 3. Understand industry dynamics and utilize communication techniques in multiple facets of the equine industry.
- EQGS 4. Analyze and justify legal, ethical and industry issues and standards in a specific riding discipline.
- EQGS 5. Utilize best practices in print and production in equine media
- EQGS 6. Summarize and predict qualities necessary in the equine media industry

Student/Learner Objectives (Learning Outcomes)

At the completion of the unit, students will be able to

1. Understand how the correct use of imagery can enhance public opinion
2. Understand how the use of poor imagery can result in miscommunication, misunderstandings, and loss of business.
3. Understand qualities of a "good" photo/video, including conformation (proper stances of horses), riding, and facility photos and videos
4. Understand basic artistic/aesthetic qualities of good photos/videos
5. Analyze photos/videos, including sales videos and riding videos
6. Evaluate/make and defend decisions regarding photos produced by others, both professionals and amateurs
7. Create industry-appropriate photo
8. Create industry-appropriate short video
9. Select the proper personal photos/videos to use as part of an online portfolio/resume
10. Place selected photos/videos onto a Facebook or web page, for personal use or for a client (real or imaginary)

Curriculum-Framing Questions					
Essential Question		How does one use promotional media to form or create opinions?			
Unit Questions		- How does one use photos to form or create opinions? - How does one use video to form or create opinions? - What are industry standards for correct photos (for conformation, riding, and facility photos and videos)?			
Content Questions		- How can you use visual media to present you, your horses, and your business? - What photographic and videographic qualities most impress viewers? - How much of visual media judgment is based on industry specifics, and how much on aesthetic opinion? - What qualities can help you gain and retain customers? - In regards to visual imagery used in promotional pieces, what can you do yourself, and what requires the services of a professional?			
Assessment Plan					
Assessment Timeline					
Before unit work begins		Student work on projects, learning activities, and complete tasks		After project work / learning activities are completed	
- Results from previous unit quizzes/assignments regarding social media, digital footprints, online presence, copyright - Online surveys - Online quizzes	- Submitted short essays - Samples of current personal photos/videos - Current Facebook page development - Current website development	- Discussion forum posts on selected professional media - Discussion forum posts on personally produced media - Media analysis assignments	- Media selection assignments - Collaboration assignments (discussion forum responses/critiques) - Media production assignments	- Final Facebook page project - Final web page project <i>or</i> Final resume/portfolio project	- Assessment by industry professionals - Assessment by peers

Assessment Summary

- All assignment expectations will be clearly stated in the Learning Management System (LMS), and are available for student perusal from the beginning of the course.
- The course is broken into weekly sessions. In a logical progression, each week builds upon the knowledge and skills developed in previous weeks.
- All supporting material (websites, supplemental printed material, links to recommended software applications, tutorials, online help) are available to students from the beginning of the course.
- All assessments are rubric-based, with expectations clearly outlined and available to students throughout the course. Samples of good student work will be make available as they arise.

Before unit work begins:

This unit is not the first unit of the course, but is tied in to previous material. Pre-unit formative assessment will include student performance on earlier, related material (see course outline below). In addition, simple online quizzes and surveys could be used to determine students' current understanding about topics in the current unit.

During unit:

Students will be assessed on their own work, and will assess the work of others, both professionals in the industry and fellow classmates. In addition, assessment will be performed by instructor following rubrics, and the instructor will play a part (a small one so as not to overshadow or stifle student participation) in discussion forums, guiding students toward higher-level thinking. Specific assessments can be found in the Instructional Procedures section (below).

Post unit/post course:

Post-unit assessment can be separated into three categories: 1) summative assessment of required assignments, based on rubrics; 2) formative assessment of student learning based on content of discussion forums and production of assignments; 3) course assessment through student evaluations, peer evaluations of student work, and industry professional evaluations.

Unit Details

Prerequisite Skills

Internet access and email account. Learning Management System account and knowledge of how to post to forum discussions and upload photos to those posts. Knowledge of basic computer use (low-end word processing and image editing). Access to internet and social media (Facebook, YouTube, LinkedIn). Low-end photo and video equipment/applications (smartphone cameras acceptable).

Instructional Procedures

Students will be asked at the beginning of the course to develop a Facebook page (if they don't already have one!) and set up a website (using one of the many free sites available, if the LMS doesn't provide this option and/or students don't already have a site of their own). Students will also make a YouTube account to which they can upload videos.

Promotion and Public Relations in the Horse Industry

Week 1: Your digital profile and 21st century skills; the benefits of online marketing

Week 2: Copyright; legal and ethical issues in social media

Week 3: Visual imagery: photos/video (the work of others)

This first week of the visual imagery unit gives students a chance to learn industry standards, investigate best practices, and analyze and critique the work of professionals and industry peers.

Learning Targets

- Proper discipline-specific conformation photos – horse stances and backgrounds
- Proper discipline-specific riding/action photos – horse and rider positions
- Proper discipline-specific facility photos – safety, quality, professionalism of surroundings

Activity Details

- Reading assignments: industry websites and “good/bad photo comparison” and “good/bad video” articles developed specifically this unit
- Forum discussion 1: students search the web for one “good” and one “bad” photo and post them to the discussion board, explaining why each photo was chosen, including not only industry-specific standards, but also the aesthetic qualities of the good photo (Is it an artistically pleasing photo? Does it tell the proper story? Does it portray good horsemanship and humane horse handling?)
- Forum response 1: students will respond to two discussion posts, adding substantively to the discussion
- Forum discussion 2: students search the web for one “good” and one “bad” sales video, posting them (or links to them) on the discussion board, explaining why each video was chosen.
- Forum response 2: students will respond to at least two initial discussion posts, adding substantively to the discussion.

Formative Assessments

- Forum discussion assessments (following posted rubric)
- Forum response assessments (following posted rubric)

Week 4: Visual imagery continued (your own work)

Week 4, the second week of the visual imagery unit, asks students to produce their own work using the knowledge gained in Week 3. They will have the opportunity to evaluate the work of their peers, defend their critiques, make suggestions, and work with each other to develop a better view of their own work. Throughout the duration of the course, students will be encouraged to read ahead and begin planning their projects before the week of the due date.

Learning Targets

- Taking photos of horses: preparation, horse handling, basic photo editing, uploading to online site
- Taking (short) videos of horses: location, horse performance, horse and rider attire
- Uploading work to Facebook and website

Activity Details

- Students will select a horse and take digital photos (conformation or action, as selected by student) to show the horse to his best advantage, using industry appropriate stances and backgrounds.
- Discussion forum 1: students will post their best photo to the discussion forum, explaining the process, difficulties, and assessment of the photo. Students will compare their work to that of professionals, and will discuss the viability of hiring a professional to do the work.
- Discussion response 1: students will respond to at least two discussion posts, adding their analysis to the original poster's discussion.

- Students will select a horse and take a short video (approximately 2-4 minutes) showing the horse in his best light. Mild editing is appropriate, based on available software. The video will be uploaded to YouTube.
- Discussion forum 2: students will post their best video clip to YouTube, and link it to a discussion forum post, explaining their process, difficulties, and assessment of the video. Students will compare their work to that of professionals, and will discuss the viability of hiring a professional to do the work.
- Discussion response 2: students will respond to at least two discussion posts, adding their analysis to the original poster's discussion.

Formative Assessment

- Photo assessments (following posted rubric)
- Video assessments (following posted rubric)
- Forum discussion assessments (following posted rubric)
- Forum response assessments (following posted rubric)

Week 5: Facebook best practices

Week 6: Website best practices

Week 7: Other promotional options, employment sites

Week 8: Summing up/final project

Accommodations for Differentiated Instruction

Special Needs Students	24-hour access to LMS help desk. Access to instructor via email – response within 24 hours on business days. Access to university academic services. Assignments are differentiated, open-ended and can be accomplished via a variety of methods and means. Students use their own selected devices.
Nonnative Speakers	Google Translate (translate.google.com). Access to university support system and special services.
Gifted/Talented Students	More challenging tasks: photo manipulation (within ethical standards) using advanced image editing software (PhotoShop, GIMP), video production with audio track editing (MovieMaker, iMovie, etc.), use of other presentation media (Powerpoint/Prezi, whiteboard animation, Zentation presentations). Possible real-life experience in presentation of a sale horse, or developing a web site and Facebook page for a current business.

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

☒ Smart Phone	☒ Digital Camera	☐ Response Devices
☒ Computer(s)	☐ Printer	☒ Video Camera
☒ Mobile Devices	☐ Projection System	☒ Video Conferencing Equip.
☐ Chromebook/Laptop	☐ Scanner	☐ DVD Player
☒ Internet Connection	☒ Audio Tools (microphone, headsets, etc.) External microphone for advanced work	☒ Other Digital camera (not smartphone) for advanced work; camera tripod for advanced work; auxiliary lighting for advanced work

Technology – Software (Click boxes of all software needed.)		
☐ Database/Spreadsheet	☒ Video Tools	☒ Web Page Development
☐ Desktop Publishing	☒ Internet Web Browser	☒ Word Processing
☒ E-mail Software	☒ Multimedia	☒ Presentation Software
☒ Web 2.0 Tools	☒ Image Editing	☒ Audio Editing
☐ Web 3.0 Tools	☐ Computer Operating System Required	☐ Mobile Device OS Required
☒ Other Online Tools		☒ Compatible Web Browsers
☐ Other		

Technology Integration	This is a fully online, asynchronous course, so technology will not only be the subject of the unit, but also the delivery vehicle.
Printed Materials	N/A. Supplemental course information will be available in .pdf, .doc and .html formats via the Learning Management System, but traditional print media is not mandatory for this class.
Supplies	N/A. Faculty and students can use their own devices and (mostly free-of-charge) software applications. Students must have access to live horses.

**Internet Resources
/ Online Tools /
Mobile Apps
/ Specific Software
Needed**

Students will be allowed to use their devices and software of choice for most assignments. Nearly all software applications are available as free downloads.

- Learning Management System (LMS): Learning House, Jenzabar, CourseSites (as determined by course administrators)
- File sharing/collaboration software: Google Docs, Microsoft OneDrive, LMS
- Social media applications: Facebook, LinkedIn, WordPress or other blogging software
- Online photo repositories: Flickr, Imagr, Picassa, Pinterest
- Online video repositories: YouTube, Vimeo
- Image editing software: Photoshop, MS Paint, GIMP or others
- Video editing software: YouTube, MS MovieMaker, iMovie

Industry associations (sample links):

- Equine Photographers Network:
<http://www.equinephotographers.org/>
- United States Equestrian Federation: <http://www.usef.org/>
- EquestrianProfessionals.com:
<http://www.equestrianprofessionals.com>

Industry photography/videography tips and tricks (sample links):

- Improve your horse photography:
<http://www.equisearch.com/community/lifestyle/eqsusan741/>
- Professional Photographer to the Rescue: Horse photography without the long face:
<http://www.digitalcameraworld.com/2013/04/19/professional-photographer-to-the-rescue-horse-photography-without-the-long-face/>
- Horse Sense: 12 Tricks for Better Equine Photography:
<http://www.ppmag.com/web-exclusives/2012/11/equine-photog.html>
- They Shoot Horses, Don't They? Cappy Jackson's Equine Photo Tips:
<http://www.shutterbug.com/content/they-shoot-horses-dont-they-cappy-jacksons-equine-photo-tips>
- Lume Photography: Why photographers (and everyone) should use Pinterest: <http://lumephotography.com/why-photographers-and-everyone-should-use-pinterest/>
- DIY Marketing Package: Photo and Video Tips for Marketing Your Horse with SellTheHorse.com:
http://www.sellthehorse.com/images/PDF/MEDIA_GUIDE.pdf
- How to video your horses for online auctions:
http://www.sporthorseauctions.com/Downloads_Info/Video_to_SELL.pdf
- Selling Your Dressage Horse? Start With The Video!:
<http://www.dressagestar.com/faq/sell-dressage-horse>
- Preparing for the photo shoot:
http://www.equinephotographers.org/photo_shoot_prep.php

	Industry social media information (sample links): • Equestrian Social Media: http://equestriansocialmedia.com/ • EquestrianProfessional.com Social Media Resources: http://www.equestrianprofessional.com/public/departments125.cfm • EquestrianProfessional.com Marketing Resources: http://www.equestrianprofessional.com/public/departments75.cfm General social media information (sample links): • Facebook Help Community: Photos: https://www.facebook.com/help/community/?tagids=271096626334403 • How Facebook pages succeed using 13 simple best practices: http://www.postplanner.com/how-facebook-pages-succeed-with-13-simple-best-practices/ • Optimization strategies & best practices for video content on YouTube: https://support.google.com/partners/answer/173989?hl=en • 6 best practices for small business YouTube marketing: http://mashable.com/2011/11/05/youtube-small-biz-tips/ For a list of software applications used to support the ASSURE model of instructional design, please see this website: http://www.shortenyourreins.com/edu561/week5/assure_tools.html
Other Resources	• Guest speakers via Skype, Google Hangouts or webinars • Student collaborators • Industry professionals via Skype, webpages and Facebook • Access to industry websites • Access to horse farms for real-life photo and video taking experiences • Industry “customers” for whom students can develop a project

Additional Unit Information

The ASSURE model of instructional design has been integrated into this unit and the entire Promotions and Public Relations course.

- A** — Analyze learners
S — State standards & objectives
S — Select strategies, technology, media & materials
U — Utilize technology, media & materials
R — Require learner participation
E — Evaluate & revise

Analyze learners: At the beginning of the course, and to some extent at the beginning of each unit, formative assessments will be used to determine students’ understanding of foundational knowledge and upcoming information. Online courses are flexible enough, with built-in differentiation, to accommodate a variety of learners.

State objectives: While there are no state-mandated objectives for this class, it will conform to university objectives in each of the three William Woods equestrian degree programs (see page 2 of this template). Students will have access to course objectives through the LMS.

Select technologies: Because this is an online university-level course, students will have most of the decision-making responsibilities for this course. Some technologies will be required, such as use of the selected Learning Management System, Facebook, and YouTube.

Utilize technologies: This online course addresses the use of social media technologies. Technology is the focus of the course, as well as the delivery vehicle.

Require participation: Students will be creating, analyzing, evaluating, and working with each other to produce actual assignment artifacts.

Evaluate and revise: Ongoing formative assessments will help determine the efficacy of each unit, and each assignment within the unit. Due to the inherent flexibility of online courses, assignments and units can be adjusted on the fly, and revised more fully before the next iteration of the course.

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