



IUPUI

**SCHOOL OF INFORMATICS  
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING  
Indiana University–Purdue University  
Indianapolis

**NEWM N415/N515 Documenting Cultural Heritage  
Artifacts and Traditions**

**Department of Human-Centered Computing  
Indiana University School of Informatics and Computing, Indianapolis  
Summer 2022**

*Instructor:* Albert William, M.S., Lecturer, Media Arts and Science  
*Office:* IT 481, Informatics & Communications Technology Complex  
535 West Michigan Street, Indianapolis, IN 46202  
*Phone:* (317) 278-9204 (Office)  
*Email:* [almwilli@iupui.edu](mailto:almwilli@iupui.edu)  
*Website:* <http://soic.iupui.edu/people/albert-william/>

*Instructor:* C. Thomas Lewis, M.F.A., Lecturer, Media Arts and Science  
*Office:* IT 473 Informatics & Communications Technology Complex  
535 West Michigan Street, Indianapolis, IN 46202  
*Phone:* (317) 278-3799 (Office)  
*Email:* [lewisct@iupui.edu](mailto:lewisct@iupui.edu)  
*Website:* <https://soic.iupui.edu/people/thomas-lewis/>

*Prerequisites:* none

**COURSE DESCRIPTION**

This service-learning course engages students in projects on the research and digital documentation of cultural heritage sites and traditions. Students develop content and produce digital media including 3D models and animations, videos, and photographs. Students gain a better understanding of other societies and cultures through this international experience.

**EXTENDED COURSE DESCRIPTION**

This service-learning course engages students in projects relating to the digital documentation of the cultural heritage of Paros, Greece, one of the Cycladic islands. Students work with the local municipality of Paros, to develop content and produce digital media including 3D models and animations, videos, and photographs. The purpose of the documentation of Paros' cultural, archeological landmarks and traditions is to give students an international experience through direct involvement with another culture, a better understanding of society and culture, and

service-learning enrichment through IUPUI's RISE initiative. The digital documentation will reside on the island's website for future development of mobile applications, and virtual reality simulations of Paros' historical and cultural treasures.

### **REQUIRED READINGS**

A review of documents placed in Canvas resource files that offer an overview of the significant cultural sites and their histories will be required prior to arrival on Paros.

### **REQUIRED ITEMS**

1. Laptop computer, batteries, correct electrical conversion devices
2. Portable hard drive 500 GB minimum
3. Flash Drive 64 GB minimum
4. Photography and/or videography equipment
5. Software: the latest version of Adobe Creative Suite, including Premiere, Photoshop, and After Effects; Audacity; Microsoft Office suite, including Word, PowerPoint, and Excel; Autodesk Maya if working in 3D; Avid Media Composer if working in video.

### **OTHER ISSUES**

Students will be required to engage in physical activities such as hiking, walking, and carrying photographic and video fieldwork equipment over distance and rough terrain.

### **COURSE OUTCOMES (PUL'S)**

The learning outcomes of this course will include each student acquiring the knowledge and skills to:

- Understand and communicate terms and concepts related to Media Arts and Science:
  - Explain basic approaches to digital production and documentation strategies
  - Explain the importance of cultural heritage and documentation process
  - Explain the principles of photographic and video documentation in field production
  - Explain the principles of data acquisition and organization, logging of media
  - Explain the concept of service learning
  - Explain the concept of collaboration and teamwork
  - Be able to edit, and transcribe footage, interviews and create subtitles
  - Understand various uses of multiple formats of media
  - Speak some of the language, phrases of speech that apply to the service projects
- Understand society and culture
  - Students should be able to compare and contrast the range of diversity and universality in human history, societies, and ways of life;
  - Analyze and understand the interconnectedness of global and local communities;
  - Develop word lists and short phrases of Greek language that relate to the service-learning objectives
- Core Communication and Quantitative Skills
  - Using multiple forms of digital media, students will be able to create content that communicates, educates, engages, and entertains.

- Using digital media students will be able to document personal experiences
- Critical Thinking
  - Students will assess their work products and the work of others
  - Students will assess strategies for deployment of various multi-media educational platforms

Perform the following techniques and practices:

- Develop field work plan for teamwork of acquisition of local cultural heritage
- Construct a digital collection and media log system of video and still photography
- Review data collected after each field excursion
- Development of digital assets to production standards
- Creation of 3D models, textures, and animations that conform to project requirements
- Engage a local cultural heritage expert in dialogue; learn some of the words and phrases
- Work with local island inhabitants for translations and subtitles of media
- Document cultural heritage and build a storyboard/VO for production
- Work as a team and follow through with a finished product
- Develop a project scope.

Course Expectations:

Students will

- Learn the process of digital documentation of cultural heritage of Paros, Greece
- Understand the process of “digital storytelling” of the island’s cultural heritage and archeological sites by interviewing local experts and residents.
- Converse with island inhabitants; learn to speak some of the language in order to produce the media with translations or subtitles.

Assessment:

Completion of all expected assignments. These include:

- Submission to the school blog as assigned
- Daily photographic submissions
- A short video documentary or photo journal of a local resident
- A final written reflection of the course
- The service-learning final project.
- Any other materials as decided by the instructors such as media files, work logs, etc.

Student Presentations

Each student will have an opportunity to discuss and demonstrate their work in class and be given feedback by the instructor and classmates. Feedback is part of the class assessment process, a constructive method to give students a chance to review each other’s work. Students will also engage with the local community in interviews and other documentation initiatives for this service-learning course.

## STUDENT LEARNING OUTCOMES

Upon completion of this course, students will	RBT <sup>1</sup>	PUL <sup>2</sup>	Program Outcomes	Assessment
1. Research, analyze, and deconstruct successful media outcomes on international service learning	5	1	3	Team project
2. Create learning objectives and outcomes	6	2	1	Team project
3. Invent specific metrics required to evaluate media outcomes	6	3, 5	4	Individual reflection and assessment
4. Conceptualize and implement a focused media output for a specific topic	6	2	1	Team Project
5. Illustrate how media may be used to promote cultural heritage	4	3	7	Individual reflection and assessment
6. Create an individual project of community engagement	4	1	3	Media project
7. Demonstrate effective design and development skills in media production	4	3	1	All aspects of course Final Project Presentation

### Principles of Undergraduate Learning (PUL):

Learning outcomes are assessed in the following areas:

- 1A. Core communication: written, oral and visual skills
- 1B. Core communication: quantitative skills
- 1C. Core communication: information resources skills
- 2. Critical thinking
- 3. Integration and application of knowledge
- 4. Intellectual depth, breadth, and adaptiveness
- 5. Understanding society and culture
- 6. Values and ethics

### Student Presentations

Each student will have an opportunity to discuss and demonstrate their work in class and be given feedback by the instructor and classmates. Feedback is part of the class assessment process, a constructive method to give students a chance to review each other's work. Students will also engage with the local community in interviews and other documentation initiatives for this service-learning course.

---

<sup>1</sup> Revised Bloom's taxonomy: 1. Remember, 2. Understand, 3. Apply, 4. Analyze, 5. Evaluate, 6. Create

<sup>2</sup> Principle of Graduate and Professional Learning

## **COURSE STRUCTURE OVERVIEW**

The course structure is composed of three parts:

### **Pre-departure**

- In addition to a pre-departure orientation meeting to discuss logistics, there will be three four-hour class sessions held at the School of Informatics prior to departure to provide academic content and field experience.
  - Session 1: Read syllabus and explain course, expectations of students, logistics and expectations of travel, concepts about travel and tourism, Overview of the island of Paros, Greece, and its cultural heritage and ways of documenting that heritage; introduction to Greece by an IUPUI Classical studies faculty member or similar
  - Session 2: Introduce principles of basic in the field of digital documentation of culture heritage. Students will bring gear to class and engage in a simulation of field documentation process
  - Session 3: Follow up topics and final preparation for departure

### **On site**

- Students will engage in discussions with local municipality concerning media arts and science technology.
- Students will record digital footage and have it translated for sub-titling in the final version.
- On-site field production process of digital documentation of cultural heritage.
- Acquisition of multimedia for local tourism and promotional campaign.
- Design, production, and implementation of 3D models of sites.
- Discussion of the importance of cultural heritage preservation.
- Discussion of the documentation process to “tell the story of place, time, and cultural heritage”
- Discussion with Municipality of Paros for preparation of digital documentation and development of service-learning component
- Digital documentation of cultural heritage, logging and indexing of data
- Production of various assets for promotion of island tourism and understanding of island cultural artifacts
- Development of project scopes for media arts and science technology applications to enhance future documentation and promotion of cultural heritage.
  - mobile application to describe the island’s town, outlying sites, and cultural and historical sites.
- There will be a final reception for participants and students to show the finished digital documentation and project.
- Each student will submit his or her digital journal documenting the service-learning experience.
- All digital assets must be archived to instructor’s standards before a final grade will be released

### **Return**

- Students will be expected to return all equipment that has been assigned to them as designated by instructors.

## Weekly Schedule & Information

May		What is expected
9	ITCT Meet, overview of trip	Read syllabus and explain course, expectations of students, logistics and expectations of travel, concepts about travel and tourism, Overview of the island of Paros, Greece, and it's cultural heritage and ways of documenting that heritage;
10	ITCT Field production exercise	Introduce basic principles of digital documentation of culture heritage. Students will bring gear to class and engage in a simulation of field documentation process
20	Paros, Greece	Orientation meeting, video production, 3D models, Service Learning and Digital Documentation of cultural heritage plan
21	Paros	explore Parikia on Paros, tour archaeological museum and other sites
22	Sunday Day off	
23-28	Field work	A-roll interviews and rough-cut edits
29	Days off	
May30- June 4	Field work	B-Roll; Rough cuts of animations and video for review, revisions, voice over and translations. Continue with production on all assets
5	Sunday Day off	
6-8	Postproduction	Post- production on all assets
9	Presentation	Final reception for local participants and students, all projects due
10	Class	Exit interviews, archive data
11	Students may leave Paros	
June	Meet at ITCT	Return assigned equipment

## Grading

- 10% General class participation including attendance, discussions, conversations, and critiques
- 5% Blog submissions and daily photographic submissions
- 20% A short video documentary on a local resident
- 10% A final written reflection on the course
- 5% Other materials as decided by the instructors such as media files, work logs, etc.
- 50% Service-learning group project

Graduate students will be required to complete one of the following to be determined by the instructors:

- A research paper completed by the end of the course
- Teaching assistant duties

## Grading Rubric for Personal Reflections

- Blog submission
  - Completed satisfactorily
  - Proper grammar
  - Proper format and submission
  - Subject matter correct and reflective of the day's events
- Daily Photographic Submission
  - Correct number of photos submitted to proper social media site
  - Correct format, size, and codec
  - Reflective on the day's events
- A short video documentary of a local resident
  - Relevant personal interview
  - Editing skills
  - Proper format, size, and codec
  - Production value
- Final Written Reflection Paper
  - Completed satisfactorily
  - Proper grammar
  - Proper format and submission
  - Reflection and interpretation of program based on sample questions

## Grading Rubric for Service-Learning Project

- Does the student understand the concept of Service-Learning
- Has the student contributed to the project as assigned by the instructors
  - **Pre-production**
    - Research
    - Script writing
    - Logistical planning
  - **Production**
    - On location service

- Audio and video production
- Logging of media
- Graphics
- Social media requirements
- Interaction with clients
- **Post-production**
  - Proper final format, size and codecs
  - Properly archived files
  - Has the student contributed research or novel technical contributions to the project
- Has the student applied their skill set as expected to the benefit of the project
- Has the student functioned well as a team member

### **Grading Scale:**

A+	97 – 100	Outstanding achievement
A	93 – 96.99	Excellent achievement
A–	90 – 92.99	Very good quality of work
B+	87 – 89.99	Good quality of work
B	83 – 86.99	Modestly acceptable quality of work
B–	80 – 82.99	Marginal acceptable quality of work
F	0 – 79.99	Unacceptable work

### **NO LATE PROJECTS WILL BE ACCEPTED**

- All due dates are Paros, Greece time unless otherwise stated by instructors
- Any project will be assigned a score of 0 (zero) points if not turned in by the deadline.
- It is your responsibility to understand all due dates.
- A flash drive with name and assignment number will be accepted for assignments. Flash drives may not be returned. Points will be off taken for improperly labeled media and assignments
- Example for file: lastName\_projectName.fileExtension
- Example for media: Joan Smith, Class ###, Project ###
- Work may be turned in any time prior to the due date. Work will be considered late if not turned in at the date expected.

### **OTHER CONSIDERATIONS**

- Please come to class on time and be prepared.
- Participation in class discussions, including class critiques and all written papers are required and will be considered in final grading.
- Students will develop and present individual components of a group project.
- Cell phones, iPods, and other devices should be turned off and not used during class time.
- Social sites such as Facebook, Twitter, or any others, may not be accessed during class time unless as determined to be part of the course.
- Work for other courses may not be done during this class time.
- No student is allowed to leave early without permission of the instructor.

## **POLICIES *for* ATTENDANCE & ASSIGNMENT/PROJECT DEADLINES**

Missing class WILL impact your grade. Students are allowed two absences before their grade will be effected. Missing class means you do not show for the whole or majority of the session.

On the third missed class time your final grade will drop 5 points (regardless of the reason).

On the fourth missed class your final grade will drop 10 points (regardless of the reason), and 5 additional points thereafter for each additional class missed.

Responsible for due dates and related materials: All due assignments are each student's responsibility. If class is missed, the student is still responsible for the assignment, as well as to find out what was covered in class, e.g., any new assignments or variations to an existing assignment. Ultimately, each student is responsible for the deadline. Also, assignment deadlines should be adhered to, to insure fairness to all students. For the purpose of maintaining an equal and fair evaluation of each student's work, no student will receive special treatment.

Incompletes will NOT be issued except under very extreme personal conditions that have been reviewed by the instructor and in consultation with the Dean's Office.

## **CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

### **Academic misconduct:**

1. **Cheating:** <sup>[SEP]</sup>Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
  - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
  - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
  - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

- d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
  - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
  3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
    - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
    - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person's actual words, whether oral or written;
      2. using another person's ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
  4. **Interference:**<sup>[[SEP]]</sup> A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
  5. **Violation of course rules:**<sup>[[SEP]]</sup> A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
  6. **Facilitating academic dishonesty:**<sup>[[SEP]]</sup> A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

## OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students participate in

all class discussions and conscientiously complete all required course activities and projects. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit <http://life.iupui.edu/caps/>.
5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are typically open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **Emergency preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>
9. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)
10. **No class attendance without official enrollment.** Only those who are officially enrolled in this course may attend class unless they are enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. <http://registrar.iupui.edu/official-enrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
11. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
12. **Student advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit <http://studentaffairs.iupui.edu/advocate>.

## MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

## STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.