ETEC 5303: Multimedia Production for Instruction

Fall – 2011

Class Time: Tuesday, 4:20-6:50
Room: ECDC 211

Instructor: Stephen Rodriguez, Ph.D.
office: FC 231
office hours: Tues. 3:20-4:20; Wed. 4:00-7:00; Thur. 1:00-3:00 p.m. or by appointment
phone: (361) 825-6033 (office); (361) 980-7000 (cell)
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web resource site: http://interconnect.tamucc.edu

Prerequisite: Three hours of coursework in computer literacy or equivalent skills.

NOTE: You must possess basic computing skills and experience to be in this class.

I. Course Description: A course emphasizing the development of technological inputs. Each student will produce a multimedia presentation related to selected instructional goals. For teachers seeking initial certification, the presentation will be related to the individual's specialization field.

NOTE: As part of this course, you may be partnered with one or more students working with international clients as part of the new “Legacy Living” theme of the ed tech program.

II. Rationale: This graduate course provides in-depth coverage of the use and development of multimedia materials in the K-12 curriculum. Course content is consistent with the expectations of the State of Texas regarding teachers' use of technology with students.
III. State Adopted Proficiencies for Teachers Addressed by the Course:

(Competency 007) The teacher uses effective verbal, nonverbal, and media communication techniques . . .

Learner-Centered Communication: . . . the teacher demonstrates effective professional and interpersonal communication skills.

The teacher . . . uses media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning. The teacher and students . . . give multimedia presentations . . . and use technology as a resource for building communication skills.

(Competency 009) The teacher uses . . . technological resources . . . to support individual and group learning. Includes 1) appropriate uses of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents, and AV equipment; 2) helping students understand the role of technology as a learning tool; 3) evaluating the effectiveness of specific materials and resources for particular situations.

Learner-Centered Knowledge: The teacher possesses and draws on . . . technology to provide relevant and meaningful learning experiences . . .

The teacher stays abreast of current . . . technology. The teacher integrates technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher selects . . . technology . . . that is developmentally appropriate and designed to engage
IV. Student Learning Outcomes

Students who graduate from the Educational Technology graduate program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (ETEC 5397 is linked to this student learning outcome.)
- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (ETEC 5320 is linked to this student learning outcome.)
- demonstrate knowledge of the field; (ETEC 5300, ETEC 5303, ETEC 5304, and ETEC 5397 are primarily linked to this student learning outcome.)

V--TExES Competencies Addressed by the Course:

No TExEScompetencies or examinations in educational technology currently exist at the graduate level. However, all beginning teachers are expected to demonstrate the ability to meet the following Technology Applications (Standards I–V):

a) All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

b) All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

c) All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

d) All teachers communicate information in different formats and for diverse audiences.

e) All teachers know how to plan, organize, deliver, and
evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

VI. Course Objectives and Outcomes: Attending and participating in this course should enable you to:

1) Discuss research related to the following: a) design principles for effective multimedia presentations and screen layout; b) strategies for use of instructional software and multimedia products in the classroom.

2) Describe, apply, and document a systematic process for producing effective instructional materials and presentations.

3) Use a variety of current technologies such as the World Wide Web (WWW), CD-ROMs, camcorders, and digital cameras as needed to obtain or produce material such as digitized photos and video clips for integration in multimedia materials.

4) Develop a sound instructional strategy for using the self-produced multimedia presentation in the classroom.

5) Develop well designed multimedia presentations using appropriate software and supporting tools.

6) Develop an evaluation plan and related instrument for determining how well the multimedia presentation supported attainment of objectives and how the presentation might be improved.

7) Describe the components of a WebQuest and identify some WebQuests that are suitable for use with your current or future students.

VII. Course Topics: 1) rationale for multimedia usage in the schools

2) planning process for multimedia development

3) multimedia design principles
4) Texas Essential Knowledge and Skills as related to topics of participants' final projects

5) use of multimedia authoring tools and related software such as PowerPoint, YouTube Downloader, Inspiration, WORD, and WebQuests and related peripheral equipment (i.e., scanners, digital cameras, microphones)

6) instructional strategies for multimedia use with K-12 students

7) current scholarly writings on multimedia use and development in the schools

8) evaluation of multimedia-based instructional materials

VIII. Instructional Methods and Activities:

A variety of resources activities will be utilized to enable students to achieve targeted course outcomes. Instructional methods will include online technology-based demonstrations and presentations by the instructor. The instructor will also provide resources via BlackBoard including numerous handouts and worksheets. One-on-one, in-person assistance will also be available by request. Online activities will include developing summaries of chapters in the course text, exploring some WebQuests, completing other BlackBoard technology-based exercises and projects, and planning and developing a final project.

IX. Evaluation and Grade Assignment

You may earn up to 200 points in this course. Your grade for the course will be determined on the following basis:

• summaries of chapters in course text (70) 5 points each
• planning documents for final project to include: needs statement (10); treatment (20); content document (20); usage and evaluation plan and student
attitudinal survey (20) 70 points total

• visual design, Jeopardy game, Inspiration, WebQuests evaluations (20)
• online posts and discussion(s) (40 points)
• final project 40 points

Grading: 220 or more points = A
200-219 points = B
180-199 points = C
160-179 points = D
159 points or less = F

Please speak directly with the instructor if you encounter any problems at all with the course, the assignments and activities, or with interactions with your peers. Also feel free to discuss with the instructor any concerns you may have about the conduct of the course.

Additional guidance will be provided on major course assignments as the term progresses. Contact your instructor via BlackBoard if you have questions or need additional clarification. Thanks and I look forward to working with you all over the course of this semester./SR

X. Course Schedule and Policies

NOTE: The course calendar is set up on a weekly basis. All work assigned for a given week is due by Tuesday of the next week. Late work will be marked down by one full letter grade. Please contact the instructor in advance if you anticipate related problems

Week of:

September 6   Face-to-face course orientation meeting for those able to attend; please monitor your BlackBoard email regularly for additional information when timely; tentative time and location:

September 13  Visual design exercise; see Camtasia demo; read and summarize Chapter 1 in course text as per provided format; all work due by Sunday midnight. Submit via BlackBoard.

September 20  Labor Day holiday (September 5th). Read and summarize Chapter 2 in course text; review Texas Essential Knowledges and Skills
toward developing a draft Needs Statement for your final multimedia project; samples and outline provided; develop draft needs statement.

**September 27**  
Read and summarize Chapter 3 in course text; Multimedia design principles; online peer review of draft Needs Statements; finalized Needs Statement due September 18th.

**October 4**  
Read and summarize Chapter 4 in course text; Hyperlinking to web pages, designated slides, documents; develop “Alamo Project,” 12 slides minimum. See Alamo Project in BlackBoard.

**October 11**  
Read and summarize Chapter 5 in course text; instructional methods; develop treatment for your final project.

**October 18**  
Read and summarize Chapter 6 in course text; digital story telling; PowerPoint story telling project with voiceover.

**October 25**  
Read and summarize Chapter 7 in course text; do WebQuest evaluation assignment.

**November 1**  
Read and summarize Chapter 8 in course text; Inspiration assignment and the ASSURE Model. Review and comment upon technology integration slides.

**November 8**  
Read and summarize Chapter 9 in course text; develop and submit content document for your project; develop Jeopardygame for use with your final project using the provided template( or a better one if you can find one).

**November 15**  
Read and summarize Chapter 10 in course text; develop Usage & Evaluation Plan; find resources (images, web sites, online games, audio and video files) for use in your final project.

**November 22**  
Read and summarize Chapter 11 in course text; project development; individual consultations with the instructor as requested.

**November 29**  
Read and summarize Chapter 12 in course text; project development; individual consultations with the instructor as requested.
December 6  Read and summarize Chapter 13 in course text; project development; individual consultations with the instructor as requested. Read and summarize Chapter 14 in course text; Project development; consultations with the instructor by request

December 6  Submit final project

**Materials:** Purchase an inexpensive microphone for your computer if you don’t already have one built or have a plug-in model. Try Best Buy, Altex, Radio Shack or the net. Also consider purchasing a USB flash drive, with 512 MB or greater storage capacity. Check the ads in the Sunday paper for best prices.

**Attendance Policy:**
You are expected stay current with all scheduled assignments. If you experience problems with any aspect of the course or other students, please contact the instructor. Thank you for your cooperation.

**XI. Required textbook:** Mayer, R.E. Multimedia learning (2nd ed.). New York, NY: Cambridge University Press.

**XII. COURSE POLICIES**

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examination or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 2, 2011** is the last day to drop a class with an automatic grade of "W" this term.
Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by The Southern Association of Colleges and Schools
XIII. Bibliography


