ETEC 5303: Multimedia Production for Instruction: On-line
Spring--2012

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e-mail: Use BlackBoard messages to send Internet-based
messages to the instructor. Please do not send the instructor e-
mail messages except via BlackBoard messages.

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: This is an online course. If you live in the Corpus Christi, the instructor
will be happy to meet with you by request. The instructor will also hold a course
kick-off meeting and open, voluntary face-to-face class meeting sessions from
time to time for those needing consultation. Contact the instructor at (361) 825-
6033 or via BlackBoard messages. Thank you.

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 TExES competencies 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 416 points in this course. Your grade for the course will be determined on the following basis:

- discussion of chapters in course text via threaded discussion(s) in the BlackBoard
Discussion Forum; For this component of the class, post comments demonstrating you read the chapters; graded pass/fail; 4 points each: 56 points total

- planning documents for final project to include: needs statement (20); treatment (40); content document (40); usage and evaluation plan and student attitudinal survey (40) 140 points total

- visual design, Jeopardy game, Inspiration, WebQuests evaluations (20 points each) 80 points total

- online posts and discussion(s) NOTE: for this component class, posting samples of your work and commenting on others’ work in the Discussion Forum will suffice; graded pass/fail 40 points total

- final project 100 points 416 points overall total

Grading: 380 or more points = A
350-379 points = B
320-349 points = C
290-319 points = D
289 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 Messages 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 Sunday midnight at the end of the 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:

**January 11** Face-to-face course orientation meeting for those able to attend; please monitor your BlackBoard messages and announcements regularly for additional information when timely; tentative time and location: Thursday, January 12, ECDC 210B/211, 5 PM

**16** MLK holiday on January 16th; Visual design exercise; see Camtasia demo; read and comment upon Chapter 1 in course text and assigned article as per provided formats; all work due by Sunday midnight. Submit via BlackBoard assignment page as attached file.

**23** Read and comment upon 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.

**30** Read and comment upon Chapter 3 in course text; Multimedia design principles; online peer review of draft Needs Statements; finalized Needs Statement due February 6th.

**NOTE:** Assistance regarding assignment is provided in Course Content. Post your needs statement in the discussion forum under a thread you create called “needs statement.” You should review a few of your peers efforts and offer constructively critical comments.

**February 6** Read and comment upon Chapter 4 in course text; Hyperlinking to web pages, designated slides, documents; develop “Alamo Project,” 12 slides minimum. See Alamo Project in BlackBoard.

**13** Read and comment upon Chapter 5 in course text; instructional methods; develop treatment for your final project

**20** Read and comment upon Chapter 6 in course text; digital story telling; PowerPoint story telling project with voiceover.

**27** Read and comment upon Chapter 7 in course text; do WebQuest evaluation assignment.
March 5       Read and comment upon Chapter 8 in course text; Inspiration assignment and the ASSURE Model. Review and comment upon technology integration slides.

12           Spring break week

19           Read and comment upon Chapter 9 in course text; develop and submit content document for your project; develop Jeopardy game for use with your final project using the provided template (or a better one if you can find one).

26           Read and comment upon 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.

April 2      Read and comment upon Chapter 11 in course text; project development; individual consultations with the instructor as requested

9            Read and comment upon Chapter 12 in course text; project development; individual consultations with the instructor as requested

16           Read and comment upon Chapter 13 in course text; project development; individual consultations with the instructor as requested

23           Read and comment upon Chapter 14 in course text; Project development; consultations with the instructor by request

30           Classes end on May 1: 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 to 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.

**NOTE:** The assigned text can be obtained at reasonable cost at Amazon.com

**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](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


