Texas A & M University-Corpus Christi
College of Education
Department of Teacher Education
Educational Technology Program

_syllabus_

IDET 5303: Multimedia Production for Instruction:
_on-line_

Summer — 2014
May 14th – July 1st

instructor: Susan Elwood, Ed.D.
office hours: 1-2:30 PM, online Tuesday & Wednesday, or by appointment
Skype: DrEprof
fax: (361) 825-6076
e-mail: please use Bb messages
ed tech resource site: [http://interconnect.tamucc.edu](http://interconnect.tamucc.edu)
Also see: [http://LivesInContext.org](http://LivesInContext.org)
BlackBoard Help: (361) 825-2692; (866) 353-2491;
Or [https://distance-education.tamucc](https://distance-education.tamucc) (Student Resources)

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

NOTE: You must possess basic computing skills and experience to be in this class. Please contact the instructor if you have related concerns or questions.

resources For tutorials on use of BlackBoard9 and other student resources, click [here](http://www.interconnect.tamucc.edu).

See our EdTech resource site at [http://interconnect.tamucc.edu](http://interconnect.tamucc.edu)

If you don’t have a gmail account, please go to Google.com and establish one. You also need to establish a Skype account which will require use of a web cam, microphone, and speakers or headphones.
I. **Course Description:** A course emphasizing the development of technological inputs. Each student will produce a multimedia presentation related to selected instructional goals.

II. **Rationale:** This on-line graduate course provides in-depth coverage of the use and development of multimedia materials in the k-12 curriculum or non-school oriented subject areas. Course content is consistent with current research and 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 interest in learning.

**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 multimedia materials and presentations.

3) Integrate in instructional multimedia materials a variety of Internet resources, Web 2.0 applications, and software such as WebQuests, Audacity, PowerPoint, MovieMaker or iMovie, graphics editors, and appropriate websites, videos, and images.
4) Develop a quality usage and evaluation plan for implementing the multimedia final project in the classroom.

5) Develop well designed multimedia presentations incorporating applied multimedia learning theory and visual design principles.

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 and other instructional environments

2) planning process for multimedia development

3) multimedia and visual design principles

4) Texas Essential Knowledge and Skills or other appropriate curricular standards as related to topics of participants' final projects

5) use of multimedia development software such as PowerPoint, Web 2.0 applications, WebQuests, Audacity, PowerPoint, MovieMaker or iMovie, graphics editors, Skype and related peripheral equipment (i.e., web cams, microphones, headphones or speakers)

6) instructional methods and instructional strategies for multimedia use with K-12 students and other target audiences

7) current scholarly writings on research regarding multimedia design considerations
8) multimedia usage planning

9) evaluation of multimedia-based instructional materials

VIII. Instructional Methods and Activities:

A variety of methods and activities will be utilized to enable students to achieve targeted course outcomes. Instructional methods will include technology-based demonstrations and presentations by the instructor. The instructor will also provide written and technology-based guidance as well as worked examples of key deliverables. The instructor will also provide one-on-one assistance—either in person or via BlackBoard messages, WebEX, or Skype. Just ask! Major student activities will include readings and posting related comments, exploring some WebQuests, completing other technology-based exercises and projects in BlackBoard 9.1, and planning and developing a final project.

IX. Evaluation and Grade Assignment

You may earn up to 1000 points in this course. Your grade for the course will be determined on the following basis:

- discussion posts 200 points
  23 points per 8 posts; 16 points for “Bad Slides”

- three quizzes 120 points
  total; 40 points each

- planning documents for final project: 220 points
  - needs statement for team project (40 points)
  - content outline and script (60 points)
  - treatment w/sample screen storyboards (60 points)
- usage plan, evaluation plan, and student survey (60 points)

• six assignments (35 points each: 1) visual design; 2) Digital Story 3) iMovie or Movie Maker 1 minute movie; 4) Audacity Podcast; 5) WebQuest evaluations; 6) Pick-a-State Project) 210 points

• final instructional project 250 points

TOTAL 1000 points

Grading:

900 or more points = A
801- 899 points = B
701-799 points = C
501-599 points = D
500 points or less = F

Please contact 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. Thanks and I look forward to working with you all over the course of this semester.

X. Course Schedule and Policies

NOTE: Week number in parentheses for each week corresponds to week numbers in Course Content.

May

(1) 14-16

1) Complete your course introduction slide, accessible from the “Start Here” “Welcome” BlackBoard navigational menu links. (Due day 1!)
2) Read "Design Issues and Trends in Creating Hypermedia" and Richard Mayer interview; Discussion Posts #1 and Richard Mayer Interview; respond to discussion questions on the readings in the course Discussion Forum and comment as directed upon other students’ posts.

Note: Work ahead! You will always want to look ahead to the upcoming week and work ahead on the weekends!
RECOMMENDED COURSE ORIENTATION MEETING:
Monday, May 19th, 2014, 5:00 PM; online WebEX session:
About the course; introductions; using BlackBoard 9.1;
student University e-mail accounts; PowerPoint activity on
visual design principles; review of final projects as time
allows; team project; reading assignment and Discussion
Post #2.

DUE the 19th: Visual design assignment: see Course
Content for the assignment and supporting resources. Be
sure to use the Assignment to submit your PowerPoint (PPT)
file.

Needs Statement and peer critique assignment: see
assignment and samples in the Course Menu; review of
Texas Essential Knowledge and Skills (TEKS) and
Technology TEKS or other curricular standards; develop
Needs Statement.

DUE: Post your draft Needs Statement in the course
Discussion Forum; Provide constructively critical comments
on at least four other students’ Needs Statements.

DUE: Digital Story in PowerPoint or VoiceThread as
explained in Course Content; Discussion Post “Chapter 1
Reading” from course text; submit revised Needs Statement
for final project using appropriate assignment in Course
Content.

Final project organization, hyperlinking, and questions and
feedback; multimedia development model.

DUE session end: Movie planning, creating, and editing
assignment via assignment links in the Course Content.

Treatment development; see assignment and samples in
Course Content.
**DUE:** Treatment for your final project; Submit treatment to instructor using appropriate assignment in Course Content. Discussion Post # 4 on Chapter Two in course text.

**June**

(7) 2-3  Critique of poorly designed slides; QUIZ 1 (last 24 hours of session).

**DUE:** Discussion Post # 5: Critique provided PowerPoint slides and post critical comments in Discussion Form; complete QUIZ 1.

(8) 4-5  Audio Editing: submit to instructor using appropriate BlackBoard assignment.

**DUE:** File or link to file provided with the assignment submission. Chapter Three in course text due to appropriate discussion thread.

(9) 6; 9  WebQuest explorations and evaluations: see assignment in Course Content: Quiz 2 (last 24 hours of session).

**DUE:** WebQuest assignment and Quiz 2.

(10) 10-11  Develop content outline for your project—see Content assignment in Course Content.

**DUE:** Chapter 4 discussion.

**WebEX #2** – Be ready to share your nearly complete treatments.

(11) 12-13  Project development; final project rubric; individual consultations with the instructor by request.

**DUE:** Content outline for your project; Ch 10 Discussion post; work on final project.
(12) 16-17  Project development; individual consultations with the instructor by request.

**DUE:** Quiz 3

(13) 18-19  Develop Usage & Evaluation Plan; Final project development; consultations via Skype or in person with the instructor, 2 to 5 PM on Wednesday or by appointment.

**DUE:** Submit Usage & Evaluation Plan using appropriate assignment in Course Content.

(14) 20-27  Develop your final project

**WebEx #3:** Be ready to share your project review, evaluation, and future recommendations to revise or continue the project.

(15) 30-July 1  **Submit final project.** *Sorry—no late submissions.*

**XI. Required textbook:** Mayer, R.E. Multimedia learning (2nd ed.). New York, NY: Cambridge University Press. *(Find used copy @ Amazon?)*

**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. **April 12th is the last day to drop a class with an automatic grade of "W" this term. May 6th is the last day to withdraw from the University.**

**Late work:** Assignments submitted past the due date will be accepted for a maximum of 80% credit; 5 calendar days or more past the due date for a maximum of 60% credit. Quizzes are available only on the date provided and cannot be made up.

**Preferred methods of scholarly citations**

**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 Rule 13.02.99.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](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

Alessi, S.M., & Trollip, S.R. (2001). Multimedia for learning: Methods and
development (3rd ed.). Boston: Allyn and Bacon.


Cavalier, J.C., & Klein, J.D. (1998). Effects of cooperative versus individual
learning and orienting activities during computer-based instruction.
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guidelines for consumers and designers of multimedia learning (2nd ed.). New
York, NY: Cambridge University Press.

Dick, W., Carey, L., & Carey, J.O. (2008). The systematic design of instruction (7th

match? In D. Jonassen & H. Mandl (Eds.), Designing Hypermedia for Learning.
(pp. 199-226) New York: Springer-Verlag.

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