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.

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; (IDET 5397 is linked to this student learning outcome.)
- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (IDET 5320 is linked to this student learning outcome.)
- demonstrate knowledge of the field; (IDET 5300, IDET 5303, IDET 5304, and IDET 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 multimedia materials and presentations.

3) Integrate in instructional multimedia materials a variety of Internet resources, Web 2.0 applications, and software such as VoiceThread, Mindomo and appropriate websites, videos, and images.

4) Develop a quality usage and evaluation plan for implementing the multimedia final project in a learning environment.

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.

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 movies, audio, Mindomo, web conferencing software, 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, including linked tutorials and resources for guided reading, facilitated discussion threads, asynchronous and synchronous class discussions, and projects.

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:

1. 270 points = discussion posts: 1) 21 points per each of 7 session posts; 2) 21 points per each of 6 Mayer content review discussions

2. 120 points = three quizzes total; 40 points each
3. 250 points = planning documents for final project:
   a. needs statement for team project (40 points)
   b. content outline and script (60 points) - treatment w/sample screen
      storyboards (60 points) - usage plan, evaluation plan, and student survey
      (60 points)

4. 140 points = four assignments at 35 points each: 1) visual design; 2) Digital Story
   3) iMovie or Movie Maker 1 minute movie; 4) Audacity Podcast

5. 220 points = final CLIC instructional project: 1) 40 points per each of 3 WebEX
   sessions; 2) completed project (100 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 start dates
in Course Content.

(1) March 20  
COURSE ORIENTATION MEETING: Tuesday, March 21st, 2017, 5:00 PM on WebEX: About the course; introductions; using BlackBoard 9.1; student University e-mail accounts; review of previous final projects as time allows; team project. You can catch the recording if you absolutely cannot log in to the WebEX conference at the time.

DUE:
* Read Chs 1- What Is Multimedia, and 2- Text; complete one project of choice for each chapter.
* Read Richard Mayer interview; Discussion Post #1 (Mayer); respond to discussion questions on the readings in the course Discussion Forum and comment as directed upon other students’ posts.
* Visual design assignment: see Course Content for the assignment and supporting resources. Be sure to use the Assignment to submit your PowerPoint (PPT) file.

(2) March 27

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.
* Mayer discussion post #2.
* Read Chs 3- Images and 4- Sound; complete one project of choice for each chapter.

WebEX #1 – Share your needs statement and preliminary ideas. Goal: to have a tightly defined project scope.

(3) April 3

Digital storytelling and slide narration.

**DUE:**
* Digital Story in PowerPoint or VoiceThread as explained in Course Content;
* Mayer discussion post #3
* submit revised Needs Statement for final project using appropriate assignment in Course Content.
* Final project organization, hyperlinking, and questions and feedback; multimedia development model; develop treatment for final project,
* Read Chs 5- Animation, and 6- Video; complete one project of choice for each chapter.
* Quiz 1
Treatment development: including Timeline, Tasks, and Milestones with storyboards and/or implementation ideas; see assignment and samples in Course Content.

DUE:
* Content outline & treatment for your final project; Submit treatment to instructor using appropriate assignment in Course Content.
* Mayer discussion post #4
* Read Chs 7- Making Multimedia, and 8- Planning and Costing; complete one project of choice for each chapter.

WebEX #2 – Share your project plan; timeline, tasks, milestones; and your treatment plan.

Project development; final project rubric; individual consultations with the instructor by request.

DUE:
* Mayer discussion post # 5
* Read Chs 9- Designing and Producing, and 10- Content and Talent; complete one project of choice for each chapter.
* Quiz 2

Develop Usage & Evaluation Plan; Final project development; consultations via WebEX or in person with the instructor by appointment.

DUE:
* Submit Usage & Evaluation Plan using appropriate assignment in Course Content.
* Mayer discussion post # 6
* Read Chs 11- Internet and Multimedia, and 12- Mobile Multimedia; complete one project of choice for each chapter.

WebEX #3 – Share your project pilot group implementation and planned evaluation.

Finish Final Project work
DUE:
* Quiz 3
* Read Ch 13- Delivery; complete one project of choice.
* Final Exam (only the chapters since midterm)


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.

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. 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


Cavalier, J.C., & Klein, J.D. (1998). Effects of cooperative versus individual learning and


