Instructional Hypermedia

This is an online class. A variety of asynchronous technologies will be used to teach this class.

Course Site:  
https://bb9.tamucc.edu

Schedule Office Hours Online:  
https://www.davidsquires.info/officehours

I. Course Description

A course emphasizing the development of instructional materials and presentations through the use of a variety of current technological inputs. Each student will produce a multimedia presentation related to selected instructional goals.

II. Conceptual Framework

★ To master a collection of instructional hypermedia tools, most of which are computer-based, to be used and built upon throughout the Instructional Design & Educational Technology degree program to improve skills in the design and development of learning environments.

★ To reflect and write on the nature of design.
III. Required Readings

All required readings, Chapters, PDFs, URLs, and articles are available for download in the Blackboard Learn 5303 course site:


**Recommended Textbooks**


IV. Required Technology

V. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.
2. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.
3. Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and any plagiarism or cheating will result in a failing grade.
4. More detailed information about academic honesty is located in the student catalogue:
   Academic Integrity

VI. Goals and Objectives
During the course, each student will be expected to:

1. **Establish** effective verbal, nonverbal, and media communication techniques.
   a) Demonstrate effective professional and interpersonal communication skills.
   b) Use media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning.
   c) Gives multimedia presentations and use technology as a resource for building communication skills.

2. **Determine** technological resources to support individual and group learning.
   a) Include appropriate uses of instructional materials and resources helping students understand the role of technology as a learning tool.
   b) Evaluate the effectiveness of specific materials and resources for particular situations and learning strategies.

3. **Draw on technology** to provide relevant and meaningful learning experiences.
   a) Stay abreast of current technology.
   b) Integrate technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.
4. **Create** a learner-centered community, collaboratively identify needs; and plan, implement, and assess instruction using technology and other resources.

5. **Demonstrate** knowledge of how to use task appropriate instructional hypermedia tools to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem solving situations.

a) Select technology that is developmentally appropriate and designed to engage interest in learning

b) Demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

c) Use technological and other resources to facilitate continual professional growth.

a) How to use and integrate appropriate technology-based instructional hypermedia productivity tools (e.g., Adobe Captivate course authoring tools, Photoshop) into teaching and learning.

b) Know how to facilitate the use of appropriate digital editing tools and design principles for classroom use (e.g., consistency; repetition; alignment; proximity; ratio of text to white space; image file size; color use; font type, size, and style).

c) Apply methods for extending the learning environment beyond the classroom through the creation and sharing of electronically formatted and published documents via electronic networks.

d) Know how to accomplish tasks through technological collaboration to include participation with electronic communities as learner, initiator, contributor, and teacher/mentor.

e) Know how to create specifications and instructions (e.g., hardware/software requirements, instructions for use) for technology-based tasks.

f) Know how to use technology applications to facilitate the evaluation of work, including both process and product.

g) Know how to create rubrics to evaluate technology-based processes and products against established criteria.

---

Spring, 2018

David R. Squires, Ph.D.

Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
6. **Communicate** in different formats for diverse audiences.

   a) Know how to select, format, and present media activities and projects appropriate for the content, purpose, audience, and environment.
   
   b) Know how to use instructional hypermedia productivity tools (e.g., spreadsheets, databases, word processors, graphics applications) to communicate effectively.
   
   c) Know how to select and use various presentation formats (e.g., slide shows, posters, multimedia presentations, newsletters, brochures, reports) to communicate effectively.
   
   d) Know the characteristics, purposes, and protocols for using a variety of electronic communication tools (e.g., e-mail, Internet browsers, videoconferencing, distance-learning tools, discussion forums).

7. **Demonstrate** knowledge of instructional design, development, and assessment in a technology-enhanced environment.

   a) Know how to use formal and informal assessments to evaluate students' technology proficiencies.
   
   b) Know fundamental characteristics of quantitative and qualitative assessments and understands how to use these assessments appropriately to plan and develop instruction.
   
   c) Know how to facilitate ongoing student self-assessment in the use of technology, including both process and product.
   
   d) Demonstrate knowledge of effective methods for incorporating technology into various instructional strategies (e.g., direct instruction, cooperative, project-based) to maximize student learning and teacher effectiveness.
   
   e) Demonstrate knowledge of effective methods for incorporating technology into various instructional strategies (e.g., direct instruction, cooperative, project-based) to maximize student learning and teacher effectiveness.
   
   f) Know how to use technology to develop student collaboration skills to propose, assess, implement, and communicate solutions to real-world problems.
   
   g) Know and apply effective classroom-management strategies in technology-enhanced environments.
8. **Implement and assess technology-enhanced instruction to meet the diverse needs and abilities of all students.**

   a) Demonstrate knowledge of a variety of technology-based tools, including assistive and instructional technologies that promote learning for all students.

   b) Know how to plan and design activities and products that are accessible to learners with diverse needs and abilities.

---

**TExEs STANDARDS**

**Standard I:**
The Master Technology Teachers effectively *models* and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

**Standard II:**
The Master Technology Teacher *selects* and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

**Standard III:**
The Master Technology Teacher *applies* knowledge of digital learning competencies including Internet research, graphics, animation, website mastering and video technology.

**Standard IV:**
The Master Technology Teacher *serves* as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.

**Standard V:**
The Master Technology Teacher *facilitates* appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.

---

*Spring, 2018*

*David R. Squires, Ph.D.*

*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
VII. Course Requirements

In IDET 5303, students learn a set of instructional hypermedia tools and deliver one or more projects that demonstrate their competency with these tools by the end of semester. Students taking IDET 5303 will learn these instructional hypermedia tools primarily by completing Web-based tutorials on Lynda.com. Online discussion and asynchronous class time will be used to answer questions, solve problems, and to highlight and showcase how people are using these tools in their projects. Examples of instructional hypermedia tools we’ll explore this semester include the following: Adobe Captivate 2017 release, with the purpose of developing tutorials; authoring of Web content and management of files on Web servers using Google Sites and other Content Management and Learning Management Systems; introductory graphics development and photo-editing using Photoshop Elements Editor. Participants will also be encouraged to learn a variety of Web 2.0 tools and applications relevant to the design of educational hypermedia. However, any participant who wishes to learn one or more other tools is welcome to do so. If you are interested in tools that are outside of those recommended by the instructor, notify your instructor by the second week of class. You will need to submit a proposal (due date established with instructor) listing the tools you wish to learn, learning resources (such as textbooks), a timeline for learning the tools, and a short rationale for each tool. The proposal will be reviewed by the instructor and, when approved, becomes a “tool learning contract” which must be completed by end of the semester. The projects completed by each IDET 5303 participant will be presented and shared at the end of the semester.

Another goal of this course is to begin to grasp the broad nature of design, instructional and otherwise. Students are expected to complete several readings related to design. Among the most important is a set of readings related to “learning by designing,” a point of view known as constructionism. As the name implies, this perspective holds that learning is best achieved through the construction or building of an artifact that can be shared and critiqued publicly. Participants are expected to keep and maintain a design journal according to the schedule identified by the instructor as they complete their Independent Project. Participants are also expected to write a short review and critique of the design literature they read during the semester. It is recommended that this literature review and critique be integrated into the design journal, but this can also be written as a stand-alone paper.

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
VIII. Online Access

This course is offered completely online asynchronously and the use of Blackboard Learn is required. A variety of asynchronous technologies will be used to teach this class. You will need a computer capable of accessing the internet and downloading software applications for this course. All assignments and graded course content are posted on the Blackboard Learn 5303 course LMS site. Rubrics for each assignment and participation requirements are found in the respective Blackboard modules section. Unless otherwise announced, we will primarily meet asynchronously for this course. You are expected to collaborate with your peers synchronously and asynchronously to schedule times for prompt peer feedback.

If you haven't already prepared your computer for Blackboard, access Blackboard Technical Requirements and follow the directions. Blackboard has a notification system that sends an alert when certain events happen in your course. You can choose which alerts you want to receive and how you want to receive them. Workshop schedules on how to use Blackboard tools are available at https://iol.tamucc.edu/

For Technical Assistance Contact the IT Help Desk
Phone: (361) 825-2692 (local); (866) 353-2491 (toll free)
Email: ithelp@tamucc.edu

IX. Online Participation [10 Points]

You are expected to access your Blackboard Learn course site on a regular basis and participate every week by posting peer review feedback, Desk Crits, Journal Reviews, and commenting, asking questions, and engaging fully in the online discussion forum. Many educators and learning experts contend that our current system of education does not encourage, teach, or in some cases even tolerate questions: This is not the case in this course. Inquiry is strongly recommended, if not required, and engaging with your colleagues is an important skill for you to cultivate. To perform well in this course, you must plan on taking advantage of the help seeking opportunities provided by engaging in the feedback/inquiry process.

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
X. Desk Crits [ 25 Points]

There will be 5 Desk Critiques during the semester plus the final project sharing. Each week you should prepare a short video (at most 5 minutes) that shows your project. In the beginning stages, you may be creating a video that describes your project idea as it has formed in your mind so far, and mockup of your project, but as the semester progresses, your videos should be of your actual project. You will post this in the discussion board for the appropriate weekly Desk Crit session. It is important that you put your project in front of others and get critical feedback. It is essential for the design process. Likewise, it is vital as a reviewer that you provide thoughtful and critical feedback. Feedback should follow the pattern of:

1. Here is what I like about your project
2. Here is what I suggest you should do to improve it and why

Each week you should write up your review of your colleague's projects in a reply to their posting in the discussion board. If there is an odd number of students in class, one group will be composed of 3 students and you should arrange for A to review B, B to review C and C to review A so that each one is reviewing one project. Ideally, you have at least 5 different sets of eyes on your final project before you submit it for a final grade at the end of the semester.

XI. Design Journal [ 25 Points]

You should create a blog for your design journal. You may create whatever blog you wish. You should have at least 5 entries posted in your blog spaced out by at least a week between posts. Each post should weave ideas from the readings into your thinking. Since we will be using videos for our Desk Crits, you may also include links to your videos and add narrative discussion of your design for your project. Every week you are required to review another student’s journal. Your review should include:

1. What you liked about the journal entries
2. What you thought was missing or what could be improved
3. What you learned from their journal and how it impacts your design thinking

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XII. Final Project [30 Points]

Your project must be made up of at least three parts so that a typical tabbed template will work with Adobe Captivate. If you choose to make a learning project, then you can consider the project to be a Learning Object (LO) and each part to be a Sharable Content Object (SCO). Typically a LO aligns to a single terminal objective while each SCO aligns to a single enabling objective of that terminal objective.

Final Project Criteria:

1. Interactivity
2. Color and Interface
3. Images
4. Text
5. Appropriate for Learners
6. Audio
7. Mechanics

If you prefer, you may do a non-instructional project. You can do a family project or an informational project on whatever topic pleases you. You may also experiment with using Adobe Captivate to make games or simulations. It is entirely up to you, but the project should be about 30 screens in length.

XIII. Final Project Presentation [10 Points]

Pitch your final project in a short online presentation. Be sure it lasts no more than 5 minutes for the target audience. There are very few restrictions on this assignment so that you may develop a creative, innovative way of communicating with your target audience. The product will be reviewed and rated by your peers. Each student is required to review at least three different presentations from your peers. Provide constructive feedback for them, and provide a rating for them (1-5 stars).
XIV. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>Work Not Passed</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

XV. Additional Resources

Scholarly Citations

Disability Services
This course follows the regulations outlined in the Americans with Disabilities Act. Further, all Sharable Content Object Reference Model (SCORM) enabled course modules contained in this course have closed captioning and audio enabled compliant integrations to meet Federal 508 Compliance standards. The course site is also compatible with screen reading devices. Students requiring additional accommodations due to a disability should talk to their instructor as soon as possible and call Disability Services at (361) 825-5816 Monday - Friday or visit CCH 116 to schedule an appointment. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) for more information.

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
### XVI. Schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
<th>Module</th>
</tr>
</thead>
</table>
| March 21th | **Orientation**  
Examples, 508 Compliance, Universal Design | Located in Module 1 Assignment Materials Folder | **Course Introduction**  
Desk Crit #1 & First Journal Entry and Feedback Due | 1      |
| March 28th | **Basic Image Editing**  
Use of Visuals to Communicate | Located in Module 2 Assignment Materials Folder | **Desk Crit #2**  
& Journal Entry #2 and Feedback Due | 2      |
| April 4th | **Use of Text & Use of Audio**  
Use of Templates | Located in Module 3 Assignment Materials Folder | **Desk Crit #3**  
& Journal Entry #3 and Feedback Due | 3      |
| April 11th | **Layouts and Layers**  
Animations | Located in Module 4 Assignment Materials Folder | **Desk Crit #4**  
& Journal Entry #4 and Feedback Due | 4      |
| April 18th | **Variables & More Interactions**  
Publishing and SCORM | Located in Module 5 Assignment Materials Folder | **Desk Crit #5**  
& Journal Entry #5 and Feedback Due | 5      |
| April 25th | **Final Project Presentations** | | **Final Project Presentations and Peer Review** | 6      |
| March 2nd | **Final Projects Are Due** | | | 7      |

⚠️ This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

✓ Schedule Office Hours Online: [https://www.davidsquires.info/officehours](https://www.davidsquires.info/officehours)
✓ Office Hour Meetings Are Available In Person F.C. #249
✓ Online Via WebEx, Google Hangouts, Skype, Join.Me, or Zoom
✓ Over the Telephone: 1-361-825-2453

Spring, 2018  
David R. Squires, Ph.D.  
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XVII. Assignments Summary

All assignments are due by 11:59pm on the designated due date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desk Crits 5x</strong></td>
<td>March 21st</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 28th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 4th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 11th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 18th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Design Journals 5x</strong></td>
<td>March 21st</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 28th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 4th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 11th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 18th</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project Presentation</strong></td>
<td>April 25th</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>May 2nd</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Online Participation</strong></td>
<td>Every Week</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Total = 100 points

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XVIII. Module Readings & Posted Articles

Full pdf articles listed below are available for student’s individual use in the Blackboard 5303 course site and may be opened with the password: IDET5303


XIX. Bibliography


http://www.papert.org/articles/SituatingConstructionism.html


*Required Course Policies*

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 examinations 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 a failing grade.

*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 6th, 2018) is the last day to drop a class with an automatic grade of “W” this term.

*Classroom/professional behavior*

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from
repression. You are responsible for following the rules of the University, city, state and federal
government. We expect that you will behave in a manner that is dignified, respectful and courteous to all
people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability.
Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the
Office of the Provost.

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

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
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 Corpus Christi Hall 116. 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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504