Professional Education Unit
Foundational and Graduate Studies in Education

Multimedia Design for the Classroom (Online)
EDUC 644 (301)
Spring 2011

Instructor: Joseph DiPietro, Assistant Professor
Office: 408 Ginger Hall
Phone: 606-783-2998
Email: j.dipietro@moreheadstate.edu
Office Hours: Tuesdays and Thursdays, 9-11; other times by appointment

Course Description: EDUC 644, *Multimedia Design for the Classroom*, (3-0-3). I. Introduction to the design, development, utilization, management, and evaluation of multimedia technologies to enhance classroom teaching and learning with an emphasis on audio editing, digital photography, digital video, and slide presentation software. Students shall produce classroom instructional multimedia products and evaluate their impact within the classroom.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

<u>**Required Texts**</u>**:**

1. Counts, E. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Pearson.
2. Supplemental readings and resources will be provided via our online classroom environment.

<u>**Technology Requirements**</u>**:**

- It is <u>required</u> that you have access to some sort of camera that is: a) capable of capturing video, and b) will interface with your computer. A webcam, cell phone, or any other digital camera with video capabilities will work just fine for the purposes of this course. We will be creating activities and assignments and uploading them to the Web; you need to have some way to record footage.
- It is <u>highly recommended</u> that you have access to high speed Internet to facilitate the downloading of necessary programs, files, and other information for the course. You will also be uploading large files and assignments to YouTube, and high speed Internet access will make this much, much easier.
- It is <u>recommended</u> (not required) that you have a microphone to fully participate in synchronous chats or Skype sessions for office hour meetings. Please note that office hours are being held virtually.

<u>**Conceptual Framework Outcomes (CFO's):**</u>

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional abilities, and the 21st century skills need to make an optimal contribution to "whole" student learning in education settings.
2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

<u>**Student Learning Outcomes (SLO's):**</u> The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (**TF**), NCATE/AECT Educational Communications and Instructional Technology (**ECIT**) Accreditation Standards Performance Indicators, and Kentucky Teacher Standards (**KTS**).

By the end of this course, the candidate will:

*   have developed an understanding of new media and multimedia and the impact on 21st century learning.
*   have designed instruction using multimedia technologies explored within the course. **TF-II, TF-III, ECIT 1, ECIT 2, KTS 1, KTS 2, KTS 3**
*   have developed multimedia resources for instructional use in diverse educational settings.**TF-VI**
*   have utilized and evaluated a variety of multimedia tools including audio, video, imagery, slide presentation, web design, and animation for the development of instructional resources. **TF-1, TF-V, ECIT III, KTS 4, KTS 6, KTS 9**
*   have evaluated the instructional benefits of multimedia through the analysis of various resources. **TF-IV, ECIT V, KTS 5, KTS 7**

<u>**NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**</u>

Program: Educational Technology Course: EDUC 644 Multimedia Design for the Classroom				
Aligned with ➡ Assessment ↴ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	ISTE Standards
Introduction Xtranormal video and script CFO: 1, 4 SLO: 2,3,5,6	6	N/A	Technology	1, 5

Multimedia project CFO: 1, 4 SLO: 2,3,5,6	1, 2, 3, 6, 7	Students address various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Technology, Assessment, Achievement Gap / 1b, 1c, 1d, Diversity	1, 2, 3, 4
Podcast reflections CFO: 1, 4 SLO: 2,3,5,6	1, 6, 7	N/A	Technology	1, 6
Evaluation of podcasts for learning CFO: 1, 4 SLO: 2,3,5,6	1, 4, 6	Students address various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Technology, Assessment, Achievement Gap / 1b, 1c, 1d, Diversity	1, 2, 3, 5
Video project CFO: 1, 4 SLO: 2,3,5,6	6	N/A	Technology	1, 5
Participation in online discussions and completion of homework CFO: 1, 4 SLO: 1,2,6,7,8,9,1	1, 2, 3,6, 8,9,10	N/A	Technology, Assessment, Achievement Gap / 1b, 1c, 1d	1,2,3,4,5, 6

Assignment Descriptions:

Program: Educational Technology EDUC 644, *Multimedia Design for the Classroom*	
Assessment (point value)	**Description (***please note that specific expectations for assignments will be provided once a particular assignment is introduced***)**
Creation of YouTube account (10 pts)	Course participants will be required to create free YouTube accounts to facilitate assignment submission.
Introduction Xtranormal video and script (25 pts)	This project will require course participants to create a brief multimedia video using a free web-based utility. Prior to video creation, participants will create scripts outlining video content, scope, and objectives.
Podcast reflections (5 @ 20 pts each; 100 pts total)	Podcast reflections will be assigned for selected readings throughout the semester. Podcasts are expected to be between 3 and 5 minutes in length and will not be accepted late; participants will upload reflections to their respective YouTube channels for review.
Evaluation of podcasts for learning (40 pts)	This 3-page paper project will require course participants to select 2 different podcasts (commercial or otherwise) and provide a summary of the purpose and review for each. It is the expectation that participants will outline the criteria by which podcast resources were judged and why these criteria are important in determining the quality of multimedia resources.
Animatic video projects (25 pts)	This project will require course participants to develop sample animation using a free, cross-platform application called Stykz.
Video project (50 pts)	This project will require course participants to demonstrate their abilities using video editing tools such as PC-based applications like Photo Story and/or Windows Movie Maker or Apple's popular iMovie software. Participants are free to choose other video editing tools should they so choose (e.g. Flip software).
Multimedia Project (200 pts)	This project will require course participants to develop an instructional multimedia project that will be used with classroom students. The project will incorporate multiple types of digital and

	traditional media to enhance learning based on the participant's area of expertise and/or interest. A lesson plan and 2-3 page evaluation of the project will be required in addition to submission of all project files.
Course participation and homework (150 pts)	Roughly 15 discussions and/or minor weekly assignments will be employed this semester. The basic rule of thumb is to just pay attention to weekly assignments and expectations as they will be clearly defined each and every week within our Moodle shell.

Grading Scale:

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
E	59% and below

Assignment Breakdown:

Creation of YouTube account	10 pts
Xtranormal video and script	25 pts
Podcast reflections	(5 * 20 each) 100 pts
Evaluation of podcasts for learning	40 pts
Animatic video projects	25 pts
Video project	50 pts
Multimedia project	200 pts
Course participation and homework	150 pts
Maximum possible points	**600 points**

Grading Criteria:

All submitted work will be evaluated using guidelines shared as assignments are introduced. Project evaluation documentation will be provided privately on an individual basis; grades will be posted in the Moodle gradebook which is available to each participant. Late assignments will not be accepted.

Course Evaluation:

Student's course evaluation will be determined by class projects, homework assignments, and class participation. Points are not given- they must be earned. Likewise, grades are not given; they are also earned. The course evaluation is based on up to a total of 600 points. All assignments are to be turned in on time.

Electronic Document Format:

Please format and submit all electronic documents in a professional manner. When in doubt, we will use APA 6th citation and formatting rules. You can run an Internet search for further information on these stylistic rules or refer to 6th Edition Publication Manual of the American Psychological Association.

Attendance Policy:

This course is web-based requiring participants to collaboration on a variety of activities. Students are expected to participate in all online activities/discussions that occur. Participation is a key component to this class. **Unexcused late assignments will not be accepted.**

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html
Note: Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). **You are not allowed to use or simply modify someone else's work; it is also unacceptable to submit work that you have previously used for another class.**

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188,www.moreheadstate.edu/acs/.

KERA Initiatives	
Learner Goals based on Academic Expectations	This course focuses on helping students develop skills in the use of multimedia as a form of addressing learner needs.
Program of Studies	This course focuses on developing skills in the use of multimedia to assist in addressing required content standards.
Core Content	This course focuses on developing skills in the use of multimedia to assist in addressing Kentucky's Core Content.

Course Schedule

Jan 18-23	**Week 1 -** *Welcome, welcome, welcome!* We will spend this week getting acclimated to the Moodle course shell, building rapport, and taking care of procedural and logistical matters. Please be sure you know how to contact me, what time office hours are held, and let me know if you have any questions. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Review course materials and syllabus • Update Moodle profile • YouTube account submission due 1.22.11

Jan 24-30	**Week 2 - *Introduction to multimedia*** So, what is multimedia? That definition may vary amongst us, but perhaps we can come up with some common ground on which to build our course foundation. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapters 1 and 2 (pp. 1-32) • Review Xtranormal
Jan 31- Feb 6	**Week 3 - *Using audio in multimedia*** We will work with a few applications this week including Audacity and Xtranormal. You will be using the forums to help develop a script for an objective-based learning activity, and we will also be discussing podcasts, enhanced podcasts, and relevant applications for creating these types of educational resources. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Podcast practice • Xtranormal activity due 2.6.11
Feb 7-13	**Week 4 - *Predictions for the digital age*** We will take a look at some interesting resources this week relating to the "what if?" questions we all may find ourselves asking in terms of technology and the future of multimedia in education. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Podcast reflection #1 due 2.13.11
Feb 14-20	**Week 5 - *The design process and multimedia*** We will take a look at a few resources this week in regards to, you guessed it, the design process in relation to multimedia! We have some interesting external Web-based readings to consider in addition to our readings from the textbook. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapter 3 (pp. 33-50)
Feb 21-27	**Week 6 - *Interactive multimedia***

	Interactivity suggests control or, at the very least, choice. We will take a look at some different thoughts and theories on how interactivity can impact educational multimedia. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapter 4 (pp. 51-64) • Podcast reflection #2 due 2.27.11
Feb 28-Mar 6	**Week 7 - *Animation and multimedia*** Animation is a powerful tool and an excellent way to showcase some of the skills you've gleaned so far in our course. We'll be working with a stick figure animation tool called Stykz as well as an open source image manipulation tool called GIMP. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Review Stykz • Review GIMP • Counts, Chapter 6 (pp. 117-197); I realize this is a ton of reading so please skim/scan as you can and refer to this section for reference as you wrap up your animatic video project.
Mar 7-13	**Week 8 - *The power of multimedia*** This is where I try to convince anyone who isn't yet on board as to the sheer brilliance of quality multimedia. We will take a look at some multimedia examples you may not have considered... <insert super villain laugh>. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapter 5, Pt. 1 (pp. 65-90) • Animatic video project due 3.13.11
Mar 14-20	**Week 9 - *Video and multimedia*** Our video introduction is intentionally before Spring Break to allow you time to explore, play, and get caught up. We will take a look at Photo Story, Windows Movie Maker, and iMovie in preparation for our video project (due 4.17.11). Midterm grades will be available this week as well. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapter 5, Pt. 2 (pp. 90-116) • Podcast reflection #3 due 3.20.11

Mar 21-27	**Week 10 - *Spring Break!*** **Tasks and Assignments:** • Have fun, be safe, and be sure to get caught up if necessary!
Mar 28-Apr 3	**Week 11 - *Instructional design and multimedia*** We will be discussing problem-based learning as well as WebQuests this week. I'll save my true thoughts for our forums, but be prepared to turn your eyes to the Web this week! **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Read (and work) ahead! • Evaluation of podcasts for learning due 4.3.11
Apr 4-10	**Week 12 - *What a tangled web we weave...*** Information architecture is one of my very favorite topics of discussion, and we'll be taking a look at this concept this week. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Podcast reflection #4 due 4.10.11
Apr 11-17	**Week 13 - *Blogs and vlogs and wikis! Oh my!*** Showcasing your work doesn't have to be limited to your YouTube channel. We will discuss a few other ways you can increase traffic and get increased viewership of the digital artifacts you create. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Video project due 4.17.11
Apr 18-24	**Week 14 - *Progress and multimedia*** If the future's a present, what is our presence in the present? Hmmm? We're all experts by now, so let's discuss what's next and where multimedia is going. What does the future of educational multimedia hold for our schools and beyond? **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Counts, Chapter 7 (pp. 198-202)

Apr 25-May 1	**Week 15 -** *Catching our breath* This week has been left open to: a) deal with any special topics of interest that may develop over the course of the semester, and b) to allow ample time for the creation of quality final projects. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Podcast reflection #5 due 5.1.11
May 2-8	**Week 16 -** *Wrapping it up* We will spend our last week discussing a few final resources and bring it all back together through critical reflection and discussion. **Tasks and Assignments:** • Readings and activities as outlined in Moodle • Wordle
May 9-13	**Week 17 -** *Finals Week* Grades are due 9 AM on 5/16, so I am cutting it close allowing projects to be due on 5.11. I'm sorry to say that NO late assignments will be accepted due to this, and I appreciate your understanding. **Tasks and Assignments:** • Multimedia project due 5.11.11 - NO EXCEPTIONS