ACED 8450 Multimedia Authoring and Design
(3 Credits)
SPRING 2013--ONLINE
Valdosta State University (VSU) College of Education (COE)
Department of Adult and Career Education (ACED)

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COE Conceptual Framework Guiding Principles
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity: All learners deserve high expectations and support.

Process: Learning is a life-long process of development and growth.

Ownership: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact: Effective practice yields evidence of learning.

Technology: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS

The College of Education Conceptual Framework Standard (CFS) will be addressed in this course:

CFS I.   CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

CFS II.   KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

CFS III.   LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

CFS IV.   ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

CFS V.   PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

CFS VI.   PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

VSU GENERAL EDUCATION OUTCOMES

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. Four of the eight will be addressed in this course:

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.

4. Students will express themselves clearly, logically. and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written. and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines.

REQUIRED TEXTBOOK

Author/Editor = Clark & Mayer. Title = *E-Learning and the Science of Instruction*. Edition = 3. Publisher = Pfeiffer. ISBN = 9780470874301.

REQUIRED MEDIA

Software: Microsoft Word and PowerPoint (or compatible)

The *Office 2007 or 2010* software is available for student use in most campus labs. A light version of each *Office Web App* is available for use as part of each student's Live@VSTATE account. If you wish to purchase this software for your home computer at a significant student discount, please visit the Tech Store at http://services.valdosta.edu/techshop/MicrosoftSoftware.aspx.

Trial Versions: During the course, you will be directed to different Web sites to download trial versions of multimedia and hypermedia software onto your home computer.

Headset with noise cancelling microphone (doesn't need to be expensive--$18-$25) for Wimba

COURSE DESCRIPTION

An exploration of theory and practice related to writing, designing, and preserving content for digital interfaces through multimedia and/or hypermedia tools that respond to specific audience needs for effective human-computer interaction, as well as usability, accessibility, and security issues.

METHOD OF DELIVERY

This class will be delivered over the Internet using the BlazeVIEW (Blackboard Vista 8) platform.

- It is the student's responsibility to visit the e-Learning VSU Vista Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.
    - o IMPORTANT: You will not be able to post assignments, attach documents, or work in the Wimba classroom if your computer is not configured with the correct version of JAVA.
    - o In addition to JAVA, please go completely through the requirements listed on e-Learning's recommended Website to make sure your browser is compatible, and that you have all of the required plug-ins.
- The instructor will provide announcements, readings, asynchronous discussions, synchronous small group activities, email communications, and weekly assignments through BlazeVIEW.
- For attendance purposes, students are required to access and participate in the course in BlazeVIEW a minimum of TWO DIFFERENT DAYS each week.
- Students are asked to check BlazeVIEW announcements and email several times a week.
- Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

COURSE OBJECTIVES

The course objectives serve as the subject matter framework from which the readings and learning activities are engaged to build desired knowledge and application skills and attitudes. *Upon completion of this course, you will be able to:*

CO 1. Cultivate an understanding of multimedia and hypermedia authoring and design theory and practice.

CO 2. Discuss digital tools used to create multimedia and/or hypermedia projects.

CO 3. Use software tools and various media to present content and explain complex concepts.

CO 4. Engage in activities involving the transformation of existing content and/or literature to a multimedia or hypermedia platform.

CO 5. Develop the ability to foster communities through digital interfaces.

CO 6. Reflect on institutional or system policies and procedures related to the usability, accessibility, and security of digital interfaces.

PREREQUISITES

Students should have a general knowledge of hardware, software, and the Internet. Also basic skills in areas such as: word processing, digital photography, scanning, HTML/web design or video production are a plus.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (Details in BlazeVIEW)

    A. **Science of Instruction (SOI) Activities (350 points).** Team and individual activities that apply concepts from the readings in the textbook.

    B. **Multimedia Applications (250 points).** Use of software tools and various media to present content, explain complex concepts, and foster interaction.

    C. **Team Chapter Presentations (100 points).** Jigsaw activity where you will be assigned a chapter to read, discuss with others, and present to the class in a discussion forum.

    D. **Research Paper (100 points).** Research and report your findings related to usability, accessibility, and security of digital interfaces.

    E. **Project (200 points).** Use theories, concepts, and multimedia applications discussed in this course to prepare a lesson.

COMMUNICATION POLICIES

Student-to-instructor and instructor-to-student interaction are critical components of any learning environment. While most of our communication will occur in BlazeVIEW Discussions (especially if it's something the entire class can benefit from), please don't hesitate to email your professor directly if you have a question or problem that you would rather discuss in private.

Your professor is frequently online at different times during the week (at the very least once a day, except possibly on week-ends or holidays). Any time that you are in BlazeVIEW, you can check to see if your professor has BlazeVIEW open. If so, you can initiate a chat invitation. To help insure effective communication throughout the semester:

- Please use the Cyber Café Discussion Forum for questions that are not of a personal nature so that everyone in the class can benefit from the interaction.

- For questions of a more personal nature, please send your emails through the email tool of your course in BlazeVIEW. Your professor will check this account frequently. BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address. It also places a copy in the sender's BlazeVIEW email account.

- As a courtesy, ALWAYS include a descriptive subject line (including the assignment number if appropriate) with your email messages and sign your full name at the end of your message.

- If for some reason the BlazeVIEW server is down, and you cannot access it to send an email message, feel free to use your @valdosta.edu email account to send a message to your professor at vrwhisler@valdosta.edu. You MUST include the course number and assignment number (if applicable) in the subject line of your message, and be sure to type your full name at the end of your message.

- If BOTH the BlazeVIEW and @valdosta.edu servers are down, you may email your professor at vrwhisler@att.net.

- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).

COURSE EVALUATION

Scores will be posted in BlazeVIEW within approximately one week after the end of each module. An announcement will be posted when grades are updated. It is the student's responsibility to regularly check the gradebook in BlazeVIEW, and to discuss any questions or discrepancies with the professor *no later than one week* after a score is posted. The following grading structure will be used for this course:

F.	**Science of Instruction (SOI) Activities**	**350 points**	**35%**	**(CO 1, 2, 5)**
G.	**Multimedia Applications**	**250 points**	**35%**	**(CO 2, 3, 4, 5)**
H.	**Team Chapter Presentations**	**100 points**	**10%**	**(CO 1, 2, 5)**
I.	**Research Paper**	**100 points**	**10%**	**(CO 6)**
J.	**Project**	**200 points**	**30%**	**(CO 1-6)**
	Total	1000 points	100%	

Final Grading Scale

930-1000 = A   859 - 929 = B   788 - 858 = C   717 - 787 = D   Below 717 = F

ASSIGNMENT POLICIES

- Assignments are to be submitted **before the stated deadline as noted on the *Module Assignment Summary* in each learning module in BlazeVIEW.**
- **Late assignments will not be accepted.** In any class, it is in your best interest to stay ahead of the deadlines—not behind.
  - If you have a SERIOUS problem that keeps you from submitting assignments on time, please contact your instructor immediately, who will determine if the seriousness of your problem warrants an exception to the late assignment rule. Do NOT wait until the week after assignments were due.
  - The following are examples of what might be considered as exceptions:
    - Documented widespread power or Internet outage that also affects campus or public labs
    - Hospitalization or documented serious illness
    - Death in the immediate family
  - The following are examples of what may NOT be considered as exceptions:
    - Problems with your home or work computer or software (have a back-up plan)
    - Heavy work or course schedule and poor time management
    - Vacation
  - Exceptions cannot be made for team assignments, only individual assignments.
- As a safeguard, please save a copy of **all assignments** on your jump drive or computer until the end of the semester.
- Do not discard any assignments returned to you until you have confirmed that the grade is posted in BlazeVIEW.

PARTICIPATION/ATTENDANCE POLICIES

Only students who participate in required discussions, team Wimba meetings, projects, and other assignments during the appropriate modules *by the deadlines set forth in the Module Assignment Summaries* (in each learning module in BlazeVIEW) may earn full points for those tasks.

For attendance purposes, students who do not access and participate in the course in BlazeVIEW a minimum of TWO DIFFERENT DAYS each week will be considered absent that week. Students who through lack of participation miss more than 20% of course requirements will be subject to receiving a failing grade in the course. Discontinuance of class attendance without officially withdrawing from the course is sufficient cause for receiving a failing grade in the course.

PROFESSIONALIASM

It is our goal to assist you in developing a more professional mindset about online communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

ACADEMIC HONESTY POLICIES

Warning: Academic integrity is taken very seriously by your professor.

- Do not turn in someone else's work claiming it as your own.
- Do not copy answers from anyone else's work, computer screen, jump drive, or other media.
- Do not allow anyone else to copy your work, look at your computer screen, or borrow your jump drive.
- Do not copy and paste anything from the Internet or other media without giving full credit to the author using correct documentation style.
- Do not work with classmates on individual assignments, quizzes, exams, etc. Points for individual work are based on *each student's efforts to master the content.*

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SAFEASSIGN OR TURNITIN AGREEMENT

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to a tool such as SafeAssign or Turnitin**.** See SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI—not to be confused with Science of Instruction, our textbook for this course) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades.

While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. If you are off-campus, use the link to *Anywhere Access*. When you are asked to use academic resources for assignments and papers in this class, you should use the library search tools rather than Internet searches (such as Google). Librarians are often available to help you via live chats.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

FACULTY CONTACT INFORMATION

Name:	Dr. Vesta R. Whisler, Associate Professor
Phone:	229-333-5636 (Office)
Office:	Room 2111, Dewar College of Education
Email:	vrwhisler@valdosta.edu
Alternate:	vrwhisler@att.net (For use *only* if the VSU server is down)
Web site:	http://coefaculty.valdosta.edu/vestawhisler
Office Hrs:	Tuesday & Thursday 9:00-12:00 &1:45-3:45

TENTATIVE ASSIGNMENT SCHEDULE

For specific assignment deadlines, please see each Module Assignment Summary in BlazeVIEW.

Mod	Dates	Topics/Activities	Assignments	Points Possible	Points Earned
1	1/7-1/20	**Course Overview** **Introductions** **E-Learning Promise and Pitfalls (Ch 1)** **How People Learn from E-courses (Ch 2)** **SOI: Sample e-Learning Lesson**	**Syllabus & Overview PPT** **Discussion Forum** **Text Readings & PPTs: Ch 1 & 2** **Activities: Analysis, Evaluation, and Discussion of e-Learning Lesson Samples; Team Selection; Ch 1 & 2 Review.**	**50**	
2	1/21-2/3	**Evidence-based Practice (Ch 3)** **The Multimedia and Contiguity Princ (Ch 4-5)** **Ch 4 Team Presentation—Multimedia** **Ch 5 Team Presentation--Contiguity** **SOI: Research Report Analysis** **Multimedia Application CO 2: Digital Tools used to Create Multimedia Projects**	**Text Readings & PPTs: Ch 3-5** **Activity: PPT Presentation (ALL Critique)** **Activities: Analysis of Research Report; Ch 3-5 Review** **Activity: Internet Research**	**5** **5** **50** **50**	
3	2/4-2/17	**The Modality and Redundancy Princ (Ch 6-7)** **Ch 6 Team Presentation—Modality** **Ch 7 Team Presentation—Redundancy** **SOI: Sample eLearning Lesson** **Multimedia Application CO 3: Software Tools and Media Used to Present Content**	**Text Reading: Ch 6-7** **Activity: PPT Presentation (ALL Critique)** **Activity: Evaluation of eLearning Lesson Samples for Multimedia and Contiguity Principles; Ch 6-7 Review** **Activity: Narrated Presentation**	**5** **5** **50** **50**	
4	2/18-3/3	**The Coherence and Person Princ (Ch 8-9)** **Ch 8 Team Presentation—Coherence** **Ch 9 Team Presentation—Personalization** **SOI: Genetics Case** **Usability, Accessibility, & Security**	**Text Reading: Ch 8-9** **Activity: PPT Presentation (ALL Critique)** **Activity: Genetics Case Storyboard First Draft; Ch 8-9 Review** **Activity: Research Paper**	**5** **5** **50** **100**	

5	3/4-3/17	**App of Princ: Segmenting and Pretrain (Ch 10)** **Leverage Examples in e-Learning (Ch 11)** **Does Practice Make Perfect? (Ch 12)** **Ch 10 Team Presentation—Segmentation & Pretraining** **SOI: Genetics Case** **Multimedia Application CO 4: Transforming Existing Content to Multimedia**	**Text Reading: Ch 10-12** **Activity: PPT Presentation (ALL Critique)** **Team Presentation Scores** **Activity: Genetics Case Effective Practice Exercises; Ch 10-12 Review** **Activity: Creating Videos, eBooks, etc.**	**5** **65** **50** **50**	
		S P R I N G B R E A K			
6	3/25-4/7	**Collaborative Learning (Ch 13)** **Learner Control in e-Learning (Ch 14)** **SOI: Genetics Case & Sample eLearning Lesson** **Multimedia Application CO 5: Foster Communication through Digital Interfaces**	**Text Reading: Ch 13-14** **Activity: Learner Control Assignments; Ch 13-14 Review** **Activity: WIMBA Presentations**	**50** **50**	
7	4/8-4/21	**E-Learning to Build Thinking Skills (Ch 15)** **Simulations and Games in e-Learning (Ch 16)** **SOI: Instructional Game or Simulation** **Multimedia Application CO 2-5**	**Text Reading: Ch 15-16** **Activity: Analysis of Instructional Game or Simulation; Ch 15-16 Review** **Activity: Creating Web Pages in HTML**	**50** **50**	
8	4/22-5/3 Friday	**Applying the Guidelines: Application Session (Ch 17)** SOIs (Student Opinion of Instruction) **Project**	**Text Reading: Ch 17** Extra Credit Participation **Activity: Presentations Due in Wimba**	**+10** **200**	
			Totals	1000	

Your professor reserves the right to change this schedule as necessary.
You will be notified of any changes to the schedule in BlazeVIEW