

MEDT 7468: INSTRUCTIONAL MULTIMEDIA DESIGN AND DEVELOPMENT FALL 2017

Class Meeting Time/Location	Online	Online Hours	4:00 to 6:00 and by appointment
Instructor	Logan Arrington	Telephone	(850) 629-8740
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Office Hours	By appointment	Skype	logan.arrington

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

COURSE INFORMATION

Course Description

This is a survey course focused on basic elements and technical aspects of multimedia design and development to support teaching and learning in diverse classrooms. Included are selection of hardware and software, design principles, hands-on production, classroom applications, and discussion of issues and useful resources.

Prerequisites: None

Co-requisites: None

Course Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme Developing Educators for School Improvement, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

Required Text(s)

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). San Francisco, CA: Pfeiffer. ISBN-13: 978-1119158660 ISBN-10: 111915866

(You can use the 3rd Edition if you'd like! Just check with me about the differences in chapters)

Ivers, K. S., & Barron, A. E. (2010). *Multimedia projects in education: Designing, producing, and assessing* (4th ed.). Santa Barbara, CA: Libraries Unlimited. ISBN-13: 9781598845341 ISBN-10: 1598845349.

**Other required readings (research articles) are provided on Courseden.*

Required Instructional Resources

Free Trial Hyperstudio Software (available at <http://www.mackiev.com/hyperstudio/>)

Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

These resources are required to complete the final project.

Course References:

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

Allen, M. W. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. East Peoria, IL: ASTD Press.

Bray, M., Brown, A., & Green, T. (2004). *Technology and the diverse learner: A guide to classroom practice*. Thousand Oaks, CA: Corwin Press, Inc.

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). San Francisco, CA: Pfeiffer.

Davidson-Shivers, G. V., & Rasmussen, K.L. (2006). *Web-based learning: Design, implementation, and evaluation*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Iverson, K. M. (2005). *E-Learning games: Interactive learning strategies for digital delivery*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Ivers, K. S., & Barron, A. E. (2010). *Multimedia projects in education: Designing, producing, and assessing*. (4th ed.). Santa Barbara, CA: Libraries Unlimited.

Mayer, R. E. (2014a). *The Cambridge handbook of multimedia learning* (2nd ed.). New York: Cambridge University Press.

Mayer, R. E. (2014b). *Computer games for learning: An evidence-based approach*. Cambridge, MA: MIT Press.

Williams, R. (2014). *The non-designer's design book* (4th ed.). Berkeley, CA: Peachpit Press.

Approaches to Instruction

This course features a pragmatic approach to learning, using a blend of pedagogical approaches to assist learners' accomplishment of the objectives. This class features discussions on course readings, projects incorporating class content, and reflection. There is also an opportunity for collaborative work if the students so choose.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course for a total of 6750 minutes of work.

Activity	Minutes Expected
Assignments (50%)	3375 minutes
Discussion posts (20%)	1350 minutes
Text and Video Instructions (15%)	1012.5 minutes
Readings (15%)	1012.5 minutes

Additionally, it is anticipated that students could work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. Apply basic design and typographic principles to the design, development, and evaluation of multimedia products (Clark & Mayer, 2016; Ivers & Barron, 2010; Mayer, 2014a; Williams, 2014) (Decisive, Knowledgeable, Reflective);
2. Apply research-based instructional design strategies and basic principles of multimedia learning to the design and development of multimedia (Allen, 2012; Alessi & Trollip, 2001; Clark & Mayer, 2016; Davidson-Shivers & Rasmussen, 2006; Ivers & Barron, 2010; Lee & Owens, 2004; Mayer, 2014a; Williams, 2014) (Decisive, Knowledgeable, Inquisitive, Reflective);
3. Select and evaluate digital tools for accuracy, suitability, and compatibility with technology infrastructure multimedia (Allen, 2012; Alessi & Trollip, 2001; Clark & Mayer, 2016; Davidson-Shivers & Rasmussen, 2006; Ivers & Barron, 2010; Iverson, 2005; Mayer, 2014a; Mayer, 2014b; Williams, 2014) (Adaptive, Decisive, Knowledgeable, Inquisitive, Proactive, Reflective);
4. Effectively use digital tools to create a multimedia lesson that promotes higher order thinking (Allen, 2012; Alessi & Trollip, 2001; Clark & Mayer, 2016; Davidson-Shivers & Rasmussen, 2006; Ivers & Barron, 2010; Iverson, 2005; Mayer, 2014a; Mayer, 2014b; Williams, 2014) (Adaptive, Decisive, Knowledgeable, Inquisitive, Leading, Proactive, Reflective);
5. Identify legal and ethical issues related to the use of digital information and technologies (Allen, 2012; Alessi & Trollip, 2001; Clark & Mayer, 2016; Davidson-Shivers & Rasmussen, 2006; Ivers

& Barron, 2010; Mayer, 2014a; Williams, 2014) (Adaptive, Decisive, Knowledgeable, Inquisitive, Leading, Proactive, Reflective);

6. Reflect upon the challenges of implementing effective and efficient eLearning on both micro and macro levels (Alessi & Trollip, 2001; Allen, 2012; Clark & Mayer, 2016; Davidson-Shivers & Rasmussen, 2006; Mayer, 2014a) (Adaptive, Decisive, Knowledgeable, Inquisitive, Leading, Proactive, Reflective);

Assignments and Evaluation Procedures

The assignments for this course are briefly depicted below. Further information on the requirements of each assignment can be found on Courseden.

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Three Discussion Posts	Course Objectives 5 & 6	3@50 = 150	Checklist	Courseden Discussion Board	Various (See course calendar)
Course Goals Assignment	Course Objectives 1 – 6	50	Checklist	Courseden Assignment Link	August 18
Mini-Project One	Course Objectives 1 & 2	150	Checklist	Courseden Discussion Board	August 27
Peer Review for Mini-Project One	Course Objectives 1 & 2	50	Checklist	Courseden Discussion Board	September 3
Mini-Project Two	Course Objectives 1 – 6	150	Checklist	Courseden Discussion Board	September 24
Peer Review for Mini-Project Two	Course Objectives 1 – 6	50	Checklist	Courseden Discussion Board	October 1
Mid-Semester Reflection	Course Objectives 1 – 6	50	Checklist	Courseden Assignment Link	October 8
Planning Document for Multimedia Program	Course Objectives 1 – 6	150	Rubric	Courseden Assignment Link & Tk20	October 29
Multimedia Program	Course Objectives 1 – 6	200	Rubric	Courseden Discussion Board	November 12
Peer Review for Multimedia Program	Course Objectives 1 – 6	100	Checklist	Courseden Discussion Board	November 19
End of Semester Reflection	Course Objectives 1 – 6	100	Checklist	Courseden Assignment Link	December 3

Grading

There are 1200 points total available. I will use the following scale to assign your grades:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Examples of the checklists and rubrics to be used are found in the appendices of the syllabus (as well as on Courseden).

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Being an online class, attendance is up to you! However, I request that you log in at least once a day to check for any important announcements or changes to the course plan.

Late Work: Late work will only be accepted in the case of emergency or prior arrangement with me. The quicker you get in touch with me, the better!

Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

Students must also follow guidelines included in the University of West Georgia's Acceptable Use Policy located at the following URL: http://www.westga.edu/its/570_1379.php

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year. In addition, points may be deducted from the course grade for a lack of professionalism or participation.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Communication Rules: I ask that you contact me via email (logana@westga.edu) not through Courseden.

Network Etiquette: Please do your best to abide by “Netiquette” in your interactions with peers! Please see examples below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times: I will do my best to return all emails within 24 hours (except a few delays on the weekends). If I have not replied within 24 hours and the matter is pressing, please feel free to email me again, as it is possible I just missed it. Remember, your instructor is human and makes mistakes too, so try and be polite still.

In terms of assignments and feedback, please allow me 7-14 days to return assignments. I want to ensure that I can give detailed feedback to all students.

Class Schedule Information

MEDT 7468: Instructional Multimedia Design and Development, Fall 2017				
Module	Begin Date	End Date	Topics & Reading*	Assignment Name & Due Date****
1	08/09	08/18	<p style="text-align: center;">Course Introductions and What is eLearning and multimedia instruction?</p> <p>Readings: C&M**: Chapters 1-4 I&B***: Chapters 1-5</p>	<p>Introductory Discussion Post 10:00pm on 08/13</p> <p>Course Goals Assignment 10:00pm on 08/18</p>
2	08/19	09/03	<p style="text-align: center;">Principles of Effective Multimedia Instruction</p> <p>Readings: C&M: Chapters 5&6 I&B: Chapters 6&8</p>	<p>Mini-Project One 10:00pm on 08/27</p> <p>Mini-Project One Peer Review 10:00pm on 09/03</p>
3	09/04	10/01	<p style="text-align: center;">Instructional Design and Development in Multimedia</p> <p>Readings: C&M: Chapters 7-10 I&B: Chapter 11</p>	<p>Discussion Two 10:00pm on 09/17</p> <p>Mini-Project Two 10:00pm on 09/24</p> <p>Mini-Project Two Peer Review 10:00pm on 10/01</p>
4	10/02	10/08	<p style="text-align: center;">Mid-semester Reflection</p> <p>Readings: No readings this unit</p>	<p>Mid-Semester Reflection Paper 10:00pm on 10/08</p>
5	10/09	11/19	<p style="text-align: center;">Interaction Design and Learner Control</p> <p>Readings: C&M: Chapters 11,12,15&18 I&B: Chapter 7</p>	<p>Discussion Three 10:00pm on 10/22</p> <p>Planning Document for Multimedia Program 10:00pm on 10/29</p> <p>Multimedia Program for Client 10:00pm on 11/12</p> <p>Multimedia Program Peer Review 10:00pm on 11/19</p>
6	11/20	12/3	<p style="text-align: center;">Looking Back and Looking Forward</p> <p>Readings: No readings this unit</p>	<p>End of Semester Reflection Paper 10:00pm on 12/03</p>

* Note: Most units include supplementary readings provided on Courseden.
 ** Clark and Mayer (2016)
 *** Ivers and Barron (2010)
 ****Note: All times are EST. Dates may change at the instructor's discretion; all changes will be posted in the News/Announcements section of CourseDen.

Appendix Checklists for Assignments

Discussion Posts

Discussion Post 1: Introduction

- The student's discussion response includes personal information to help others become acquainted including current job, plans to graduate, concerns about the class, why pursue this degree, and any other information of interest.
- The student responded to at least two other class members.

Discussion Posts 2 & 3: Discussion Question Responses

- The student's discussion response addresses one of the provided prompts.
- The response incorporates the course readings (and makes specific reference to them).
- The student responded to at least two of their peers' discussion posts and provided substantial discussion (e.g., personal experience, outside resources, another perspective, etc.).

Reflective Assignments

Course Goals Assignment

The paper includes/meets the following:

- Title page with: assignment title, student name, date, and course
- Introduction: discuss the purpose of this assignment and the importance of goal setting.
- Professional Goals: introduce your professional goals. Please make sure to report measurable goals.
- Course Goals: introduce your goals for taking this course. Remember to highlight what you believe to be measurable, accomplishable, and meaningful goals. Essentially, I am asking you what you want to get out of this course.
- Conclusion: emphasize the connection between your course goals and your professional goals. Talk about ways you can ensure you accomplish these goals, in addition to ways the instructor can help you.
- At least 1 pages (not including title page), double spaced 12 pt. Times New Roman

Mid-Semester Reflection Paper

The paper includes/meets the following:

- Title page with: assignment title, student name, date, and course
- Introduction: discuss the purpose of this assignment.
- Course Goals: reflect upon your course goals, discuss whether they changed.
- Learning Process: describe what types of strategies you've been using to learn the content. Give some general types of information that you have learned and emphasize its importance.
- Needed Assistance: highlight if you need any type of assistance to help you achieve your goals or any just in general to succeed in this course. What areas are you having the most trouble with? If none, what are areas you feel you're receiving adequate assistance.
- Conclusion: summarize how the course is going for you so far and your next steps for ensuring you achieve your goals
- At least 1 references cited in the body of your paper.
- The list of references is at the end of the paper in APA format.
- Correct grammar, spelling, and sentence structure; reviewed by someone else for corrections before submission
- At least 3 pages (not including title page), double spaced 12 pt. Times New Roman

End of Semester Reflection Paper

- Title page with: assignment title, student name, date, and course
- Introduction: discuss the purpose of this assignment
- Course Goals: discuss if you achieved your course goals, if so what helped you, if not why not?
- Learned Content: highlight some of the most valuable information you learned in this course.
- Implications: discuss how you will use this information to improve your performance in varying activities, can include teaching, learning, or something else.
- Conclusion: summarize your learning experience within this course.
- At least 3 references (readings from this course) cited in the body of your paper.
- The list of references is at the end of the paper in APA format.
- Correct grammar, spelling, and sentence structure; reviewed by someone else for corrections before submission
- At least 4 pages (not including title page), double spaced 12 pt. Times New Roman

Mini-Projects

Hypermedia/Multimedia

Project includes:

- A storyboard is uploaded. The storyboard includes a page/sheet for each page/screen in the project.
- The presentation includes the name of the individual or the names of all group members on an introductory screen.
- The presentation includes 10 items of information about each person in the presentation.
- The presentation was NOT done in PowerPoint or Prezi.
- The presentation file or URL is uploaded into the discussion tool for the assignment.

Video

Project includes:

- A storyboard is uploaded. The storyboard includes a page/sheet for each page/screen in the project.
- The video includes the name of the individual or the names of all group members on an introductory screen.
- The video includes a demonstration of how to do something.
- The video is of acceptable quality (i.e., the picture is clear (within reason), no mistakes remain in the video, etc.).
- The video was NOT done in PowerPoint or Prezi.
- The video file or URL is uploaded into the discussion tool for the assignment.

Multimedia Program for Client

- **See Rubric in Courseden.**
 - **Follow these steps to access the rubric on Courseden:**
 1. On the Navigation Bar (near top right of your screen), click on the drop-down menu for Grades.
 2. Drag down and click on Rubrics
 3. You will then see a screen with the rubric title: Rubric for Instructional Multimedia Program for a Client. Next to the title you will see an upside-down triangle for a dropdown menu. Click on the drop-down menu and then drag to click on Preview. (Be sure you are clicking on the upside-down triangle for the drop-down menu. If you click on the hyperlink on the rubric title, you will just see some rubric properties and you will not see the rubric criteria.)
 4. A new window will then open showing the rubric with criteria.

Peer Review

Hypermedia/Multimedia

Completed form for three projects includes:

- Name of group or individual being reviewed
- Project title
- Reviewed by
- Description of presentation strengths
- Recommendations for improvements to the presentation
- Recommendations for improvements to the design
- A rating for the project overall with a description of why the rating was assigned
- A rating for following the Multimedia Principle with a reason for the rating
- A rating for following the Contiguity Principle with a reason for the rating

Video

Completed form for three projects includes:

- Name of group or individual being reviewed
- Project title
- Reviewed by
- Description of video strengths
- Recommendations for improvements to the video
- Recommendations for improvements to the design
- A rating for the project overall with a description of why the rating was assigned
- A rating for following the Modality Principle with a reason for the rating
- A rating for following the Redundancy Principle with a reason for the rating
- A rating for following the Coherence Principle with a reason for the rating
- A rating for following the Personalization Principle with a reason for the rating
- A rating for following the Segmenting and Pretraining Principle with a reason for the rating

Multimedia Program

Completed form for two projects includes:

- Name of group or individual being reviewed
- Project title
- Reviewed by
- A check mark is inserted in one of the cells corresponding to the rating level (Exemplary, Proficient, Developing, Unacceptable) for all 7 criteria in the rubric.
- A brief reason for the rating justifying the selection.