MEDT 7468

INTRODUCTION TO MULTIMEDIA

Semester Hours: 3

Semester/Year: Spring 2005

Distance Support: WebCT Home Page http://webct.westga.edu ,
Web CT Help & Troubleshooting http://www.westga.edu/~distance/help/ ,
UWG Distance Learning http://www.westga.edu/~distance ,
Distance Learning Library Services
http://www.westga.edu/~library/depts/offcampus/ ,
Ingram Library Services http://www.westga.edu/~library/info/library.shtml

Fax: (678) 839-6153 Media & IT Dept

COURSE DESCRIPTION

A survey of basic elements and technical aspects of multimedia. Included are selection of hardware and software, design principles, hands-on production, classroom applications, and discussion of issues and useful resources.

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.

COURSE OBJECTIVES

Students will:

1. discuss the advantages and disadvantages of multimedia (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Mayer, 2001; Vaughan, 2001)
   (D1 Decision Makers, D8 Knowledgeable, D10 Reflective; NBPTS 1, 2, 3, 4, 5; ISTE 2.1 Social, Ethical, and Human Issues, ISTE 2.4 Research, Problem Solving, and Product Development);

2. identify the hardware and software components for the multimedia equipment (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Mayer, 2001; Reinhardt, & Dowd, 2003; Rutledge, Mucciolo, Grey, & Tittel, 2003; Ulrich, K., 2003; Vaughan, 2001; Wempen, 2003)
   (D8 Knowledgeable; NBPTS 1, 2, 3, 4; ISTE3.2 Hardware/Software Selection, Installation, and Maintenance);

3. discuss the features of multimedia authoring tools (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Mayer, 2001; Reinhardt, & Dowd, 2003; Rutledge, Mucciolo, Grey, & Tittel, 2003; Ulrich, K., 2003; Vaughan, 2001; Wempen, 2003)
   (D8 Knowledgeable; NBPTS 1, 2, 3, 4; ISTE 2.2 Productivity Tools, ISTE 3.2 Hardware/Software Selection, Installation, and Maintenance);

4. develop competencies in designing and producing multimedia instructional (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Mayer, 2001; Reinhardt, & Dowd, 2003; Rutledge, Mucciolo, Grey, & Tittel, 2003; Ulrich, K., 2003; Vaughan, 2001; Wempen, 2003)
   (D8 Knowledgeable; NBPTS 1, 2, 3, 4; ISTE 1.3 Application of Technology in Instruction, ISTE 2.2 Productivity Tools);

5. discuss the various classroom applications of multimedia programs (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Mayer, 2001; Vaughan, 2001)
   (D8 Knowledgeable; D 10 Reflective; NBPTS 1, 2, 3, 4, 5; ISTE 1.3 Application of Technology in Instruction, ISTE 2.2 Productivity Tools); and

6. identify various issues and helpful resources about multimedia including those related to students' special needs and/or multicultural needs multimedia (Counts, 2003; Green, & Brown, 2002; Hannafin, & Peck, 1997; Ivers, & Barron, 2002; Jonassen, 2002; Males, 2002; Mayer, 2001; Vaughan, 2001)
   (D8 Knowledgeable; D 10 Reflective; NBPTS 1, 2, 3, 4, 5; ISTE 1.3 Application of Technology in Instruction, ISTE 2.2 Productivity Tools).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
There are no required texts for this class. However, students must have access to PowerPoint XP, Hypercam or another screen recording software program, and Flash MX 2004. PowerPoint XP is

available to UWG students free of charge (funded by technology fees) as part of Microsoft Office XP. If you do not have Microsoft Office XP, information about acquiring it is available at http://www.westga.edu/~mcastu/ . A trial version of Hypercam can be downloaded from http://www.hyperionics.com/ . A 30 day trial version of Flash MX 2004 can be downloaded from http://www.macromedia.com/downloads/ (however, do not download it before March 31 or your trial version will expire before you have completed your Flash assignments!).

Students will also need a flash USB key that stores at least 512 mb, or recordable CDs and a CD burner to store large multimedia productions.

Recommended Texts:

Reinhardt, R., & Dowd, S. (2003). *Macromedia Flash MX 2004 Bible*. Hoboken, NJ: Wiley.

Rutledge, P., Mucciolo, T., Grey, J., & Tittel, E. (2003). *Special edition: Using Microsoft Office PowerPoint 2003*. Indianapolis, IN: Que Publishing.

Ulrich, K. (2003). *Macromedia Flash MX 2004 for Windows and Macintosh: Visual quickstart guide*. Berkeley, CA: Peachpit Press.

Wempen, F. (2003). *PowerPoint 2003 Bible*. Hoboken, NJ: Wiley.

References:

Counts, E. (2003). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon.

Green, T., & Brown, A. (2002*). Multimedia projects in the classroom: A guide to development and evaluation*. Thousand Oaks, CA: Corwin.

Hannafin, M. J., & Peck, K. L. (1997). *The design, development, and evaluation of instructional software.* Upper Saddle River, NJ: Prentice Hall.

Ivers, K., & Barron, A. (2002). *Multimedia projects in education: Designing, producing, and assessing (2nd ed.)*. Littleton, CO: Libraries Unlimited.

Jonassen, D. H. (2002). *Learning to solve problems with technology: A constructivist perspective (2nd ed.)*. Upper Saddle River, NJ: Prentice Hall.

Male, M. (2002). *Technology for inclusion: Meeting the special needs of all students (4th ed.)*. Boston: Allyn and Bacon.

Mayer, R. E. (2001). *Multimedia learning*. Cambridge: Cambridge University Press.

MA: Course Technology.

Vaughan, Tay. (2001). *Multimedia: Making it work (5th edition)*. New York: Osborne McGraw-Hill.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework The focus of this course is on preparing teachers and media specialists to integrate multimedia into the curriculum to support student learning and to use multimedia to enhance other school programs. The overall evaluation of the course is structured so that students complete projects or activities that will enable them to develop and produce multimedia applications for their own instructional environments. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: selecting and developing multimedia solutions **(Assignments 1-8),** *being adaptive*: designing and modifying multimedia projects to meet teacher and student needs **(Assignments 1-8),** *cultural sensitivity*: adapting multimedia to meet the needs of diverse students **(Assignments 1-8),** *knowledge*:

drawing on content and professional knowledge when planning and developing multimedia solutions **(Assignments 1-8),** *being proactive*: implementing multimedia solutions to better serve students, teachers, and staff **(Assignments 1-8),** and *reflection*: engaging in ongoing, continuous reflection to determine the effectiveness of multimedia **(Assignments 1-9).**

Activities and Assessments:

1. Photomation Project. Each student will produce a linear PowerPoint project that consists only of photographs and a title slide. The project should have a purpose and theme, and include at least 15 photographs that have been appropriately edited. The project must have at least 3 photographs on at least 3 slides and custom animation entrances should be used appropriately for each photo. A brief written description (done in Microsoft Word) of the purpose and theme of the project should be submitted in addition to the PowerPoint file. Both the description and the PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, January 27. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5: knowledge, skills, disposition; checklist)

2. Kiosk Project. Each student will produce a linear PowerPoint project that would run continuously on a kiosk or as an attention grabber/orienter for the beginning of class. The project should include 1-3 slides, and a special animation effect of the type presented in class. A brief written description, a linear storyboard, and the PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, February 3. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5: knowledge, skills, disposition; checklist)

3. Screen Recording & Video Project. Each student will submit a 2 slide PowerPoint including a video clip and screen recording, The first slide should include a video clip that plays automatically, and then advances to the second slide which should include a screen recording. The video clip and screen recording do not have to be related. No written materials need be submitted. The PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, February 10. Projects will be evaluated based on competencies demonstrated.

(Objectives 1, 2, 3, 4, 5: knowledge, skills, disposition; checklist)

4. "How to" Tutorial Project. Each student will produce a linear or branching PowerPoint project that students or teachers could use independently to learn how to do something. The project should include narration and visuals that demonstrate and explain how the activity/procedure is performed. Important visual components should be highlighted using the PowerPoint drawing tools to focus attention on critical elements. The project must include a minimum of five slides (no maximum). A brief written description of the target audience (including how this could be used by diverse populations), purpose, and distribution plan for the project; a storyboard (linear or branching as appropriate); and the PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, February 17. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5, 6: knowledge, skills, disposition; checklist)

5. Student Ebook Project. This project is actually one that you could have **your** students develop as part of a learning experience (although you'll do it for this assignment). Imagine that you gave students a challenging assignment for which ***their*** development of a PowerPoint Ebook would be an appropriate activity. This project requires that you develop a PowerPoint Ebook that meets the requirements of the hypothetical assignment you might give your students. Possibilities include writing an illustrated fiction story or poem, creating a living book, producing an Ebook comic, etc. In addition to the PowerPoint Ebook, a lesson plan should be provided that indicates how the Ebook assignment integrates into the overall learning plan for students. The lesson plan/unit overview should include a description of the students in terms of prior skills and knowledge, the topic of your lesson/unit, your learning objectives for the students, a summary of the learning strategies to be employed (including the Ebook assignment) and how you will evaluate what students learned. The Ebook can be linear or branching, and should include sound, visuals, and appropriate animation. The project must include a minimum of ten slides (no maximum). The lesson plan; a storyboard (linear or branching as appropriate); and the PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, March 3. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5, 6: knowledge, skills, disposition; checklist)

6. Game Project. Each student will produce a branching PowerPoint game to use with students or teachers that reinforces a concept or could be used as some type of learning activity. The project must include at least ten slides, and appropriate sound, visuals, and animation. A written description of the target audience (including how this could be used by diverse populations), purpose, and instructions for playing the game; a branching storyboard; and the PowerPoint file should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, March 17. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5, 6: knowledge, skills, disposition; checklist)

7. Flash Frame Animation Project. Each student will produce a frame animation project using Flash. Additional details will be provided on WebCT. An animation design plan and the Flash project should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, April 14. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5: knowledge, skills, disposition; checklist)

8. Flash Movie Project. Each student will produce a multi-level Flash movie. The movie storyboard and the Flash project should be submitted electronically on the assignments page of WebCT by 5:30 PM, Thursday, April 28. Projects will be evaluated based on competencies demonstrated as well as creativity, content, design, and production value.

(Objectives 1, 2, 3, 4, 5: knowledge, skills, disposition; checklist)

9. Class Participation. Students are expected to work cooperatively, participate in all class activities, and to complete all online and in-class assignments. Each student will also be required to present selected projects to the class. Each presentation should include an introduction to the project, including the design rationale, and include highlights from the multimedia production. Students will also complete a brief reflection paper (due May 5) at the conclusion of the course.

(Objectives 1, 2, 3, 4, 5, 6: knowledge, skills, disposition; teacher observation, peer observation)

Evaluation Procedures:

Students will be evaluated in the following areas:

1. Photomation Project.	(75 points)
2. Kiosk Project.	(75 points)
3. Screen Recording & Video Project	(20 points)
4. "How to" Tutorial Project.	(110 points)
5. Student Ebook Project.	(110 points)
6. Game Project.	(110 points)
7. Flash Frame Animation Project	(75 points)
8. Flash Movie Project.	(75 points)
9. Class Participation.	(50 points)

Grading Policy:
A= 630-700 points, B= 560-629 points, C= 490-559 points, and F= less than 490 points.

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in the face to face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time (late assignments will result in a loss of 5 points per day per late submission).
- Arriving at on campus classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

If you have a valid reason for missing class, please contact the instructor in advance. More than one unexcused absence will lower a student's cumulative course grade by 25 points per absence.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete assignments. This software is available to UWG students free of charge (funded by technology

fees). If you do not have Microsoft Office, information about acquiring it is available at http://www.westga.edu/~mcastu/ . A 30 day trial version of Flash MX 2004 can be downloaded from http://www.macromedia.com/downloads/ . A trial version of Hypercam can be downloaded from http://www.hyperionics.com/ .

COURSE OUTLINE

Date	*Topics*
Jan 13	Course Overview, Copyright & Legal Issues, Basic Storyboarding & Design (PPT)
Jan 20	Graphics: Drawing, Picture Tools, Entrance & Exit Animation (PPT)
Jan 27	(WebCT) Online Resources, Transitions, Creativity (PPT) **Photomation Project Due**
Feb 3	Non-linear storyboarding, Links and Action Buttons, Screen Captures & Recording (PPT) **Kiosk Project Due**
Feb 10	Sound Management, Recording Narration, Advanced Custom Animation (PPT) **Screen Recording & Video Project Due**
Feb 17	(WebCT) Evaluating Technology Based Tutorials (PPT) "**How to" Tutorial Project Due**
Feb 24	Tutorial Presentations, Modifying & Creating Templates, Screensavers, Tools (PPT)
March 3	(WebCT) Evaluating student multimedia productions (PPT) **Ebook Project Due**
March 10	Ebook presentations, Rubrics, Lab (PPT)
March 17	(WebCT) Multimedia games (PPT) **Game Project Due**
March 24	Spring Break
March 31	Game Presentations, Introduction to Flash (FL)
April 7	Creating & Editing Objects, Frames (FL)
April 14	Color & Text, Layers (FL) **Frame Animation Project Due**
April 21	Symbols & Instances, Sounds (FL)
April 28	(WebCT) Publishing Flash (FL)

Flash Movie Project Due

May 5 (WebCT) Evaluations & Reflection (FL)

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.