

Micah's IU Stuff

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F401

R341

W220

R341 Syllabus

R341: Multimedia in Instructional Technology

Instructor: **Micah Gideon Modell**Office Hours: **School of Education Rm 2010**, Thursdays from 4pm to 5pm or by appointment

Introduction

Students in this class will build a standalone instructional presentation using advanced multimedia technologies and tools to educate their target audience with respect to a desired topic. Tooling, however, is useless without some sort of a coherent plan to use it and that is the theme of this course. To accurately model your future as a professional, each milestone will be met as an engineered group with continuous peer assessment to insure equivalent contributions from all team members.

Objectives

Students successfully completing this course will:

- Evaluate the design of multimedia instructional materials;
- Describe the value different multimedia components bring to bear on multimedia materials;
- Demonstrate the ability to work in a collaborative team;
- Demonstrate the ability to work with multimedia development technologies.

Course Structure

Grading

The three major components of this course are:

- the projects (50%);
- the collaboration (Group Work) (20%); and
- class participation (30%).

They each comprise a portion of your grade. The grading of each component is complex and described

below. Note that the point value and a rubric for each graded assignment is listed in the Gradebook in OnCourse. The projects are all cumulative and therefore the point value of successive projects increases over the course of the semester to track the increasing complexity of the assignments. Please do not hesitate to contact me with any questions (after this has been explained in class):

The Projects

Each group will build and promote a website consisting of:

- a deliberately designed and consistent format;
- a link out to at least one social networking site;
- a regularly published/updated feed (i.e. a podcast);
- at least four (4) photos prepared to fit the content and the look and feel;
- an original video or Flash demonstration/animation with narration; and
- a brief walkthrough (class presentation) of your group's work.

I will grade your projects only on the basis of the live code that has been published on the server (and we will go over what is meant by this in class). Each major milestone will be graded and every member of the group will receive that same grade for the project. Each major milestone will be cumulative and therefore, if improvements were made to previously graded components, a re-grade may be requested by the week's leader (*but will only be performed by request*).

Every week, each student in the class must complete an online evaluation of every student in their group (including themselves). This will be done through OnCourse and is a requirement. These evaluations will be reviewed at the end of the course for trends in group performance and the overall **Projects** grade will be modified accordingly (i.e. if the reviews indicate that one student consistently put in twice the effort of the others, points from the others may be reallocated to this star performer — it's OK to have a bad week and make it up later, but you will find it tough to make up for a semester of slacking).

Bonus points are also available per project. In the beginning, I will designate certain bonus tasks which may earn your group extra points, but mostly I look to you to be creative and differentiate your project. You will be rewarded for doing so.

The Collaboration

In this class, most work will be completed and turned in as a group and you will have until Tuesday of the second week of class to inform me of your group's composition. Anyone who is not yet in a group at this point will be assigned to one. The groups *must* meet the following criteria:

- Four team members
- At least two different schools must be represented (i.e. Education, HPER, SPEA, etc.)
- At least two different states/countries must be represented
- One with some technology experience
- One with little technology experience

These groups will be permanent so you should get to know each other quickly, know each others' schedules and learn how best to work together. The group tasks will be graded as a group with possible adjustments to be applied at the end of the semester based upon continuous assessment reports (see

Grading below).

Responsibility for assignments within these groups will be on a rotating basis. This means that, with each new Major Milestone, a different person is responsible for submitting it. This does not mean they are responsible for doing all the work of building it, but for posting it to their account and turning it in to me through OnCourse).

Every week, each student in the class must complete an online evaluation of every student in their group (including themselves). This will be done using the Continuous Assessment online tool (accessible through OnCourse) and is a requirement. These evaluations will be reviewed during the course for trends in group performance. If I see an issue (e.g. a few weeks of low ratings), I will contact you to see how we can resolve it and get back on track. If problems persist and Continuous Assessment indicates that one or more students are consistently doing more than their share of the work, points for the overall Programming Projects will be reallocated within the group accordingly. It's OK to have a bad week and make it up later, but you will find it tough to make up for a semester of slacking).

Bonus points are also available per project. I look to you to be creative and differentiate your work. You will be rewarded for doing so.

Class Participation

You are expected to attend each class session. Each student is allotted one unexcused absence, but subsequent absences will incur a penalty. You can expect a portion of every class period to be allocated to group work, but the proportion will be variable from class to class. This time is also required. Additionally, the individual projects will count towards your class participation grade.

Course Materials

This course is designed to empower its students to be self-sufficient continuous self-learners and therefore all resources required for in-class projects will be obtained through web searches. However, your outside class activities will require research and you may want a greater level of depth on the in-class activities than this course can directly provide. Fortunately, IU partnerships provide us with access to numerous resources for such purposes and I particularly recommend:

Assistance with MyPage

The resources on the UITS Self-Study Training page, including:

Lynda.com

STEPS Workshops

The IU Libraries' Resources, including electronic books from:

Books24x7 and Books24x7 ITPro

netLibrary

Multimedia equipment available for checkout

Other resources such as development tools will take advantage of a mix of free and open source software as well as software and hardware provided by IU (check out IUWare). Additionally, you may want to look at *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice* by Robin Williams — it does not focus on multimedia, but the general ideas are solid.

Academic Misconduct

The class is morally and procedurally bound by IU's policies on academic misconduct, the details of which you can read about at the following website: <http://www.indiana.edu/~code/code/index.shtml>

Teaching & Learning Philosophy

Learning is an inherently situated and social activity. As your instructor it is my job to make information and techniques available to you, to give you realistic problems that challenge you to apply that information and those techniques and then to give opportunities for reflection and feedback on what you've accomplished and how. Much of your work will be as part of a team because it is by pooling your knowledge and helping each other that you will all gain a deeper understanding of the subject and because team work is a crucial part of professional life.

There is also a special place in my class for creativity. It is by exploring the limits of your knowledge, challenging your understanding and experimenting with new ways of doing things that you will develop your own interest in the topic. Giving extra credit to those who go beyond the content is one of my favorite things as an instructor.

Weekly Schedule

Week	Topic	Project Task	Project Deliverables
1 1/10/12	Introductions Review and critique of existing sites	Group Formation and Topic Selection <u>Request a MyPage account</u>	Individual Project: Instructional Website Critique
2 1/17/12	The web	Working with Dreamweaver	Minor Milestone: Create a basic home page
3 1/24/12	Unified Design	Create Templates with Placeholders	
4 1/31/12	Content	Authoring and styling the content	Major Milestone: Website (with placeholders and descriptions for projects not yet complete)
5 2/7/12	Beginning your work with images	Describe and capture the basis images	
6 2/14/12	Cleaning up your images	Process the images	Major Milestone: Integrating Images
7 2/21/12	The Power of Animation (Video and Flash)	Sketching	Individual Project: Class Instructional Website Critique

8 2/28/12	Flash Timeline and Embedding	Animation	
9 3/6/12	Working with Audio	Audio Clips	Minor Milestone: Animation
Spring Break			
10 3/20/12	Editing Video and Embedding	Video	Minor Milestone: Original Video
11 3/27/12	Applying Feedback		Major Milestone: Integrated Animation with Narration Major Milestone: Address Recommendations
12 4/3/12	Podcasting	Writing the Script	Minor Milestone: Podcast Scripts
13 4/10/12	Publishing a Podcast	What is a Podcast?	Individual Project: Instructional Website Critique
14 4/17/12	Embedding a Podcast in a webpage		Minor Milestone: Podcast with one episode
15 4/24/12	Presentations	Walkthrough the Site	Major Milestone: Podcast with two episodes Major Milestone: Presentations

Questions? Comments? Concerns? [\[mail me\]](#)

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