

COURSE TITLE BLACKBOARD SITE	***Syllabus Subject to Change*** MET 6223 Multimedia Development 1 (Online) Fall 2011 – http://my.ltu.edu and select CRN 1787
INSTRUCTOR	Mr. Robert B. Schneider Adjunct Professor, College of Arts and Sciences Master of Educational Technology Program Office: Virtual on Horizon Wimba Course Web Site: http://www.ltumet.com/6223 , includes previous class examples. Secondary site under development: http://www.rsltu.com , Primary E-mail: ltu@rbschneider.com Secondary E-mail: bob818@gmail.com Home Phone: (586) 323-4289 <i>Office hours by appointment</i>
SCHEDULE	September 13 – December 13, 2011 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Masters Degree / 3 semester credit hours Admission / MET6203 (Computer Applications in Education)
REQUIRED TEXT (See Blackboard for additional resources)	1. Google Docs for Everyone- by Steven Holzner and Nancy Holzner ISBN – 13: 978-0-7897-3936-0 ISBN- 10: 0-7897-3936-4 2. Multimedia for the Web: Creating Digital Excitement, Revealed, Deluxe Education Edition (1st Edition) Calleen Coorough, James Shuman ISBN 13: 978-1-4188-3953-6/ISBN 10: 1-4188-3953-1 Course Technology, Publish date: April 14, 2005 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
REQUIRED HARDWARE AND SOFTWARE	PC with Audio and Video Support and Broadband Internet (DSL or Cable) Inkjet or Laser Printer (Color recommended) Headphones with Microphone (USB recommended) Dropbox: www.dropbox.com , Free Microsoft Office 2007 OR 2010 (Word and PowerPoint) All tutorials were developed for 2007. We will be using an add in that does not work with previous versions. Picasa (Image Editing) - Free

	Google Docs Account – Free Jing (Tutorial Design) – Free
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

COURSE SCHEDULE FOR MET SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Sep 13 – Sep 18	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	Course orientation Instructor conversation Individual pre-assessment
Week of Sep 19 – Sep 25	Module 1 (note: more than one module may be scheduled in a week)	Introduction to Multimedia <ul style="list-style-type: none"> - Multimedia Design - Media Types - Interactivity Chapter 1 – Introducing Multimedia for the Web	Bb Discussion Board Forums
Week of Sep 26 – Oct 2	Module 2	PowerPoint Basics/Analysis <ul style="list-style-type: none"> - Slide Design - Slide Master - Action Buttons - Navigation - PowerPoint Storyboards Chapter 2 – Planning the Multimedia Web Site	Bb Discussion Board Forums 1. Project 1 – Junior Jeopardy Basics Due
Week of Oct 3 – Oct 9	Module 3	PowerPoint Sounds and Graphics <ul style="list-style-type: none"> - Formatting and Aligning Objects - Microsoft Clip Gallery - Microsoft Design Gallery - Button and Background Sounds - Recording Sounds - External Sound Files - Slide Animations Chapter 3 – Design and User Interfaces	Bb Discussion Board Forums 1. Project 2 – Junior Jeopardy Sounds and Graphics Due
Week of Oct 10 – Oct 16	Module 4	PowerPoint/Learning Activities <ul style="list-style-type: none"> - Sharing and Protecting - Saving for the Web Chapter 5 – Multimedia Element - Text	Bb Discussion Board Forums 1. Reflective Journal 1 Due
Week of Oct 17 – Oct 23	Module 5	PowerPoint Conclusion <ul style="list-style-type: none"> - Editing Photos with PowerPoint - Microsoft Mouse Mischief Add-in for PowerPoint 	Bb Discussion Board Forums 1. Project 3 – Jeopardy Complete - Due

Dates	Modules	Topics / Readings	Assignments Due
Week of Oct 24 – Oct 30	Module 6	Picasa <ul style="list-style-type: none"> - Editing Photos with Picasa - Development of a photo slideshow 	Bb Discussion Board Forums <ol style="list-style-type: none"> 1. Project 4 – Mouse Mischief Due 2. Project 5 – Graphic Editing with PowerPoint Due
Week of Oct 31 – Nov 6	Module 7	Developing Tutorials with Jing <ul style="list-style-type: none"> - Tutorial with screen captures - Video demonstration of your written tutorial 	Bb Discussion Board Forums <ol style="list-style-type: none"> 1. Project 6 – Edited Photo with Picasa due 2. Project 7 – Picasa slideshow due
Week of Nov 7 – Nov 13	Module 8	New Tools – Web 2.0 Application	Bb Discussion Board Forums <ol style="list-style-type: none"> 1. Project 11 – Web 2.0 Application
Week of Nov 14 – Nov 20	Module 9	Introduction to Google Apps <ul style="list-style-type: none"> - Account creation - Overview of the Google Apps Suite - Introduction to Google Sites 	Bb Discussion Board Forums <ol style="list-style-type: none"> 1. Project 8 – Jing Tutorial Due
Week of Nov 21 – Nov 27	Module 10	Light Week – Thanksgiving Break	Bb Discussion Board Forums
Week of Nov 28 – Dec 4	Module 11	Complete Google Apps Extra time to finish module 8	Bb Discussion Board Forums <ol style="list-style-type: none"> 1. Reflective Journal 2 Due 2. Project 9 – Final Project – Web Portfolio with Google Sites Due 3. My 50 Websites Due
Week of Dec 5 – Dec 13	Module 12	Time Given for Field Experience Paper	Bb Discussion Board Forums Project 10 – Field Experience Paper

STUDENT EVALUATION

The course has individual projects totaling 675 points (left column). Letter grades are awarded based on the total number of points achieved (right column). Points are deducted for late assignments. **All point values are tentative.**

ASSIGNMENTS	POINTS
Project 1- Junior Jeopardy Basics	20
Project 2- Junior Jeopardy Sounds and Graphics	20
Project 3 – Complete Jeopardy	150
Project 4 – Mouse Mischief	20
Project 5 – Graphic Editing with PowerPoint	20
Project 6 – Edited Photo with Picasa	20
Project 7 – Picasa Slideshow	50
Project 8 – Jing Tutorial	100
Project 9 – Web Portfolio	150
Project 10 – Field Experience	125
Project 11 – Web 2.0 App	25
Active Class Participation	200
<ul style="list-style-type: none"> • Discussion Board Posts for Modules 0,1,2,3,4,5,6,7,8,9 [100 total points] • Reflective Journals 1& 2 [50 total points] 	
Ongoing Discussion Board Post – My Websites [50 total points]	
Total Points	700

Class Percent	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D
60 and below	E

Note: Grades lower than “B” fall below the LTU graduate standard

EDUCATIONAL GOALS

This course focuses on teaching K-12 educators how to apply a variety of professional multimedia development tools in the classroom. The emphasis will be on effectively using the advanced features of Microsoft Office and a variety of open-source and commercial applications to develop multimedia and hypermedia learning materials. This course makes use of modern technology incorporated in all Lawrence Tech University courses. These multimedia development tools will be taught in the context of educationally relevant projects. Learners will create several different multimedia project beginning with planning through producing and publishing.

This course will also cover topics, issues and trends regarding the development of multimedia elements for use in K-12 applications and Web sites. Learners will explore and evaluate a variety of K-12 multimedia programs and web resources.

Finally, this course will focus on how teachers can best teach multimedia development skills to students, including ideas for grade appropriate student projects.

STUDENT LEARNING OBJECTIVES / OUTCOMES

Learners will be able to:

- Effectively use advanced features of Microsoft PowerPoint, including design templates, animations, transitions, action buttons, and sound.
- Effectively use open source applications – Audacity, RSS Generator, FeedReader, Picasa and SimpleViewer – to create multimedia elements and projects
- Create multimedia planning documents – Flowcharts, Wireframes and Storyboards
- Discuss current issues and trends concerning multimedia development and application in the K-12 sector
- Critique K-12 multimedia applications and web sites
- Describe the role of computers and other digital technologies in K-12 education and multimedia production
- Create, edit and publish an educationally relevant audio podcast, including the digital audio file, RSS feed and supporting unit plan
- Acquire multimedia content from a variety of sources – digital cameras, camcorders, scanners, CD-ROM, Web sites, audio recorders, etc.
- Describe the use of educational software in teaching and learning
- Reflect on an observation of teachers who have successfully applied and utilized multimedia and web development/authoring tools
- Develop a Web-based multimedia portfolio incorporating 4 or more documents optimized for Web delivery.

PREREQUISITE SKILLS

Familiarity with the basic features of Microsoft Office (Word and PowerPoint), experience creating and acquiring digital images and documents from digital cameras and scanners.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Instructional Methods and Course Organization

A variety of instructional methodologies are used in this course. During the semester, you will be required to develop multimedia projects and materials, which may include but are not limited to:

- **Blackboard learning environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.
- **Development activities** – Although this is an online course, students will spend the majority of the course time working on development projects using provided step-by-step handouts and sample files.
- **Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and online conversations.
- **Self-assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.
- **Required readings** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
- **Publisher Web Site** – A publisher web site at <http://www.course.com/catalog/product.cfm?isbn=978-1-4188-3953-6> includes instructional materials, PowerPoint slides, application exercises, development files and practice quizzes. You should make use of as many of these resources as you need to be successful.
- **Course Companion Web Site** – A development web site at <http://www.ltumet.com/6223> includes downloadable support materials and project samples from previous semesters. This site will also be used to host some of the project created for this course.

Class Policies and Expectations

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

- Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, please **change your e-mail address in Blackboard under “Student Tools”** and send an e-mail to me so I can store your address in my e-mail directory.
- Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear these dates with me in advance.
- It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of education and multimedia.
- All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office-compatible software. If you need to submit an assignment via e-mail, contact the instructor in advance. Late work will be reduced in value.

- Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus and on the LTU Online web site.
- **Be prepared to log into Blackboard at least once each day.** Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.
- At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face and online appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

Late Policy

- ✚ All assignments are due on the day specified within the syllabus. For assignments received after the due date, a 5% deduction will occur for each week the assignment is late.
- ✚ Discussion board posts will not be accepted late. Discussion board participation is part of your final grade and completing discussions after the due date completely defeats the intended purpose.

Class Participation – Discussion Board Participation Schedule

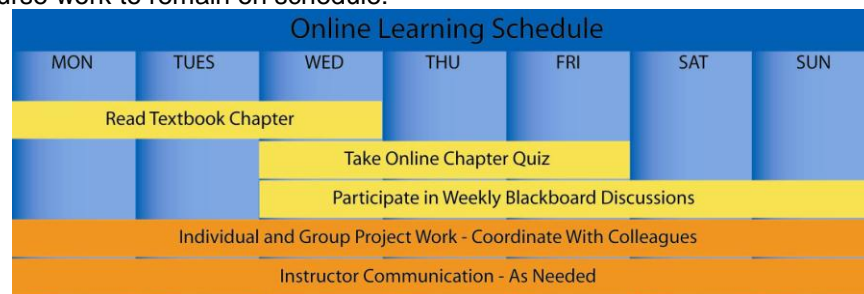
Most weeks, you will be required to participate in the class discussion board topic. To receive full points for that week, you should post your initial thread by the latest 11:59 P.M. Wednesday night. Responses to classmates' threads should continue throughout the week. You will need to respond to at least 2 other threads from your classmates. Points will be deducted for initial threads created after 12:00 A.M. Thursday. No points can be earned for the current week if topics / responses are posted after 11:59 P.M. Sunday evening.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



Assignments

Assignment Details – Will be updated throughout the course.

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Many assignments are submitted using the Blackboard “Assignments” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments. Assignments requested as ZIP files will need to be submitted to the Blackboard “Digital Drop Box.”

Project 1: Junior Jeopardy Activity

Project 2: Junior Jeopardy Graphics and Sounds Activity

Project 3: Interactive PowerPoint Activity (150 Points)

Overview – Develop an interactive PowerPoint activity for use in your classroom. The activity could be designed for use by individual students, small groups, or the whole class. Select an educational topic and create at least 9 interactive slides. Each interactive slide should have 3 or 4 possible responses. Once a response is selected, feedback should be provided to indicate whether the response was correct or incorrect. BE CREATIVE. Make use of graphics, sounds, and other advanced PowerPoint features.

You must also create a lesson plan that explains your educational goals and how the activity can be implemented. Be sure to include the required lesson plan components, including relevant ISTE NETS and local/state standards addressed through the lesson.

Deliverables and Evaluation – This assignment will be submitted as a ZIP file .

- **PowerPoint Show Activity**
 - **Lesson Plan**
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Project 4: Mouse Mischief

Project 5: Graphic Editing with PowerPoint

Project 6: Graphic Editing with Picasa

Project 7: Picasa Slideshow

Project 8: Jing Tutorial

Project 9: Web Portfolio with Google Apps

Project 10: Field Experience/Research Paper (125 Points)

Overview – Locate, observe and interview a teacher who is using multimedia tools to create and deliver multimedia/web materials (podcasts, PowerPoint, Web design, multimedia yearbooks, etc) for students, AND who teaches these skills to his/her students who, in turn, use the skills for student projects. Locate no less than three articles related to the effective use of multimedia web tools by teachers in the classroom to support positions and conclusion made during the observation and interview. Write a summary of your findings using APA format.

Deliverables and Evaluation – The paper will be submitted to Blackboard “Assignments”.

- **Field Experience/Research Paper**

The project will be evaluated using a provided checklist. A brief summary of the evaluation criteria is listed below:

- Your **observation, interview and conclusions**
 - Three to five page paper with title and name
 - Organization and overall writing quality
 - Assignment submitted on time
 - Your **research and citations**
 - Use of at least three citations from trade or academic journals
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- Supporting conclusions to link observation with research
- Use of APA citation formatting

- **Project 11: Web 2.0 Application**

Active Class Participation (200 points)

Each student is expected to actively participate in online activities. **Class participation is evaluated to a maximum of 200 points** based on:

- Up to 50 points – My 50 Websites
- Up to 50 points – Completing reflective journal papers

Up to 100 points – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, locating Web resources and interacting positively with other students

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

Undergraduates: Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list.