College of Education

Vision: We develop educational leaders who create tomorrow's opportunities.
Mission: Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

ETC 667 Instructional Design & Multimedia Authoring
Department of Educational Specialties

Course Descriptions

This course is designed to help you build upon your educational knowledge by developing skills as they relate to instructional multimedia design and multimedia instructional material development. This course emphasizes learning theories in terms of multimedia design, development and implementation in regard to quality Pre-K-12 learning. You will learn the basics of multimedia instructional design and will have opportunities to practice applying your knowledge through the development of multimedia instructional materials. Although you will be developing electronic multimedia, this course **is not** designed to teach you to be a software developer or webmaster. However, you will learn complex computer skills that will help you better understand and support your students' use of these concepts and tools to construct their own projects in a constructionist learning environment.

Learning Goals & Outcomes

The Goals of this course are for students to:

- gain a good foundational understanding of file management and basic web authoring
- gain an understanding of instructional design in terms of current learning theories
- gain an understanding of the instructional media design, development, utilization, and evaluation process
- gain an understanding of the complexity of a robust web-based multimedia authoring tool

To determine if the course goals have been attained, students should be able to demonstrate the following outcomes:

- demonstrate an understanding of basic HTML web authoring,
- describe basic instructional design concepts and components,
- demonstrate competency in the design, development, and evaluation, of multimedia instructional media,

- demonstrate competency in the use of a multimedia authoring tool.

Course Structure/Approach

Communication

E-mail

We will use Blackboard Learning System e-mail , meanwhile NAU's dana e-mail or the e-mail account that you prefer as the course communication is appropriate for students to communicate with each other. Why do we use the NAU e-mail account? Many students have used NAU as official e-mail accounts because of the reliability of NAU e-mail account. If problems occur with the NAU account, other students and the instructor would likely experience the same or similar problems. In other words, you won't be left alone. This centralizes your e-mail accounts; therefore, we don't have multiple e-mail accounts to check, such as work e-mail, hotmail, yahoo email, and multiple course Blackboard Learning System e-mails, etc. The reason why we still have Blackboard Learning System e-mail is that it is important to maintain different communication options for online students. Each of us has very different communication styles and preferences. Providing wider range of communication tools for online students is very critical in online learning.

Discussion Board

The Discussion Board is the place where you will post your reactions to articles, comment on other people's postings, or ask for help from your classmates. Online discussions are required in this class. Students must participate regularly in the discussions.

Chat Rooms/Elluminate

Make sure you enable Java and JavaScript in your browser Preferences to be able to use the chat rooms. Chat rooms will be used to hold personal meetings with the instructor and to discuss projects within the groups. Group members may agree to meet at a certain time and date in a chat room to discuss how to develop a project. Consider to save the **chat log** if you miss a meeting with your group.

Discussions

All students in this course are expected to participate in the online discussions. Regular reading and posting of e-mails, and contributions to discussion groups is mandatory. Each student must post at least **TWO** messages each week (**four** messages each lesson). See the Required Posting Pattern below. One message in response to the weekly discussion questions is to be posted early in the lesson (M-Th) and a message responding to the responses of your peers must be posted later in the lesson (F-Su). Failure to post these

messages every week may result in a grade deduction. Students are required to participate in online discussions regularly throughout each week of the semester. Regular postings; quality participation and interactive engagement are requirements for learning in the environment of this class. Grades for online discussions will be posted regularly to assist students in understanding expectations.

Here are some guidelines for participants for regular posting to online discussions.

- You should complete the activities throughout the workweek/lesson and avoid leaving them until the last day.
- Your posting should be thorough and thoughtful. Just posting agree/disagree with your comment, or I think the same as someone else is not considered an adequate response.
- It should be evident from the postings that participants are reading each other's comments. That is, the participants should make references to each other's points of view.
- Two comments per week (four per lesson) are considered marginal, more are expected. Of course, posting more frequently is certainly welcome.
- **(NEW) When replying any discussion postings, students need to replace "Subject" field with keywords/tags that reflect/summarize their posting. If not keywords/tags not applied, discussion grades will be deducted.**

Required Posting Patterns

								Lesso
Week	**Week 1**							
	1st Posting Period				2rd Posting Period			
	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.	Mor
Action	* One (required) or more postings respond to the original discussion questions * One or more (recommended) postings respond to the students' or the instructor's responses. *Use keywords/tags in "Subject" field for all postings.				* One (required) or more postings respond to the original discussion questions OR respond to the students' or the instructor's responses. *Use keywords/tags in "Subject" field for all postings.			* One (r original students *Use ke postings
# of Msg.	1 or more				1 or more			

Rubric

Point Value	Characterization of the response
0 %	No response

25 %	Single entry; no interaction with other participants' postings is evident. Missing posting in 3-4 posting periods. Significant amount material copied from course materials or outside sources without condensing through analysis or synthesis. Long and includes off-topic material.
50 %	The responses build on the ideas of another one or two participants and digs deeper into assignment questions or issues. Not following required posting patterns. Missing posting in 1-2 posting periods. Includes analysis or synthesis of course materials, own experience and/or colleagues postings. Pertinent to the assigned topic and represents original thoughts.
100 %	The response integrates multiple views and shows value as a seed for reflection by including other participants' views. Includes analysis or synthesis of course materials, own experience, and/or colleagues postings. Includes citations to external materials of high academic quality (e.g., peer-reviewed). Thoughtful, academic and stimulating. Pertinent to the assigned topic and also comprehensive.

Assignment

All paper assignments should be written in APA (American Psychological Association) format, double-spaced, including page numbers. Failure to follow the required format may result in point deduction.

Assignments may involve various written reports, critiques of articles, research papers, or technical productions (see each assignment for details).

Assignments must be written in a clear and concise English format. Students should follow the length requirements of each assignment. All assignments should be in APA format, doubled-space, font size 12, and pages numbered. Failure to follow the proper format will result in grade deduction. See each assignment for details.

APA is the style to be used for references and bibliography. If different reference styles are required in your professional field please note this in each of your assignments. Those of you in educational fields are required to use APA style.

APA resources

- American Psychological Association. (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- American Psychological Association. (2003) *Electronic Reference*. Retrieved October 12, 2003 from http://www.apastyle.org/elecref.html

Here are some APA examples for your references: Examples.

Peer Support Assignment

Peer feedback is applied to each individual assignment. The purpose of reading teammates' assignments and providing peer feedback is to allow students to support each other and learn from each other in addition to the support provided by the instructor. In fact, reviewing another's assignment will provide a great opportunity to improve your own assignment and learning experiences.

Each team member is expected to read the assignments of two other team members and provide appropriate feedback and recommendations for further revisions. If the team has four members, only two peer feedbacks are necessary per member. In this case, the team should decide who reviews whom so all team members will receive two feedbacks. It is highly recommended to allow teammates enough time to provide feedback and revise a final draft of assignments to improve support.

Peer feedback will assist you in completing the assignments and will enhance your learning experience. Each student should send their teammates their first draft of an assignment through the team discussion board. After receiving this draft, teammates are obligated to review the draft and return it with constructive comments. After receiving the comments from the peer, each individual has an opportunity to revise their assignments based on the feedback and reflection received from reading peers assignments. Finally, students will submit a final draft for assessment by the deadline required by the instructor (Generally, it is the last day of the lesson, unless otherwise specified.). Teams should discuss appropriate deadlines for the first draft of assignments and the peer feedback, and what technology the team will use to exchange the assignments. The reviewing process should be complete on the team discussion board; therefore, the files can be collected as a class record. It is important for you to include peer assignment in your team governance.

The instructor will NOT grade the first drafts of the assignments and the peer feedback. Providing feedback will not accrue credit; however, failing to provide appropriate feedback to your teammates may be seen by your teammates as a lack of support. There are no length limitations for peer feedback; except providing definite suggestions is more useful than simply saying I like your xxx and xxx. The teams may want to setup a policy to regulate the format and length of the peer feedback. Teammates are encouraged to support each other and enhance each other's learning. You will find that you learn a lot from your teammates; therefore, taking advantage of this opportunity will enhance your learning experience in this course. Groups are encouraged to integrate Wiki and/or Diigo technologies to enhance peer assignments supports.

- [How to review teammates' assignment & provide feedback](#)

Course Materials

Text and other Materials:

Required Materials

Required Reading:

There is no required textbook to purchase. There are several additional required readings, that will be made available from your instructor in PDF format. Click here if you need to download the free Adobe PDF Reader.

Required Software: You are also required to have a robust web authoring tool.

Recommended & Supported Choice

Dreamweaver MX, MX 2004, 8, or CS.

Part of the Studio MX Suite, Dreamweaver lets you work in a single environment to quickly create, build, and manage complex, interactive web sites and Internet applications. Although we are only going to be using Dreamweaver, you may want to purchase the entire Studio, which includes Dreamweaver, Flash, Fireworks, Free Hand, Cold Fusion Developer's Edition and others.

Educational pricing is available at the NAU Bookstore as well as through Macromedia.

You may also want to find out more about Educational Pricing from Macromedia.

NOTE: Students who are proficient with another complex or robust web authoring tool (i.e. Front Page) may use that software. However, you need to be aware that no technical support will be provided for applications other than Dreamweaver MX, MX 2004, or 8. Most importantly, class projects will require the same robust interactivity that can easily be developed using Dreamweaver.

Your educational institutions may have site licenses for Macromedia Studio. Check with your computer support technicians for the software available at your institutions. If your institutions have site licenses for Macromedia, you maybe able to get a copy of software for no cost or minimum cost.

There are several additional software to be used to complete course assignments and activities. These software can be downloaded for 30-day trial uses.

If you choose to use a different software application, you must first get an OK from your instructor.

Recommended Reference Text: (It is not required to purchase these books. Previous students have recommended that if one is less comfortable with their own technical skills, it is good to have a DreamWeaver book as reference. Books listed below are the same books. The differences are the different versions of DreamWeaver software. If you wish you can obtain a Macromedia Studio book for your references as well.)

- Sawyer McFarland, D.: Published by Pogue Press -- O'Reilly

  o Dreamweaver : The Missing Manual ISBN: 0-596-00349-8,
  o Dreamweaver MX 2004: The Missing Manual ISBN: 0596006314, or
  o Dreamweaver 8: The Missing Manual ISBN: 0596100566

Other Recommended Reference Readings:

Johnson-Eilola, J. (2002). Designing Effective Web Sites: A Concise Guide. Published by Houghton Mifflin. ISBN 0-618-07433-3

Reading Resources			
Reading resources			
Course Lessons			
Date	Lesson	Topics	Technology
01/14	Orientation	Orientation	
01/21	Lesson 1	Introduction to Multimedia Instruction	HTML/MS Movie Maker
02/04	Lesson 2	Multimedia Presentations	MS PowerPoint/Producer
02/18	Lesson 3	Interactive Designs	DreamWeaver/JavaScript/Firework
03/03	Lesson 4	Multimedia Issues & Organizations	DreamWeaver/CSS/Poscasting
03/24	Lesson 5	Animations	Flash
04/07	Lesson 6	Issues & Productions	Video
04/21	Lesson 7	Wrap-up	

* Each lesson lasts for two weeks besides the orientation week which last for one week.

View All Lessons. (This page may take longer time to load since it contains more information)

Assessment			

Please note: assignments are due on the specified due date unless other arrangements are made with the instructor. In very special cases, the instructor may award an extension if an assignment needs to be redone. **If the assignments are not turned in on the due date, they will NOT COUNT toward the course grade.**

Evaluations:

	Assignments	Lesson	Due Date	Points

1	[Portfolio](#)	Lesson 1	02/03	6
2	[Multimedia PowerPoint Presentations](#)	Lesson 2	02/17	6
3	[Interactive HTML Designs](#)	Lesson 3	03/02	6
	[Assignment 6 Team Project Proposal (Optional Team Assignment)](#)	Lesson 3	03/02	N/A
4	[Final Project Proposal](#)	Lesson 4	03/16	4
5	[CSS Production](#)	Lesson 4	03/16	6
6	[Multimedia Application Developments](#) (Team Project)	Lesson 5	04/06	10
7	[Evaluations on Team Projects](#)	Lesson 6	04/20	6
8	[Final Project: Multimedia Instructional Program](#)	Lesson 6	04/20	15
9	[Peer Evaluation for Final Projects](#)	Lesson 7	05/04	3
10	[Collaborative Evaluations](#)	Lesson 7	05/04	10
	Online Discussion	L1-L7	7 Lessons X 4 Points	28
	Total			100

Grading

NAU and the professional community expect the College of Education to maintain standards that reflect its reputation as a leading school in preparing educational leaders. According to the University's Graduate Catalog,

- A means Superior
- B means Satisfactory
- C means Lowest grade acceptable for graduate credit

In general, professors award "A" grades to acknowledge achievement that **goes beyond** specified course requirements and criteria. By its very nature, this kind of exemplary performance cannot always be spelled out clearly in advance. "A"s are reserved for special efforts that exceed expectations by demonstrating exceptional creativity, boldness, commitment, ingenuity, or polish, and are available for the highest

accomplishments. In sum, if you submit an assignment that only meets the minimum competencies, you should not expect to receive an A in such an assignment.

Participation

This reflects the instructor's subjective assessment of the quality and quantity of your online interactions with her/him, and with other class members, both through email, chat, and the bulletin board, and the way that you contribute to the course's learning environment. Risk-taking is encouraged as a means to "push the envelope" of your individual learning.

Incompletes

Also from the Graduate Catalog: If you are unable to complete coursework in a scheduled course within the semester in which you are enrolled, you may petition your instructor to receive a grade of "I." If your instructor agrees to give you an Incomplete, you and the instructor must complete a written agreement, a copy of which is held in your department file, indicating the exact work you need to do to finish the course. This written agreement must also indicate the date by which you must complete this work, and that date cannot be longer than one calendar year from the end of the semester in which you were enrolled in that course. By the end of the time agreed to in writing, your instructor must submit a permanent earned grade for the course or the grade remains a permanent Incomplete. **As a general rule, please note that there will be NO "Incompletes" given for this course**.

Academic Integrity

All students will strictly adhere to academic integrity. As noted in the NAU Student Handbook "ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do."

Any allegation of academic dishonesty will be thoroughly invested immediately. For information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available at: http://www4.nau.edu/stulife/handbookdishonesty.htm

Grade	A	B	C	F
Range (Points)	90-100	80-89	70-79	Below 70

University Policy
Statements

Procedure for Course and Instructor Evaluation:

A course evaluation will be made available toward the end of the semester and you will be asked to complete the instrument. Evaluations are anonymous and are submitted to the departmental secretary for coding and tabulation. Results of the evaluation are used to update the content and emphases of the course as contemporary research suggests.

- Policy Statement for Syllabi
- Northern Arizona University Course Policy
- Northern Arizona University Class Management Policy
- On-line course evaluation

SUBJECT TO CHANGE