

Syllabus

Course Information

- Title of course: EDTECH 513: Multimedia
- Semester: Spring 2017
- Dates: January 9, 2017 - April 28, 2017
- Credits: 3 graduate
- Instructor: K. Diane Hall

Catalog description

Research-based principles of multimedia learning are combined with technical skills of multimedia production to produce a series of digital multimedia projects for classroom and online applications.

Course Location and Login Information

This is an online course delivered in Moodle (<http://edtech.mrooms.org/>). The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu if you have problems accessing Moodle. If you have forgotten your password, click the link below the login box, "lost password?" and you will be able to reset it.

Purpose of this course

If you want to improve your multimedia instruction, using research-based principles, then this course is for you. In this course, you will learn about the cognitive theory of multimedia instruction and some basic principles that underlie this theory. Once you learn about these principles, you will be able to create better instruction and more engaging presentations. You will learn about various software tools that enable the creation of professional-looking presentations and instruction and practice using them. Best of all, you will no longer create multimedia that violate multimedia principles, resulting in more engaging and effective learning and instruction.

AECT Standards (2012 Version)

For courses in the EDTECH Masters degree program, you will create "artifacts" that align with various AECT Standards. You should have a good understanding of these standards and keep track of all of your artifacts created in your courses, organizing them through a learning log or other online resource. The following AECT Standards have been determined to align with the artifacts created in this course (and you should add a category to each of your learning log posts to organize and catalog these artifacts with the standards):

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating	Project #3: Haiku Deck Project #4: Prezi		Project #1: Sketchnoting Project #2: Static Multimedia Instruction Project #3: Haiku Deck Project #6: Digital Story Project #8: Worked Example Screencast		
Using	Project #2: Static Multimedia Instruction Project #3: Haiku Deck Project #6: Digital Story Project #8: Worked Example Screencast		Project #2: Static Multimedia Instruction Project #3: Haiku Deck Project #5: Coherence Analysis Project #6: Digital Story Project #8: Worked Example Screencast		
Assessing/Evaluating					
Managing	Project #4: Prezi				
Ethics					
Diversity of Learners					

Collaborative Practice				Project #7: Google Slides Presentation	
Leadership					
Reflection on Practice					
Theoretical Foundations					
Method					

Course Materials

Required Course Text

E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning, 3rd Edition

Ruth C. Clark, Richard E. Mayer ISBN: 978-0-470-87430-1 Hardcover

Hardware

Computer: You will need a computer with speakers and reliable, high speed Internet access.

Mobile Device: Although it is not required, it is helpful to have an iPad or other touchscreen mobile device. If you have a new iPad Pro with the Apple Pen, you will find you can use this extensively in this course. However--you do NOT have to purchase an iPad for this course. If you have a touchscreen Chromebook, that can work with some of the suggested software tools. Also, a Windows tablet or Android can also be used for selected apps.

Drawing Tools: A stylus is helpful for drawing on mobile devices, but is not required. Review this resource for stylus suggestions: <http://www.schrockguide.net/sketchnoting.html>

Audio: A microphone will be required for this course for narrating presentations and attending optional web meetings. For web conferencing, a headset is recommended. To record presentations, you can often use an internal microphone on your laptop or mobile device with good results.

Software

Please make sure you have installed all updates to your computer and/or mobile devices. You will have the opportunity to download and test various software tools and mobile apps during this course. Most of them are free.

For easy mobile communication with your instructor, please install Google Hangouts on your mobile device and make sure you know how to contact her through this method.

Course format

This course has been designed to facilitate a strong social and learner-centered environment, meaning that learning is active and **requires participation from all students**. You will be actively engaged in sharing, reading, reviewing, and commenting on your classmates' work they post to their learning logs and through our Moodle discussion forums.

Course Visibility & Completion Options

You will be able to view all course content, so feel free to work ahead and complete this course around your schedule. All due dates and deadlines are included in the assignment details.

Course Policies

Small Groups

After the first week, your instructor will place you in random small groups of about 5 classmates, to provide you with a more manageable workload in reviewing, responding to, and rating various small group members' work. Not only does this allow you to receive feedback from other people besides your instructor, but it allows you to self-assess your work and make improvements throughout the semester.

Universal Design for Learning

You will be required to create (as much as possible) fully accessible multimedia projects, based upon current Universal Design for Learning (UDL) principles. For more information about this type of curriculum/course design, please go to <http://cast.org>

Faculty initiated drop

Please be advised that if you do not login to this course at least once during the first week, you will be dropped from class.

Schedule and Assignments

Boise State Academic Calendar: Please be aware of all deadlines and dates contained in the BSU Academic Calendar, which can be accessed through My Boise State: <http://my.boisestate.edu>

Assignment Submission: Weekly assignments are usually due on Sundays at 11:55 pm Mountain Time with new weekly activities and assignments beginning on Mondays. Assignments will be submitted in various formats. The methods will be described in each assignment.

Grades: Your assignments will be reviewed and posted within one to two weeks after the assignment due date. Some assignments are peer- and instructor-assessed, requiring your active participation.

Group Work: This course requires active participation, with some assignments being shared and evaluated by your classmates. In today's networked environment, it is essential you learn how to collaborate online and assess your own work.

Assignments

Week	Assignments	Due date
February 6 - February 12	Project #1: Sketchnoting 50 points	Sunday, January 29, 2017, 11:55 PM
February 13 - February 19	Project #2: Static Multimedia Instruction 50 points	Sunday, February 5, 2017, 11:55 PM
February 20 - February 26	Project #3: Haiku Deck 50 points	Sunday, February 12, 2017, 11:55 PM
March 6 - March 12	Project #4: Prezi 100 points	Sunday, February 26, 2017, 11:55 PM
March 13 - March 19	Project #5: Coherence Analysis 50 points	Sunday, March 19, 2017, 11:55 PM
April 3 - April 9	Project #6: Digital Story 100 points	Sunday, April 9, 2017, 11:55 PM
April 10 - April 16	Project #7: Google Slides Presentation 50 points	Sunday, April 16, 2017, 11:55 PM
April 17 - April 23	Project #8: Worked Example Screencast 100 points	Sunday, April 23, 2017, 11:55 PM

Discussion Forum Assignments

Week	Discussion Forum	Due Date
January 9 - January 15	Video or Animoto Introductions 10 points	Initial Post Due by Friday, 11:55 PM Friday, January 13, 2017 Responses Due by Sunday, 11:55 PM, Sunday, 22, 2017.
January 16 - January 22	What does Good (and Bad) Courseware Look Like? 10 points	Initial Post: Due Sunday, 11:55 PM, January 22, 2017. Post due Wed., 11:55 PM April 26, 2017.
April 24 - April 30	e-Learning Strategies for F2F Classrooms 10 points	Responses due Friday, 11:55 PM, April 28, 2017

You can click the Assignments link in the Activities block to find out more about each assignment, due date, and details of each assessment rubric.

You will be required to evaluate your small group members' submissions to the final two discussion forums. Click the Advanced Forum link in the Activities block on our course home page to quickly navigate to these discussion forums.

Your final grade will be based on the following letter grade scale, averaging your points received with the total possible points for the course:

Highest	Lowest	Letter
100.00 %	100.00 %	A+
99.99 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D

Highest Lowest Letter

59.99 % 0.00 % F

Late Work Policy

In order to receive the full benefits of social learning, it is critical you submit assignments on time. Please be aware of the due date. **NO LATE ASSIGNMENTS ARE ACCEPTED.** However, you have (3) three grace days after the due date to submit an assignment for credit. **NO** exceptions to this rule.

EDTECH Learning Log

You will be required to use or create a learning log using WordPress.com to host and share the artifacts created in this course.

Stay Connected!

This is an asynchronous, online course. Should you plan on traveling during the semester, make sure you will have access to the Internet to complete assignments.

Technical Difficulties

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs. You will also need to contact the Disability Resource Center to schedule a meeting with a specialist and coordinate reasonable accommodations for any documented disability.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208.426.1583

Email: drcinfo@boisestate.edu

Website: <http://drc.boisestate.edu/>

Privacy Information

EDTECH courses involves online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

According to the BSU Student Code of Conduct: "Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students.

Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

For this course, plagiarism will apply to three categories: Cheating, Non-attribution, and Patch-writing:

1. Cheating: Borrowing, purchasing, or obtaining work composed by someone else and submitting it under one's own name. The minimum penalty is an "F" in the course; the maximum penalty, suspension from the university.
2. Non-attributions: Failing to cite passages or ideas from the work of another. First-time offense is review of source attribution and revision of the paper. Continued non-attribution in work will result in an "F" in the course and possible suspension from the university.
3. Patch-writing: Writing passages that are not copied exactly, but have been borrowed from another source. First offense: review and revision of assignment. Continued patch-writing will result in an "F" in the course and possible suspension from the university.

Important Note: Both citation and quotation marks are required whenever you copy exact words and phrases from a source. When you paraphrase or summarize but do not copy exactly, citation is still required. When in doubt, cite. Over-citation is an error, but under-citation is plagiarism. Your citations should follow APA style, 6th edition.

Confidentiality and privacy statement

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. To read about these rights, please go to [http://registrar.boisestate.ed...lity.shtml](http://registrar.boisestate.edu...lity.shtml)

Policy for Incompletes

Incompletes are not guaranteed. However, when they are given incompletes adhere to [Boise State University guidelines](#) as follows:

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

Course Workload

Please note that you are expected to spend 9-12 hours *each* week on *each* EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions.

Writing Style

All writing should be formatted according to APA, 6th edition. There are many helpful online resources, should you have trouble learning how to use and apply APA formatting. An excellent online resource is the Purdue OWL guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Writing support

Boise State maintains a Writing Center, which is an excellent resource to help you in proofreading and improving your writing. You may submit writing through email and receive support. For more information, go to the Writing Center website: <http://writingcenter.boisestate.edu/email/>

Graduate Level Writing

The following principles of writing can be considered "graduate level." By adhering to these principles and ensuring that these guidelines are met, your writing is much more likely to be considered graduate-level:

- **Separate and identify your beliefs from that of your research** - One major difference between graduate and undergraduate writing is that, at the graduate level, writing assignments are rarely expected to be just a rehashing of previous research. Instead, graduate-level writing is meant to be an exercise in critical thinking and personal analysis on the part of the student. Be sure to state very clearly your own ideas and beliefs on the writing topic, and separate them from those found in your research. Even if they happen to be identical, you must still differentiate them within the writing.
- **State the reasons for writing** - It is important that the reader understand what the writer is trying to accomplish early on. Do not spend too much space building up to a thesis statement. Rather, state your purpose early on and use as much space as possible solidifying that statement.
- **Define all ambiguous or potentially confusing terms** - Whether this applies to a difficult word or technical jargon that can only be understood by experts in a specific field, make sure to define all terms that your reader may have difficulty with. Assume that the reader has zero knowledge on the subject, and that it is your job to make sure he or she walks away from reading your paper with a full understanding of the topic.
- **Use quotes strategically** - Too many academic writers depend far too heavily upon quotations to flesh out their writing and make their points. This is a sure sign of undergraduate-level writing. Graduate-level writing uses quotes in such a way that they enhance the writing, not carry it. When using quotes, be sure to state your own ideas in relation to the quote, introduce the person who is being quoted and what qualifications make his or her quote worth considering, and document the quote in whatever academic style of writing you are using.
- **Include powerful transitions** - A graduate-level piece of writing should flow smoothly from start to finish. To achieve this, the writer must use transitions to connect ideas together and also to connect each paragraph to the one that follows it.
- **Finish with a strong conclusion** - This should really go without saying, but the writer must form a strong conclusion for the writing to be considered anywhere near graduate-level.

Research support

Boise State's Albertsons Library is another excellent resource. We have a designated librarian who helps our EDTECH students. For more information, go to our EDTECH Library Guides: <http://guides.boisestate.edu/edtech>

Counseling/Consultation

Please feel free to contact any of our excellent EDTECH support staff for counseling and other support services:

- Student Outreach Coordinator: Kellie Branson (kbranson@boisestate.edu)
- Admissions Advisor: Dixie Conner (dixieconner@boisestate.edu)
- Academic Advising: Paul Castelin (paulcastelin@boisestate.edu)
- Moodle Support: moodlesupport@boisestate.edu
- EDTECH Library Support: Margie Ruppel (margieruppel@boisestate.edu)
- EDTECH Website: <http://edtech.boisestate.edu>

Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines: <http://registrar.boisestate.edu/academic-calendar.shtml>

Graduate Catalog

Graduate Catalogs for present and prior academic years can be found online at: <http://graduatecatalog.boisestate.edu/>

College of Education - The Professional Educator

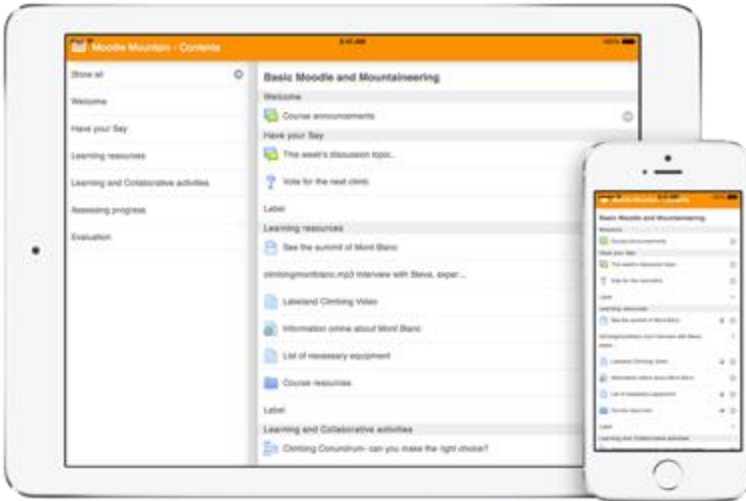
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The [Department of Educational Technology](#) is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology

Mobile Access



This course renders very well on an iPad or smaller mobile devices. There is also a Moodle Mobile app, which can be installed across various mobile platforms: <https://download.moodle.org/mobile/>. This app will allow you to download activities and other course resources so that they can be available offline. The app is still being developed, so all functionality is not yet available, but it does provide an excellent way to have the course available offline, should you be away from Internet connectivity.

Subject to Change Notice

The instructor reserves the right to change this syllabus. You will be notified of any changes immediately through the EDTECH 513 News Forum.

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