ED 7300 – Advanced Applications of Media and Technology

Course Description:
(3-0) This course explores the uses of multimedia in the classroom and extends the teacher’s skill base in the development of advanced multimedia examples to support and enhance the curricula. Throughout the course students will gain experience in still and motion digital editing, audio, and animation production.

Marketable Skills:
The marketable skills focus on the 4C’s of 21st Century Skills. The skills focus on critical thinking, the ability to find solutions to problems; creativity, the ability to think outside the box; collaboration, the ability to work with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives; and communication, the ability to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.


This class will address the following Student Learning Outcomes (SLOs):
This course is designed as an introduction to the field of instructional design and technology.

By the end of the course, students will be able to:
• Apply contemporary theories of multimedia learning to the development of multimedia products.
• Evaluate existing multimedia products that can be used to design instructional and informational material.
• Analyze instructional and informational media (print materials, audio/visual materials, CBT and/or web-based materials, games/simulations, etc.)
• Prepare media design specifications for instructional and informational
applications for paper-, video-, and computer-based media

- Apply theory and principles of learning, instructional design, and perception to the design of instructional media products
- Demonstrate proficiency with common software applications used to create multimedia assets
- Demonstrate an understanding of accepted standards for multimedia design, including style and accessibility; and
- Demonstrate an ability to utilize scholarly works to formulate a personal theoretical framework to guide multimedia production;

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

**ISTE Standards for Administrators**
1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2b, 2c, 2d
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4e
5. Digital Citizenship: 5c, 5d

**ISTE Standards for Educators**
1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6c, 6d
7. Analyst: 7a, 7b

**ISTE Standards for Educational Leaders**
1. Equity and Citizenship Advocate: 1a, 1b, 1d
2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3b, 3c, 3d, 3e
4. Systems Designer: 4b, 4d
5. Connected Learner: 5a, 5b, 5c, 5d

**ISTE Standards for Coaches**
1. Change Agent: 1d, 1e
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5b, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

**Required Textbook:** No required textbook (See Course Readings)

**Marketable Skills:**
The marketable skills focus on the 4C’s of 21st Century Skills which focus on critical thinking.
the ability to find solutions to problems; creativity, the ability to think outside the box; collaboration, the ability to work with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives; and communication, the ability to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing. 


Requirements:
Students will:

- Participate in collaborative platforms to include blogs, discussion boards, 
- Utilize Blackboard on the SRSU website to fulfill course requirements. 
- Satisfactorily pass course quizzes, exams, and project requirements 
- Practice professional conduct and ethics and respectful learning exchanges. 
- Preserve confidentiality of information shared regarding student, family, or school district experiences. 
- Model and advocate for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

Course Requirements:

- Attendance
  - Students should refer to the Online Absence Policy posted in Blackboard under the tab Course Information regarding participation in an online course.
- Daily Readings
  - We will be covering a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.

<table>
<thead>
<tr>
<th>Weekly Discussion Board post</th>
<th>7 @ 25 points</th>
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<tbody>
<tr>
<td>Blog Posts</td>
<td>6 @ 25 points</td>
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<tr>
<td>Weekly Projects</td>
<td>4 @ 25 points</td>
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<tr>
<td>Final Multimedia Project</td>
<td>100 points</td>
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TOTAL 525 points

A=525-463 points, B=462-400 points, C=399-340, D=339-275, F=274 and below

All assignments are due on the scheduled date. Late assignments will not be accepted!

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Topic</th>
<th>Open Date</th>
<th>Close Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Start Here Module</td>
<td>August 23</td>
<td>August 30</td>
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<tr>
<td>Week 2</td>
<td>Multimedia Competencies</td>
<td>August 23</td>
<td>Sept. 6</td>
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<tr>
<td>Week 3</td>
<td>What is Multimedia Design</td>
<td>August 30</td>
<td>Sept. 13</td>
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<td>Week 4</td>
<td>Introduction to Multimedia Learning</td>
<td>Sept. 6</td>
<td>Sept. 20</td>
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<td>Week 5</td>
<td>Integrating Technology and Instruction</td>
<td>Sept. 6</td>
<td>Sept. 27</td>
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<td>Week 6</td>
<td>Multimedia Authoring Tools</td>
<td>Sept. 27</td>
<td>Oct. 4</td>
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<tr>
<td>Week 7</td>
<td>Advanced Examples of Multimedia Technology</td>
<td>Sept. 27</td>
<td>Oct. 11</td>
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Week 8: Final Digital/Video Capstone Artifacts

*All assignments are due on the scheduled date no later than 11:55 pm CST. Late assignments will not be accepted!*  

**Discussion Board and Blog Posts:** The point of the Discussion Board and the Blog is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, we will participate in a Discussion Board and you will also create Blog Posts that correlate with the course content. Discussions and Blog Posts are graded at the end of each module, based on the quality of contributions. Blog posts will follow APA 7th edition format using a scholarly voice. Please reply to posts that have no other replies first. It would be good if everyone has at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. Replies should follow the peer review guidelines in the Getting Started Module.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Module 1- Getting Started</td>
<td>In this module you will:</td>
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<td></td>
<td>• Participate in a Discussion Board Introduction Post</td>
<td>August 30</td>
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<td>• Review:</td>
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<td>• Creating Your Ed Tech Blog</td>
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<td>• Project Management</td>
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<td>• What is Peer Review</td>
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<td>• The Sul Ross Library</td>
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<td>• APA 7th Edition Formatting</td>
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<td>• Go to Module 2</td>
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<td>Module 2 – Multimedia Competencies</td>
<td>In this module you will:</td>
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<td>• Read: What are Multimedia Competencies?</td>
<td>Sept. 6</td>
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<td>• Read Scholarly Articles:</td>
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<td>• Multimedia Competencies for an Educational technologist</td>
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<td>• Examining Multimedia Competencies for Educational Technology in Higher Education</td>
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<td>• Watch Videos</td>
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<td>• Respond to the Padlet question</td>
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<td>• Write a Blog Post</td>
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<td>• Submit your Blog Post URL in the Discussion Board</td>
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<td>• Provide a Blog Post peer review in the same Discussion Board</td>
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<td>• Go to Module 3</td>
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<td>Module 3 – What is Multimedia</td>
<td>In this module you will:</td>
<td>Sept. 13</td>
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<td>• Review: What is multimedia and media</td>
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<td>• Watch the following videos:</td>
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<td>• Layout and Composition</td>
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<td>• Color Theory</td>
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<td>• Images</td>
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### Module 7 – Advanced Examples of Multimedia Learning Technology

In this module you will:
- Review: Components of multimedia technology applications
  - Presentation programs
  - Free stock photos
  - Audio recording tools
  - Video recording tools
  - Website development tools
  - Multimedia suites and authoring tools
  - Misc. applications
  - Augmented Reality, Virtual Reality, and 360 Images
- Write a Blog Post
- Submit your Blog Post URL in the Discussion Board
- Provide a Blog Post peer review in the same Discussion Board
- Review the Capstone Project requirements
- Begin working on Capstone Project
- Go to Module 7

**Oct. 11**

### Module 8 – Final Digital/Video Capstone Project

In this module you will:
- Write a Blog Post
- Submit your Blog Post URL in the Discussion Board
- Provide a Blog Post peer review in the same Discussion Board
- Submit your final Capstone Media Project

**Oct. 15**

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**Grading Policy:**
1. No late assignment will be accepted after its due date without prior instructor consent.
2. Formal writing should follow APA style. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
3. All assignments are due by 10:00 pm CST.
4. There are no optional assignments in this course. All assignments must be completed in order to pass this class.

5. **PLEASE NOTE THAT DISCUSSION BOARD POST and PEER REVIEWS CANNOT BE COMPLETED AFTER THE END DATE.** Complete your work in a timely manner. Do not wait until a few hours before an assignment is due to submit your work, especially when your classmates are relying on your submission to complete their peer review.

6. Candidates who fail to participate in Discussion Boards, attend synchronous video class sessions, or complete any assignment may not pass this course.

**Dropping a Class**

During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 12, 2021 at 4 pm CST.

**TEAMS Guidelines:** Please refer and follow TEAMS Guidelines provided in the blackboard course as a participation requirement in this class from Midland College or an RGC campus. **Webcams must be turned on and students fully present to not be counted absent**

**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde
students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act:

Alpine: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUL Ross State University, Alpine, Texas, 79832.

And don't forget, SRSU offers personal counseling services for students, faculty and staff.

RGC Campuses: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.”

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

In addition, please note that plagiarism detection software will be used in this class for written
assignments, as well as monitoring software for course exams.

Grading: **All assignments are due on the date posted. Late work WILL NOT be accepted!** This course syllabus is intended to be a guide and may be amended at any time.