

Instructor: Brenda Quintanilla, PhD
Email: brenda.quintanilla@sulross.edu

Office Hours: By appointment:
<https://calendly.com/drquintanilla/30min?month=2022-10>



ED 7300 – Advanced Applications of Media and Technology

Course Description:

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.

Citation: National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC. Retrieved from <https://dl.icdst.org/pdfs/files3/0d3e72e9b873e0ef2ed780bf53a347b4.pdf>

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.

(www. <https://dl.icdst.org/pdfs/files3/0d3e72e9b873e0ef2ed780bf53a347b4.pdf>. *Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs"*)

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.

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|--------------------------------|---------------|
| • Weekly Discussion Board post | 7 @ 25 points |
| • Blog Posts | 6 @ 25 points |
| • Weekly Projects | 4 @ 25 points |
| • Final Multimedia Project | 100 points |

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!

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.**

Modules	Assignments	Due Dates
Module 1- Getting Started	<p>In this module you will:</p> <ul style="list-style-type: none"> • Participate in a Discussion Board Introduction Post • Review: <ul style="list-style-type: none"> • Creating Your Ed Tech Blog • Project Management • What is Peer Review • The Sul Ross Library • APA 7th Edition Formatting • Go to Module 2 	Oct 28
Module 2 – Multimedia Competencies	<p>In this module you will:</p> <ul style="list-style-type: none"> • Read: What are Multimedia Competencies? • Read Scholarly Articles: <ul style="list-style-type: none"> ○ Multimedia Competencies for an Educational technologist ○ Examining Multimedia Competencies for Educational Technology in Higher Education • Watch Videos • Respond to the Padlet question • Write a Blog Post • Submit your Blog Post URL in the Discussion Board • Provide a Blog Post peer review in the same Discussion Board • Go to Module 3 	Nov 04
Module 3 – What is Multimedia	<p>In this module you will:</p> <ul style="list-style-type: none"> • Review: What is multimedia and media • Watch the following videos: <ul style="list-style-type: none"> ○ Layout and Composition ○ Typography ○ Color Theory ○ Images ○ 10 Audio Tips ○ Video Tips ○ Animation • Submit your Media Design assignment • Submit your Blog Post URL in the Discussion Board • Provide a Blog Post peer review in the same Discussion Board • Go to Module 4 	Nov 11
Module 4 – Introduction to Multimedia Learning	<p>In this module you will:</p> <ul style="list-style-type: none"> • Read: What is Multimedia Learning • Read Scholarly Articles: <ul style="list-style-type: none"> ○ Research-Based Principles for Designing Multimedia Instruction 	Nov 18

	<ul style="list-style-type: none"> ○ How to use Mayer's 12 Principles of Multimedia Learning • Watch Videos • Submit the Multimedia Learning Principles Assignment • Write a Blog Post • Submit your Blog Post URL in the Discussion Board • Provide a Blog Post peer review in the same Discussion Board • Go to Module 	
<p>Module 5 – Integrating Technology and Instruction</p>	<p>In this module you will:</p> <ul style="list-style-type: none"> • Review: Instructional Design and Instructional Design Models • Review: Universal Design for Learning (UDL) • Review: The components of planning a multimedia project <ul style="list-style-type: none"> ○ Proposal ○ Flow ○ Scripting ○ Storyboard ○ etc., • Review types of multimedia projects • Submit your draft project proposal, storyboard, with script • Go to Module 6 	<p>Nov 25</p>
<p>Module 6 – Multimedia Authoring Tools</p>	<p>In this module you will:</p> <ul style="list-style-type: none"> • Review: Components of multimedia • Review: Uses of multimedia projects • Investigate various multimedia technology applications <ul style="list-style-type: none"> ○ 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 • <i>Begin working on Capstone Project</i> • Go to Module 7 	<p>Dec 02</p>

Module 7 – Advanced Examples of Multimedia Learning Technology	<p>In this module you will:</p> <ul style="list-style-type: none"> • Review: Components of multimedia • Review: Uses of multimedia projects • Investigate various multimedia technology applications <ul style="list-style-type: none"> ○ 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 • <i>Continue to work on Capstone Project</i> • Go to Module 8 	Dec 09
Module 8 – Final Digital/Video Capstone Project	<p>In this module you will:</p> <ul style="list-style-type: none"> • Write a Blog Post • Submit your Blog Post URL in the Discussion Board • Provide a Blog Post peer review in the same Discussion Board • <i>Submit your final Capstone Project</i> • Congratulations! You completed the course!! 	December 13

Attendance Policy: Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook.

Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to log in weekly, contribute to discussion posts, and complete all assignments on time.

ADA Accommodations:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203, or Email: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/>

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

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, <https://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).

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. 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.

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

SRSU Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

▸ I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.

- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

COPYRIGHT NOTICE:

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ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

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.