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



EDUA/EDSR 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.

• Weekly Discussion Board posts and Blogs	7 @ 25 points
• Weekly Projects	4 @ 25 points
• Academic Integrity Check	1 @ 3 points
• Final Multimedia Project	1 @ 100 points
TOTAL 378 points	

A=378 – 341 points, B=340 – 303 points, C=302 – 265 points, D=264 – 227 points, F=226 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
Start Here	In this module, you will: <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 1 	Aug 31st
Module 1 – Multimedia Competencies	In this module, you will: <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 2 	Sept 7th
Module 2 – What is Multimedia	In this module, you will: <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 3 	Sept 14th
Module 3 – Introduction to Multimedia Learning	In this module, you will: <ul style="list-style-type: none"> • Read: What is Multimedia Learning • Read Scholarly Articles: 	Sept 21st

	<ul style="list-style-type: none"> ○ Research-Based Principles for Designing Multimedia Instruction ○ 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 4 	
<p>Module 4 – 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 a script ● Go to Module 5 	<p>Sept 28th</p>
<p>Module 5 – 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 	<p>Oct 5th</p>

	<ul style="list-style-type: none"> • <i>Begin working on Capstone Project</i> • Go to Module 6 	
Module 6 – Advanced Examples of Multimedia Learning Technology	<p>In this module, you will:</p> <ul style="list-style-type: none"> • Investigate various advanced multimedia technology applications <ul style="list-style-type: none"> ○ Artificial Intelligence ○ Interactive textbooks ○ Digital Badging ○ Augmented Reality, Virtual Reality, and 360 Images ○ 3D printing ○ Avatars ○ Forecasts ○ Funding • Create a Magic School AI prompt and tool. • Submit MagicSchool.ai 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 • <i>Continue to work on Capstone Project</i> • Go to Module 7 	Oct 12th
Module 7 – 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!! 	Oct 17th

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.

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.

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).

Artificial Intelligence: Using AI (Artificial Intelligence) is acceptable in this course. **I encourage you to experiment with AI.** When you submit AI generated content, however, you **MUST** cite its use and provide credit to the AI tool, especially GPTs (text and image).

SRSU Writing Center: Whether you are seeking guidance on a creative writing piece, a major essay, or looking to help strengthen your argument as a researcher, the SRSU Writing Center is here for you! As a reminder, **Writing Center services are available for free within Blackboard under the "Organizations" category** to both graduate and undergraduate students.

If for some reason you cannot view the Writing Center on your Organization page, please call or email the Online Support Desk at (888)837-6055 or blackboardsupport@sulross.edu.

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 disability services need to contact the Disability Services Coordinator:

Accessibility Services
Coordinator Counseling
and Accessibility Services
432-837-8203

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

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. 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.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!