EDIT 566 – Teaching with Multimedia/Hypermedia
(2 credit hour)

* Coding in **bold** reflects ISTE NETS Standards for all teachers.

1. **Course Description**
   This two credit hour course is designed to assist students in exploring and developing expertise with a variety of hypertext/hypermedia and multimedia tools. Emphasis will be placed on students’ ability to use hypermedia/multimedia tools and to then teach others to use these tools. Attention will be paid to the ways in which the integration of hypermedia/multimedia tools in the K-12 curriculum can support learning. Attention will also be paid to understanding the difference between hypermedia and multimedia.

2. **Methodology**
   The course is structured around class projects, discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of hypermedia with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how and classroom practice.

3. **Objectives**
   The following objectives have been established for the course:
   
   1. Students will develop comprehensive understanding of the mechanics associated with multimedia and hypermedia tools; **I-A, I-B**
   3. Students will become familiar with and be able to apply principles of layout and design in hypermedia environments including flowcharting; **I-A, II-A, III-A**
   4. Students will design at least one lesson for their grade and/or subject matter interests using hypermedia tools and design and layout principles. **II-A, II-C, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E**

4. **Materials and Resources**
   
   1. Students are expected to obtain and bring to class appropriate materials and supplies to include 3 ½ “ disks and note taking materials.
   2. Chapter 8 – Hypermedia (Norton/Sprague).

5. **Course Requirements**
   
   1. Attendance in class is **mandatory**, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all article reviews and participate in all discussions.
3. Each student is expected to participate in and complete all classroom projects.
4. All written assignments must be completed on a word processor.

6. Course Assignments

1. Portfolio (10 points): Throughout their program of study, students will be required to create and continually revise a professional portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. A section will be added to the portfolio reflecting student learning related to multimedia/hypermedia as they relate to the teaching/learning process. Performance-based outcome for objectives 3 & 4.
2. A Content Area Hypermedia Stack (10 points): Students, either individually or with partners, will prepare a hypermedia stack for their own students’ use related to a content or skill in their teaching area. The stack will reflect the application of design and layout principles as well as effective use of hypermedia. Performance-based outcome for objectives 1, 2, & 3.
3. Multimedia/Hypermedia Lesson Plan (10 points): Students will create a lesson plan which includes some aspect or aspects of multimedia/hypermedia as part of the overall design. This lesson plan is due Week Ten at the beginning of class. A format for the lesson plan will be provided to students in class. Performance-based outcome for objectives 2 & 4.
4. Article Reviews (15 points): Students will use Internet and journal resources to locate two articles on multimedia/hypermedia. Students will copy the articles and write a one page reaction to each article, remembering that a reaction paper is not a summary of the article but an exploration of its implications for thinking about the teaching/learning process. Performance-based outcome for objectives 1 & 2.
5. Class Participation (5 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.

7. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.
When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

8. Schedule of Class Topics

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<thead>
<tr>
<th>Class</th>
<th>Class Topics</th>
<th>Weekly Assignments</th>
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</table>
| Week 1 | Introduction to Syllabi  
Introduction to Multimedia  
Write a children’s picture story and present it in multimedia format | READ: Chapter 8 – Hypermedia  
Locate articles and begin reviews |
| Week 2 | Finish Children’s story  
Sharing of stories  
Wishbringer and writing interactive fiction  
Modifying A Children’s Story | Locate articles and begin reviews |
| Week 3 | Finish and share interactive fiction story  
Introduction to Hypermedia  
Hypermedia Features – cards and buttons  
Create two cards with a linked loop | Work on articles and begin reviews |
| Week 4 | Hypermedia Features – art tools, sound, importing graphics, layout and design  
Add some original art, sounds, etc and two more cards to the two cards from last week | Work on articles and begin reviews  
Finish first article review |
| Week 5 | Steps for Creating Hypermedia - DEAPR  
A Lesson on Designing HM  
Creating a HM Design  
Planning a Hypermedia content area stack  
**First article and review due** | Work on articles and begin reviews  
Work on lesson plan |
| Week 6 | Sharing article and review  
Animation with Hypermedia  
Continue work on planning content area stack  
Sharing and Revising | Work on articles and begin reviews |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>More animation with hypermedia</th>
<th>Work on articles and begin reviews</th>
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<tbody>
<tr>
<td></td>
<td>Final review of hypermedia design</td>
<td>Finish lesson plan</td>
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<td>Work on hypermedia stack</td>
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<td>Week 8</td>
<td>Design a rubric for assessing hypermedia stacks</td>
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<td></td>
<td>Work on hypermedia stack</td>
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<td>Week 9</td>
<td>Work on content area hypermedia program</td>
<td>Second article and review due</td>
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<td>Week 10</td>
<td>Work on content area hypermedia program</td>
<td>Hypermedia stack should be finished by end of first half of class</td>
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<td></td>
<td>Using rubric to assess hypermedia content stacks</td>
<td>Using rubric to assess hypermedia content stacks</td>
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<td></td>
<td>Lesson Plan Due</td>
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<td>Portfolio Due</td>
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