

College of Education and Human Development
Instructional Technology Program
EDIT 401 Section 5T1
Introduction to Multimedia/Hypermedia

DAYS / TIME / LOCATION	INSTRUCTOR: Wanda Mally
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Course Description

EDIT 401 provides an overview of the principles and tools used within the field of e-Learning, instructional design and multimedia/hypermedia technologies. Therefore, the course focuses on the development of knowledge and skills necessary to implement multimedia and hypermedia design elements in the production of e-Learning materials. EDIT 401 uses a discussion and practical application approach to allow the student to experience and practice designing and developing multimedia and hypermedia products using the basic features of the Macromedia Studio MX *or* Studio MX 2004. Students will apply the knowledge and skills learned by creating an e-Learning module for the semester-long project. The beginning of the course includes a topic on design considerations that should be made when preparing to develop an e-Learning product. Students will then apply these design techniques when developing their own e-Learning product.

Objectives

Upon completion of the course, students will be able to:

- Define and understand what is meant by *e-Learning*.
- Understand the definitions of and differences between multimedia and hypermedia.
- Understand and apply design fundamentals to multimedia and hypermedia production.
- Identify examples and non-examples of good interface design techniques.
- Gain skills in the use of authoring and graphic manipulation software including Dreamweaver, Freehand, Fireworks and Flash.
- Apply interface design heuristics to the design of an e-Learning site.
- Become familiar with current literature regarding multimedia and hypermedia theoretical and design issues
- Explore multimedia and hypermedia online resources and software applications
- Gain skills in the use of multimedia/hypermedia tools
- Design, develop, and implement an e-Learning module using multimedia/hypermedia and design principles.

Performance Standards

The course objectives align with the following performance standards for the field of Instructional Design as specified by IBSTPI (The International Board of Standards for Training, Performance and Instruction):

Standard 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

2.4 Integrated Technologies

"Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer" (Seels & Richey, 1994, p. 40). Integrated technologies are typically hypermedia environments which allow for: (a) various levels of learner control, (b) high levels of interactivity, and (c) the creation of integrated audio, video, and graphic environments. Examples include hypermedia authoring and telecommunications tools such as electronic mail and the World Wide Web.

2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.

2.4.2 Develop and prepare instructional materials and products for various distance education delivery technologies.

2.4.3 Combine electronic and non-electronic media to produce instructional materials, presentations, and products.

2.4.4 Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.

2.4.5 Develop effective Web pages with appropriate links using various technological tools (e.g., print technologies, imaging technologies, and video).

2.4.6 Use writable CD-ROMs to record productions using various technological tools.

2.4.7 Use appropriate software for capturing Web pages, audio wave files, and video files for developing off-line presentations.

2.4.8 Prepare instructional materials, bibliographies, resource lists for instructional units, and other materials as appropriate to support students and teachers.

Resources Required by Students

- Internet access
- Mason Cluster Account
- WebCT Account
(go to http://www.irc.gmu.edu/coursetools/webct/IRC_Quickguide2_IET.pdf to review system requirements for running WebCT from your home)
- GMU Email Account

Required Course Texts

- Students will be required to purchase or have access to Macromedia Studio MX or Macromedia Studio MX 2004.
- Students will be required to use the software-provided documentation that accompanies the Macromedia Studio MX or Studio MX 2004 software suite.

- Online readings will be provided that address the design of multimedia/hypermedia educational and training materials

Course Delivery Mode

Primary delivery for EDIT 401 Section 5T1 will be online. The course will be conducted using an asynchronous format consisting of the following:

- Instructor-provided lecture notes
- Assigned readings & research
- Instructor-Student discussion threads
- Student projects, two knowledge-based exams, and a final presentation

To successfully participate in the course, students are required to have access to and use the Internet, WebCT and their GMU email accounts.

This class meets primarily online, however two formal meetings will be arranged for the two proctored exams. Your final project will be presented 'online' via the WebCT discussion board. Instructor online office hours are available by appointment and can be conducted via telephone or via a private WebCT chat forum.

Each week students will cover different features and topics on Macromedia Studio MX. Downloadable lecture notes for each week will be released every Friday morning by 7 A.M. and will remain available through the end of the semester. For specified weeks, students will 'post and host' discussions on helpful tips, procedures and/or information relating to the respective week's topics. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, discussions, activities, and assignments due. **Credit (points) will not be given for late discussion postings. Discussion postings are to be made during the specified timeframes in the course schedule.**

Students with Special Needs

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

Grading and Course Assignments

Part of the final grade will be based on a 10-part semester project (10 assignments). Students will be required to identify a project used to create an e-Learning module during the semester. The resulting project will encompass the features addressed in the course content.

The grade will also be based on student participation/contributions for the scheduled discussions. These discussions will be designed to allow students to discuss issues or identify tips/procedures relating to each key topic. For example, the week that Forms are covered in the content, each student is required to identify and post a procedure or tip relating to Forms in Dreamweaver, OR post detailed responses to any technical questions posed by other students on the subject.

Assignments and other tasks that make up the grade will be based have the following point values that come to a total of 300 points:

- Assignment 1 – Submit URL (5 pts)
- Assignment 2 – Descriptive Information and Objectives for E-Learning Module (10 pts)
- Assignment 3 – Set up a Dreamweaver Site and Add Files (10 pts)
- Assignment 4 – Incorporate Tables Using Dreamweaver (5 pts)
- Assignment 5 – Create Graphics Using Freehand (10 pts)
- Assignment 6 – Create a Menu Using Fireworks (10 pts)
- Assignment 7 – Using the Coursebuilder Extension (15 pts)
- Assignment 8 – Create a Set of Frames (10 pts)
- Assignment 9 – Design a Feedback Form (10 pts)
- Assignment 10 – Add Animation Using Flash (15 pts)
- Discussion Participation/Contributions – 20 points each, 5 discussions, 100 points total
(Postings made after the scheduled times will receive a 0)
- Knowledge-based midterm exam – 25 points
- Knowledge-based final exam – 25 points
- Final project posted online, on time; the rubric for assessing the presentation will evaluate students on their ability to provide technical details concerning the way the e-Learning module was developed – 50 points **(Final projects posted late will be penalized 10 or more points.)**

Using the following scale, the final grade is based on students earning points out of the possible 300 points:

Grade	Points
A	300-269
B	268-239
C	238-209
D	208-179
F	178-0

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor: Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

PROPOSED COURSE SCHEDULE

The following is a summary of the topics covered over the 15-week period. **All assignments are due at midnight on the specified due date. Incomplete assignments or assignments submitted late will receive a 0.**

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
1	9/2-9/8	Course Introduction Multimedia/Hypermedia Production Overview Macromedia Studio MX Software Overview Managing Your Course Files Heuristics of Good Interface Design	Discussions #1: "Student-Instructor Introductions"; and "Interface Design Heuristics" Read: Online documentation covering software overview Other readings relating to Multimedia/Hypermedia to be assigned	Assignment 1 due 9/8; Send instructor your topic for the semester project by midnight 9/8
2	9/9-9/15	E-Learning Design Concepts Multimedia/Hypermedia considerations for e-Learning design	Discussions: "E-Learning Design—Considerations"; "Share Your E-Learning Experiences" Readings relating to design models and techniques for developing e-Learning products and learning products in general	Assignment 2 due 9/15
3	9/16-9/22	Getting Started Setting up a Dreamweaver Site Determining Page Layout Creating Your First Web Page Inserting Links and Basic Navigation	Read / Research: Online documentation on embedding links and navigation Visit instructor-provided web site links exhibiting different types of web page layouts using frames, tables and image maps	Assignment 3 due 9/22

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
4	9/23-9/29	Working with Tables	Read / Research: Online documentation on using Tables in Dreamweaver.	Assignment 4 due 9/29
5	9/30-10/6	Creating Graphics Using Freehand Multimedia/Hypermedia considerations when developing and incorporating Graphics for e-Learning	Read / Research: Online documentation on using various Freehand tools and features Other readings relating to Multimedia/Hypermedia to be assigned	Assignment 5 due 10/6
6 Class Meets	10/7	Proctored Midterm Course Examination	N/A	N/A
6 (cont'd)	10/7-10/13	Creating a Menu Using Fireworks	Discussion #2: "Tips on graphics resources" Read / Research: Online documentation on using various Fireworks tools and features Other readings relating to Multimedia/Hypermedia to be assigned	Assignment 6 due 10/13
7	10/4-10/20	Working with the Coursebuilder Extension Multimedia/hypermedia considerations when designing interactions for e-Learning	Discussion #3: "Tips regarding other useful extensions" Read / Research: Online documentation for each of the extensions covered in the lecture material	Assignment 7 due 10/20
8	10/21-10/27	Working with Frames	Read / Research: Online documentation on using Frames in Dreamweaver.	Assignment 8 due 10/27

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
9	10/28-11/3	Designing a Feedback Form Evaluating an e-Learning project	Discussion #4: "Examples of good/bad form design"; "Resources for online feedback tools" Read / Research online documentation on the MX tools used for designing Forms	Assignment 9 due 11/3
10	11/4-11/10	Creating Flash Animations; Multimedia/Hypermedia considerations when developing and incorporating animation for e-Learning using Flash	Read / Research: Online documentation on using various Flash tools and features Other readings relating to Multimedia/Hypermedia to be assigned	
11	11/11-11/17	Flash Animations (continued)	(continue from previous week)	
12	11/18-11/22	Flash Animations (continued)	Discussion #5: "Best Animation Tips and Secrets"	Assignment 10 due 11/22
THANKSGIVING RECESS 11/23-11/27				
13	12/2-12/8	Finalize course projects	Quality checklist will be provided	Final project must be posted by midnight 12/8
14	12/9-12/15	Student Projects and Virtual Presentations—online Forum; Prepare for Final Exam	N/A	Participation in online forum must be completed by midnight 12/15
15 Class Meets	12/16	Proctored Final Course Examination Course Evaluations	Prepare for final presentations; Be able to explain various technical elements of the design	N/A

EXPLANATION OF ASSIGNMENTS

All assignments will consist of a checklist of activities the student is to complete before notifying the instructor. Assignments 1 and 2 require no 'design' activities to be graded online, but do require that a specific deliverables containing the students' web server URL and descriptive information regarding the semester project. Students who do not submit these deliverables on schedule will receive no credit. Assignments 3-10 require the design and development of specific files that will be part of the final e-Learning project. The instructor will provide students feedback for each assignment with recommendations for improvement before going 'final' on the project. **Incomplete assignments and assignments submitted late will receive a 0.**

Final Project and Presentation Assessment Rubrics

Students will be required to deliver a presentation of their e-Learning modules on the last week of class—however, the presentation will be online. This portion of the course is worth 50 points. The following rubric will be used to assess student performance on not only how technically familiar they are with the product, but on the overall quality of the product itself.

	Poor <i>(No evidence of mastery)</i> 6	Fair <i>(Limited evidence of mastery)</i> 7	Good <i>(Clear evidence of mastery)</i> 8	Excellent <i>(Clear, convincing, substantial evidence mastery)</i> 10	SCORE
Layout and design	The pages are unattractive. Text is difficult to read. The backgrounds are distracting.	The pages appear "busy" or "boring". Text may be difficult to read. The backgrounds are somewhat distracting.	Tables and/or frames are used to organize content to some degree. The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.	The pages are well organized with tables and/or frames consistently throughout the site. Text color, spacing and alignment make reading easy. The backgrounds enhance the page.	
Graphics and animation	No use of multimedia has been employed or the incorporation of multimedia is inappropriate or of low quality.	Photos, graphics are blurry or fuzzy; if audio or video is used, it is unclear; other symbols used do not "fit" with the topic. Too many pictures make the download time slow. Animation and/or sound runs too long for no apparent reason.	Photos, animation, sound, icons, and other symbols used are appropriate, of high quality, and download fairly quickly.	Photos, symbols, animation, sound and other symbols are used creatively and follow a theme, yet are simple enough to support a reasonable download time.	
Navigation and Links	Most of the links are not working; menus and navigation are not consistent among pages.	Some navigation and links are not consistent on all related pages. Most but not all links work.	Links are consistent and easy to find so that the user can easily navigate back and forth through pages.	Links are intuitive and created with images and icons to enhance the text links.	

<p>Suitability of content for e-Learning</p>	<p>Information is poorly written, inaccurate, or incomplete. Purpose or intent of the module is unclear.</p> <p>0 main menu topics are completed.</p>	<p>Purpose of the module is clear, however information could be better written. More information could be provided to make the topic or module complete. Only 1 main menu selection is completed.</p> <p>Feedback form is included but does not incorporate good form design practices.</p>	<p>Information is well written, interesting and is presented in short, chunked sections.</p> <p>Content meets the intended objectives and includes an assessment component. Information/instructions on how to use the module is provided. Two main menu selections are completed</p> <p>A simple form is used that follows good design practices. Includes 1 to 2 questions regarding design heuristics.</p> <p>Meets but does not exceed the assigned requirements.</p>	<p>Information is creatively written and cleverly presented and shows creativity.</p> <p>Product is unified, appears complete.</p> <p>Content meets the intended objectives and includes an assessment component that maps to the objectives. Information/instructions on how to use the module is made available and is clear.</p> <p>Three or more main menu selections are completed.</p> <p>The feedback form not only follows good design, but also elicits feedback that would be easy to store and summarize and would provide useful information. Includes 3 or more questions regarding design heuristics.</p> <p>E-Learning module exceeds the assigned requirements</p>	
<p>Ability to communicate technical details concerning the project design during presentation</p>	<p>Simply gave a product walk through. No explanation on technique was provided; could not answer questions specific to the project design</p>	<p>Showed familiarity with the design techniques; limited explanation offered; could not answer questions specific to the project design</p>	<p>Showed familiarity with the design techniques; offered no technical explanations but was able to respond to questions.</p>	<p>Demonstrated familiarity with design techniques; was able to respond to questions about the design and offered technical detail on more than one occasion</p>	