INST4400: Design and Production of Media for Instruction
Educational Technology
Department of Career & Technology Education
College of Education
University of Central Missouri

Fall 2011
(August 16 – December 9)

COURSE SYLLABUS

PROFESSOR: Dr. Z. L. Bland
E-mail: bland@ucmo.edu Phone: 660.543.8615
Office: Grinstead 216
*Office Hours: Thursday 10 a.m. – 12 noon CST (virtual)
Virtual location: http://ucmconnect.ucmo.edu/drbofficehours/
Wednesday 7:30-10 CST (Grinstead 216 face-to-face)
By Appointment: Please call or email to schedule a meeting time
*If changed, will be posted on Blackboard (a Skype link will be forthcoming)

COMMUNICATION
A Blackboard Discussion is set up for questions related to the assignments or the syllabus so that the entire class can read questions posed and the responses. If you believe there is a need for privacy and the individual nature of some questions do not hesitate to e-mail me. I do check email regularly. I will usually respond within 24 hours, but often sooner (excluding weekends). Everyone is encouraged to take a one-day break during the week from the computer and electronic devices.

Be sure to click and include the messages for a trail when a conversation is ongoing on a topic. E-mails to me should have a subject line to include your name, course ID—INST#### (course number), a 3-5 word subject, an appropriate Salutation, and closing:

Subject Line/RE: Student Name, INST 4400, Another Contact Mode

Hi Dr. Bland:

Could I use another mode to contact my group members for this assignment? The mode I will use is cell numbers instead of e-mails.

Thanks.
Student name

CLASS MEETING TIMES
The course is entirely online using Blackboard course management software. Course access is at: http://courses.ucmo.edu. Time management is very important for success in the class. Online classes require good reading skills, self-directed study, and a greater time requirement than the face-to-face (ftf) class environment.

DESCRIPTION OF THE COURSE
“Design and production of print-based, computer-based, and video-based instructional materials that are related to subject areas or grade levels. Includes application of hypermedia and multimedia technology to
the design and production of educational materials. A charge is made for expendable materials.” (from UCM 2009 Graduate Catalog)

CONCEPTUAL FRAMEWORK
Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri’s Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.

OBJECTIVES OF THE COURSE (The Course description is also the Goal for the course)
Upon the completion of this course the student will be able to:
• Demonstrate knowledge and ability in the development of instructional materials
• Design and produce materials utilizing specific production and design software
• Identify and evaluate production and design software
• Evaluate instructional materials created by others
• Disseminate the same information in a variety of media formats
• Discuss various peripheral technologies (i.e., “clickers,” palm pilots, ipods, laptops, smart boards, wireless keyboard, netbooks, ipads, etc.)
• Develop implementation strategy of various peripheral technologies (i.e., “clickers,” palm pilots, ipods, laptops, smart boards, wireless keyboard, netbooks, ipads, etc.)
• Research and present findings concerning k-12 school’s use of media in the classroom (and effectiveness of media use)

STRUCTURE OF THE COURSE / STUDENT RESPONSIBILITIES
Teaching method will require students to use the online classroom provided in Blackboard (Bb). The majority of interaction will take place over this medium. It is expected that students will login a few times each day in order to stay informed and participate in class discussions. Standard rules of conduct for netiquette are expected. If needed, please review http://www.albion.com/netiquette/corerules.html or a similar site on netiquette.

As an upper-level undergraduate/a graduate-level course, students are expected to fully participate in ALL online activities. Initial dates and times for entries are provided for some assignments. Students are expected to post for assignments prior to or by the due date/time. The earlier the postings for discussion questions will allow students to read ALL initial postings to questions and prepare for a thoughtful response. ALL initial postings are to be read. Bb discussion questions and responses should take place throughout the entire week or as much as possible (a week would be from the time of the initial post up to 7 days thereafter). However, students can respond longer if a good discussion is in progress. Begin each response with the student’s name. While students are responsible for posting their responses to a particular question or questions, a response is required to at least 2 of their classmates.
When posting on the discussion board, comments should be thoughtful and substantive. Include the page number/s for paraphrases and especially quotes that are used in the discussions. These will help your peers locate information in developing their responses. While an occasional “Nice job” or “I agree” is always appreciated, your post should offer substantive commentary and provide an opportunity to further the conversation (“Nice job” or “I agree” should be followed with at least a statement or two). Discussions may take many forms including reflective, affirmative (with examples), clarification questions, challenge (friendly challenges among colleagues), etc. Keep in mind the relationship between quality and quantity of posts.

Although the class is online, students with questions and problems have the opportunity to communicate with the teacher via Blackboard or e-mail, phone, instant messaging, or in person (depending on summer or regular semester). Office meetings can always be arranged to fit student schedules (also at the Summit Center, especially for summer sessions).

ASSIGNMENT FORMAT
Assignments must be word processed, spell checked, and adhere to APA guidelines (double spaced, 12 pt font Times New Roman/11 pt font Calibri, 1” margins, citations in APA format). Documents shared with classmates should always be in a compatible format so that everyone in the class can view them: Microsoft Word (.docx, .doc or .rtf) or Acrobat (.pdf). If you do not have Microsoft Office consider googledocs as an alternative (http://docs.google.com).  **Finally, name all of your assignments in the following manner in the header—LastName_Project.** For example, if I were turning in an article review assignment in Microsoft Word it would have the following name: bland_articlereview or Bland_ArticleReview or BlandArticleReview (lower case and initial cap can be used, but NOT all cap; _ can be used as a separator). Always use your last name, the assignment, and do not put any spaces in the naming of your document. This should be a header unless a title page is requested in the assignment. The same format can be used on the USB or hard drive where the document is saved for consistency.

While points cannot be made up for late work, students who are persistent in learning should do well in this course.

TECHNOLOGY – COMPUTER SOFTWARE
Students will need a Web browser with Internet access, Microsoft Office or compatible, Adobe Reader, Flash, and occasionally other plug-ins when visiting Web sites or free downloads for assignments. The most recent Internet Explorer may not be compatible with Firefox or when using Blackboard. Be sure to review the Blackboard computer requirements, the speed test, etc. on the Blackboard site for compatibility issues during/before/at first login. Students should be able to use the basic software applications of Microsoft Office, the JCKL for online research, the Internet for searches and research, and the Web in general.

TEACHING STYLE
This is not a lecture-based class where students sit back, absorb information from the teacher, and then are tested on their knowledge of what they remembered. Rather, the teacher is a guide. Using a constructivist model and following a structure suited for adult learners in upper-/graduate-level courses in an online environment. Students will be required to build their own knowledge in collaboration with other students and stemmed from their own experiences. It is also expected that students will be seeking out information when needed from a variety of sources (professional journal literature, books, online resources, colleagues, classmates, personal experiences whether past or present, etc.) and will ask questions of the teacher and other students when necessary. The online classroom should be a friendly environment and everyone should be free to comment, ask questions, and answer questions. Areas in Bb Discussion are created for both types of communication.
EVALUATION OF THE COURSE
Grades will be figured using the standard scale:
100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

For additional information on the difference in grades, review the document at this site (however, there was an error or two in the document, but still in the range of “A” work). For any assignment not having a rubric, please review this site:
http://personal.georgiasouthern.edu/~ehendrix/Grading_Criteria.html

In addition, instructor-created rubrics will be used to evaluate subjective assignments cognizant of the criteria in the document at the above link. Feedback will usually be provided via Blackboard e-mails, grade center, etc. from the instructor and from other students. Up-to-date grades can be found through Blackboard within Tools | Check Grade. The student will always have the option to ask for additional feedback if desired. Assignments will be graded and returned one week from due date or sooner (excluding late submissions). Some assignments will have additional requirements if enrolled for graduate credit. A rubric, a rubric with comments, or a write up with sections of the rubric with comments and points out of possible points will be provided. If for some reason grading will be longer than one week, students will be notified.

Late work is deemed unacceptable. Hence, lacking substantial mitigating circumstances or unless PRIOR arrangements are made with the instructor (documentation provided), late work will be reduced one letter grade per day late (possible A to B, B to C, C to D) or a 10 point reduction for each day late (93 to 83, 83 to 73, etc.). No late work will be accepted beyond THREE days after an assignment is due. Assignments must be submitted early if you know you will be unavailable when something is due. It is to your benefit to submit assignments earlier rather than at the last minute in case technical problems or other difficulties arise. Incomplete grades for the course will NOT be issued upon request. Note: If Blackboard is down and it prevents you from posting assignments, please send the assignment as an attachment in an appropriately worded e-mail to show it was completed on time, and then post as soon as possible after the system is back up. Blackboard failures, while rare, are possible and you will not lose points if late for that reason. Please send an e-mail to bbhelp@ucmo.edu when experiencing problems. Bb is the official site for assignments to be documented. Also, determine a backup plan for your personal computer use (public library, school close to where you live, etc.)

ADA
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (Voice and TTY) 660-543-4421.

ACADEMIC HONESTY
Honesty in all endeavors is essential to the function of society. Honesty in the classroom among students and between students and faculty is a matter that should concern everyone in the University Community. Please see the Central Student Handbook for the complete policy, student responsibilities, and procedures for enforcement. Check for impact according to University policy at this link or as stated above:
http://www.ucmo.edu/faculty_guide/ii_acpolcy_10.pdf

GET HELP @ YOUR LIBRARY!
You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk:
MAILING LIST
Each student is expected to subscribe to the listserv maintained by the department. Important information may be missed by students who are not subscribed.

For more information see http://www.ucmo.edu/cte/programs/edtech/listserv.cfm

TEXTBOOKS FOR THE COURSE
There is 1 required textbook for this course:


Recommended (for formatting papers)—Note: If you have access to this from a library or another source, you may not need to purchase a copy. Many website provide basic formatting information. The APA site is http://apastyle.apa.org; another site to search is the Purdue Owl APA (use search engine to locate URL).


Textbooks can be purchased from the University Store, in person or via a distance and then shipped to you (1.800.330.7698 or http://www.ucmbookstore.com).

INSTRUCTOR’S RIGHT FOR MODIFICATIONS
The instructor reserves the right to make adjustments to this syllabus under the following stipulations: 1) to better accommodate student learning and 2) in light of new information which changes anticipated learning outcomes.
## INST4400: Design and Production of Media for Instruction

### COURSE CALENDAR*

*Tentative Calendar – Subject to Change by Instructor*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Overview of Major Readings &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 17 – August 21</td>
<td>Introduction to Blackboard, course / program</td>
<td>Introduce yourself to your classmates using Bb discussion board. Ideas for the introduction include discussing who you are, your experience with technology for educational purposes, what you hope to get out of this course, or an interesting fact about you. Due: Post Introduction in Bb. Select a broad topic to use throughout the course and select a peripheral from the list in Bb for report (all students) and lesson plan (graduate students).</td>
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<tr>
<td>2</td>
<td>August 22 – August 28</td>
<td>Why integrate technology?</td>
<td>Read Chapters 1, 2, and 3 Due: Post to Discussion Board #1</td>
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<tr>
<td>3</td>
<td>August 29 – September 4</td>
<td>Beginning with technology</td>
<td>Read Chapters 4 and 5 Due: Peripheral Report and Lesson Plan</td>
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<tr>
<td>4</td>
<td>September 5 – September 11</td>
<td>Media</td>
<td>Holiday: Labor Day Read Chapters 9 and 10 Due: Post to Discussion Board #2 Begin creating a brochure or newsletter using WORD</td>
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<tr>
<td>5</td>
<td>September 12 – September 18</td>
<td>Media</td>
<td>Due: Brochure or newsletter using WORD</td>
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<tr>
<td>6</td>
<td>September 19 – September 25</td>
<td>Internet</td>
<td>Read Chapters 6, 7, and 8 Complete WebQuest Planning Sheet Work on WebQuest</td>
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<td>7</td>
<td>September 26 – October 2</td>
<td>Internet</td>
<td>Continue Working on WebQuest</td>
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<tr>
<td>8</td>
<td>October 3 – October 9</td>
<td>Internet</td>
<td>Due: WebQuest Read Chapter 11</td>
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<tr>
<td>9</td>
<td>October 10 – October 16</td>
<td>Images</td>
<td>Post to Discussion Board #3 Begin creating a slideshow</td>
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<td>10</td>
<td>October 17 – October 23</td>
<td>Images</td>
<td>Due: Photo Essay Read Chapter Twelve in textbook</td>
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<tr>
<td>11</td>
<td>October 24 – October 30</td>
<td>Video</td>
<td>Post to Discussion Board #4 Begin creating a video using movie maker or iMovie</td>
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<tr>
<td>12</td>
<td>October 31 – November 6</td>
<td>Video Distance Education</td>
<td>Due: Video Read Chapters 13 and 14</td>
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<tr>
<td>13</td>
<td>November 7 – November 13</td>
<td>Evaluating Media</td>
<td>Peer and Self-Review Due: Multimedia Peer/Self-Review</td>
</tr>
<tr>
<td>14</td>
<td>November 14 – November 20</td>
<td>Presenting Your Ideas</td>
<td>Read Chapter 15; Post to Discussion Board #5 Due: PowerPoint/Other</td>
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<td></td>
<td>November 21 – November 27</td>
<td>Fall Break and Thanksgiving</td>
<td>Due: Course Reflection</td>
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<tr>
<td>15</td>
<td>November 28 – December 4</td>
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</tbody>
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### Assignment and Point Summary Assignment

(Total Possible Points = 1025)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Obtained</th>
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</thead>
<tbody>
<tr>
<td>Self-Introduction</td>
<td>50</td>
<td></td>
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<tr>
<td>Online Activities and Participation</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Peripheral Report and Lesson Plan</td>
<td>100</td>
<td></td>
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<tr>
<td>WebQuest</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>100</td>
<td></td>
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<tr>
<td>Photo Essay</td>
<td>100</td>
<td></td>
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<tr>
<td>Multimedia Peer Review</td>
<td>50</td>
<td></td>
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<tr>
<td>PowerPoint</td>
<td>100</td>
<td></td>
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<tr>
<td>Course Reflection</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Communications (e-mails)*</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1025</strong></td>
<td></td>
</tr>
</tbody>
</table>

*E-mails follow directions in the syllabus:
25-22.5 = All and except 3 infractions
22.4-20 = 3-6 infractions
19.9-17.5 = 7-9 infractions
17.4 and below = 10 or more infractions
Infractions are missing parts in subject line or parts of the e-mail body*
DETAILS OF ASSIGNMENTS

Online Activities and Participation (200 points)
Online discussions and activities are available throughout the course session. These may include the general Discussion Board, Blogs, Journals, and Group Discussions with some variation depending on the size of the class and specific activities. With each activity you are expected to respond to the initial question as well as interact with classmates in a discussion or follow the directions as specified for each. Grading is based on the frequency and regularity of documented logins (2-3 times per week on different dates is standard), response to at least 2 peers, on time completion of all discussion activities, and the quality and depth of online discussions. Please review the section of this syllabus titled “Structure of the Course/Student Responsibilities” for more information on expectations of discussion board discourse.

Online Grading Rubric:

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<tr>
<th></th>
<th>Target A 90-100% of points</th>
<th>Acceptable B 80-89% of points</th>
<th>Unacceptable C/D/F 70% and below</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of discussion posts</td>
<td>Posts multiple new threads and replies to other messages throughout week and sometime beyond week</td>
<td>Posts two or three messages per week; does not reply beyond requirement</td>
<td>Does not post weekly on the discussions</td>
<td>50</td>
</tr>
<tr>
<td>Quality of discussion posts</td>
<td>Ties together readings, concepts, experiences, and other posts, contributing to an in-depth discussion</td>
<td>Posts touch on readings and experiences</td>
<td>Short and uninformative posts that do not add to the discussion</td>
<td>50</td>
</tr>
<tr>
<td>Blackboard logins and timely posting</td>
<td>All posts are on time; logins three or more times a week</td>
<td>At least one post is late from either the initial post or the response; logins at least two times during week</td>
<td>Two are more post are late for the initial post or a response; logins one time or less during week; or combination of these</td>
<td>50</td>
</tr>
<tr>
<td>Clarity</td>
<td>Posts are clear, well written, professional, shows depth on topic, and easy to follow</td>
<td>Posts are readable and can be understood but lacks depth of discussion</td>
<td>Difficult to understand the point of the messages, numerous grammatical and spelling mistakes</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>
ASSIGNMENTS: MORE SPECIFICS ON EACH ASSIGNMENT WILL BE IN Bb WEEKLY ASSIGNMENTS’ FOLDER

Self-Introduction (50 points): Getting to know your classmates is important in an online course environment. The assignment allows individuals to introduce themselves and peers to read about each other. Grading is basically on following directions (answers to the items requested) and writing mechanics.

Online Activities and Participation/Blackboard Lesson (200 points): See page 8 of syllabus.

Peripheral Report and Lesson Plan (100 points) – Weeks 2-3: Peripheral report/lesson plan—ALL STUDENTS: Two – three pages, typed, double-spaced, 12-point font, 1-inch margins all around. Use complete sentences and paragraphs. Using the peripheral you selected during week one, write a report about it. Include such things as pros/cons of the device, most efficient or best one (price/quality) on the market, how it could be used in a k-12 classroom/library/computer lab, student feedback, suggestions for future use, etc. Use APA for documentation of information located (include bibliography). Contact instructor if you have questions about an appropriate peripheral. Submit as a WORD document to Bb. GRADUATE STUDENTS: In addition to the paper detailed above, graduate students must include a lesson plan incorporating the use of the peripheral. This should be an additional page or two. Include grade-level and use the broad topic chosen during week one. Be specific as to how the peripheral enhances the lesson. Submit as a WORD attachment (see Bb for additional directions on lesson plan format).

Brochure OR Newsletter (100 points) – Weeks 4-5: Create a tri-fold, two-sided brochure or 2-page, 2-sided newsletter highlighting an event in the school library, computer lab, or classroom. The topic focus should be the one you selected in Week 1. It should have at least two appropriate graphics (not more than 4 photo or clipart). Pay attention to the design and overall “look” of the item (read up on these if needed). Visual appeal is as important as content. Be sure that all of the relevant information is included. I should have a thorough understanding of the event you are highlighting by reading your brochure or newsletter. Submit as a WORD document. These documents will not follow the APA format indicated in the syllabus, but rather an appropriate format for the design.

WebQuest (200 points) – Weeks 6, 7, & 8: Using the topic you selected in week one create a WebQuest. Be specific as to your intended audience and how it would fit into the school curriculum. The product should be more than just a list of Web links. URLs will be provided that will be helpful in this assignment (see Bb for more detail).

Video (100 points) – Weeks 9 and 10: Design and create a two- to three- minute video using Windows Movie Maker or iMovie. It should reflect your topic focus in some way and be something that you would present to a class as a part of a lesson on the topic. Remember to compress the file before you post it. As it states in the textbook (page 207), the movie only will show on the web. That is fine. Please create a one-page explanation of what we will be seeing and how you would use it as part of a lesson. This should be keyed according the directions in the syllabus. Submit this piece as a WORD attachment via the discussion board in Blackboard so that everyone can see it.

When you have completed the video post it to the student server and post the URL in the discussion board so that everyone has access to your site.
If you need to borrow a video camera, they are available through the College of Education Student Computer Lab located in Lovinger 4220 / 660.543.4610
For step-by-step instructions on how to post to the web, use the following:
http://www.ucmo.edu/is/documents/webpublishing.pdf

**Photo Essay (100 points) – Weeks 11 and 12:** Using the topic you selected in Week 1 create a slideshow with eight images and background audio (narration, music, etc.). This product should be something you would display as part of a classroom, library, or lab lesson. It should have a real purpose as part of the lesson.

If you need to borrow a digital camera, they are available through the College of Education Student Computer Lab located in Lovinger 4220 / 660.543.4610. If you wish to use a version of PhotoShop to manipulate your pictures, Go to http://www.adobe.com and download a thirty day free trial of Photoshop or Photoshop Elements (may not be necessary if you take good pictures).

**PowerPoint (or Perzi) (100 points) – Weeks 13- 14:** Design and create a PowerPoint presentation discussing the use of media in the k-12 classroom. Include such things as pros/cons, cost, maintenance, effectiveness, statistics, etc. You should have seven to ten slides (excluding your title slide and the reference slide/s ). Appropriate graphics are fine, but your presentation should not have audio unless on the title slide before the presentation begins. Design this slide show as if you would be presenting it in person to a live audience using a large display screen (be aware of colors that show on a larger display). Consider who your audience might be if you were to really present this information (administrators, school board, taxpayers, teachers, students). Pay attention to the font style and size and the text on a given screen. The content should serve as an outline to what you would present verbally. It should flow logically and be fairly self-explanatory as a stand-alone item.

**Multi-media Peer Review (50 points):** The ability to receive and offer constructive criticism is evidence of growth. Students will review and evaluate several classmates’ multi-media projects and complete a self-evaluation by offering compliments and suggestions.

**Course Reflection (100 points) – Week 15:** Summative assessment: Students will complete a 2-4 page reflective essay as a self-evaluation of the semester. Include in this essay a brief yet specific connection to the AECT standards (design, development, utilization, management, and evaluation). Consider how the class benefited you and how you will apply this knowledge in the future. Complete details on the domains and sub-domains can be found under AECT Standards from the AECT SPA website at http://edweb.sdsu.edu/eet/

**Recommended Readings/Sources:**


**Recommended Websites:**
The Encyclopedia of Educational Technology: http://edweb.sdsu.edu/eet/
NCATE, AECT Standards: http://ncate.org/LinkClick.aspx?fileticket=U9Y051vpxq4%3d&tabid=676