

EHRD 475 - Multimedia Development for Training & Instruction - Sect. 500 Fall 2009

Instructor

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Office hours: Mon & Fri 10 am - noon; Tues 2 - 5 pm

Course Description

Introduction to the development of multimedia as it applies to training and development. Examine the application of multimedia principles to educational and training settings for both "face-to-face" and distance applications. Prerequisite: Junior or senior classification and approval of instructor. Credit: 3 hours.

Course Objectives

By the conclusion of the course the participants will be able to:

1. Correctly apply the principles of instructional design to the development of multimedia-based training and instruction.
2. Demonstrate understanding of media characteristics by choosing which media should be used for a given instructional scenario.
3. Interact with clients to plan and produce a professional quality instructional video.
4. To use tools such as Macromedia Flash, Dreamweaver, HTML, or Moodle to develop web-based instruction.

Course Format

Web-based

Required Text

William W. Lee & Diana L. Owens (2004) *Multimedia-Based Instructional Design: Computer-Based Training, Web-Based Training, and Distance Learning, Second Edition* Jossey-Bass; ISBN: 0-7879-7069-7; Bk & Cd-Rom edition (April 2004)

Grades

A = 90 - 100 points

B = 80 - 89.99 points

C = 70 - 79.99 points

D = 60 - 69.99 points

F = < 60 points

100 grade points may be accumulated as follows:

Video autobiography (due Sept. 16th): 15 points

Class participation: 15 points

Group online training project (due Oct. 14th or Nov. 18th): 30 points

Group video production project (due Oct. 14th or Nov. 18th): 30 points

***** Your group will elect to turn in one of the two group projects listed above on Oct. 14th and the other on Nov. 18th *****

Instructional development essay exam (due Nov. 25th): 10 points

Video autobiography (15 points)

Plan and produce a short video about yourself (3 – 5 minutes). This video will be graded on the following criteria:

1. Production quality – 6 points (properly framed shots using the rule of thirds, no improper panning or zooming, proper lighting – no faces covered with shadows, use of tripod or other means of stabilization to eliminate shaking, and audio quality – I must be able to hear it without maxing out my audio settings)
2. Editing techniques – 6 points (inclusion of suitable titles, still images, and transitions)
3. Production planning – 3 points (creativity and audience appeal ... must be suitable for a MPAA rating of G or PG though)

For this assignment you may use any type of video camera or video editor. You may check out a video camera from me for up to 3 days at a time, if needed. You must set up an appointment with me in advance to check out a video camera. Video editing software (Adobe Premiere) is available on the second floor of the Student Computing Center. You should also be able to use Windows Moviemaker (PC) or iMovie (Mac) if you own a personal computer. Submit your project either as a *.wmv or as a *.mov file by uploading it, as instructed, to our class Moodle site. You may make arrangements with me to submit your project by alternative means if your project's file size is too large for Moodle.

Class participation (15 points)

Your class participation grade will be largely determined (i.e., 10 points) by the quality of your participation in the two group projects. A peer evaluation will be conducted towards the end of the semester to determine your points for class participation. I retain the right to overrule peer ratings if they do not appear to be justified. You will lose all class participation points if you do not complete a peer evaluation.

Group online training project (30 points)

This project will involve the development of an online training module for a client on the campus of Texas A&M University. Your group will base your individual project on using your textbook's ADDIE model to analyze, design, develop, implement and evaluate online training for one of the projects you will find listed in the Client Project Selection assignment for your first day at our Moodle class site. You may either use Adobe Flash,

Dreamweaver, HTML (Hyper Text Markup Language) or any other multimedia tool that meets your client's needs. One of the required elements for this project is a group instructional video. The group video production project will be graded as a separate project and a description of this assignment can be found below.

Your group online training project must be composed on the following elements:

1. Needs assessment and front-end analysis as described in chapters 1 – 14 of your text. (5 points)
2. Instructional design documents as described in chapters 15 – 20 of your text. (5 points)
3. Development and implementation of training based on steps 1 & 2 as described in chapters 21 – 25 of your text. (10 points)
4. Evaluation of your training product as described in chapters 26 – 32 of your text. (5 points)
5. Client communication - the client was consulted with and kept abreast of all details of the production. (5 points)

Group video production project (30 points)

Your group will produce an instructional video as an element of the online training project you developed for your client. Part of your grade will be determined by how your client rates your ability to coordinate and cooperate with her or him as team members to produce a professional-quality instructional video. Your group will be responsible for contacting the client, conducting a needs assessment, planning the production, getting your client's approval for your production plans, producing the video, and following up with your client to make sure she or he is completely satisfied with the product. Upload your video to the online training project when it is complete.

Your group video production project must be composed on the following elements:

1. A detailed report of your group's meeting(s) with your client to assess the project needs (3 – 5 pages minimum). (5 points)

Your group's report must include the following elements:

- a. Cover sheet with project title, client's name and group members' names.
 - b. Discussion of your clients instructional needs and what your group did to meet them.
 - c. A detailed production schedule explaining the production timeline, what resources were used and how each member of the group contributed to the completion of the project.
 - d. Describe any difficulties encountered by the group in producing the finished project and what could have been done to make the product better.
2. A professional-quality instructional video (as described in the video autobiography assignment) of at least 4 minutes in length that completely satisfies your clients stated needs. You must use one of my video camcorders or

a camcorder that I approve for this project to insure proper video quality. Use and video editing software that results in a quality finished product. You may check out a video camera from me for up to 1 week at a time for this project. You must set up an appointment with me in advance to check out a video camera. Submit your project to your client in the format they request. Also submit your video to me as a *.wmv file by uploading it, to our class Moodle site. You may make arrangements with me to submit your project by alternative means if your project's file size is too large for Moodle. (25 points)

This video will be graded on the following criteria:

6. Production quality – 10 points (properly framed using the rule of thirds, proper lighting – no faces covered with shadows, use of tripod or other means of stabilization to eliminate shaking, and audio quality – I must be able to hear it without maxing out my audio settings)
7. Editing techniques – 5 points (inclusion of suitable titles, still images, and transitions)
8. Production planning – 5 points (video is appropriate for the audience and delivers instruction in a clear and organized manner)
9. Client communications – 5 points (the client was consulted with and kept abreast of all details of the production)

Instructional development essay exam (10 points)

The questions for this short-answer essay exam will be made available during the last week of class. Questions will be drawn from your textbook.

Late Policy

Points will be deducted from each assignment turned in late without a properly documented, authorized absence.

- 1 day late = Minus 10 percent of the grade for that assignment
- 2 – 7 days late = Minus 25 percent of the grade for that assignment
- 8 or more days late = Minus 50 percent of the grade for that assignment

Evaluation rubric

Criteria	Failing	Below Average	Average	Above Average	Excellent
Job knowledge	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Initiative	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Thoroughness	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Creativity	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Total Points	0.5 X Total	0.6 X Total	0.7 X Total	0.8 X Total	1.0 X Total

Definitions for evaluation rubric

- Failing – The student produces no evidence of effort in meeting the criteria.
- Below Average – Some evidence exists that the student has made an effort to meet the criteria but there is still no evidence of meeting the criteria.
- Average – The student has fulfilled the minimum conditions of the assignment but

nothing more.

- Above Average – The student has clearly expended effort to exceed the minimum conditions for completing the assignment but does not display excellence in the performance.
- Excellent – The student has clearly exhibited ownership of the assignment through an excellent performance that produces much more than the minimum conditions for completing the assignment.
- Job knowledge – The student demonstrates that they not only possess the knowledge required to fulfill the assignment but also that they understand how this knowledge can best be applied to complete the activity.
- Initiative – The student can be relied upon to complete all task related to the activity even though some of the tasks may not have been anticipated during the initial stages of the project.
- Thoroughness – No part of the job is left undone and no part of the job is done less than perfectly.
- Creativity – The student produces novel yet effective solutions to tasks related to completing the project.

Americans with Disabilities Act (ADA) Information

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>

Due to emergency evacuation requirements, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the academic advising office, 511 Harrington Tower.

SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY

Academic Integrity Statement

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Honor Council Rules and Procedures are on the web at
<http://www.tamu.edu/aggiehonor>

Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own

work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. All materials generated for this class are considered "handouts," including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

From <http://student-rules.tamu.edu/>

Sexual Harassment

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at <http://www.coe.tamu.edu/COEguidelines/I.Administration/I62-64/I62-64.pdf>

Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

EHRD COURSE EVALUATION

All students will be expected and requested to complete an EHRD course evaluation near the end of the semester. The hard copy evaluation forms are anonymous and data is compiled and reported in aggregate format.

