

EHRD 475-502

Multimedia Development for Training and Instruction

Day: Thursday

Time: 5:30 PM – 8:30 PM

Location: Student Computing Center (SCC), Room 4.102B

Credit Hours: 3 hours

INSTRUCTOR INFORMATION

Paul A. Davis

Ph.D. Candidate

Department of Computer Science

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OFFICE HOURS

By Appointment Only. All meetings are held in SCC.

COURSE DESCRIPTION AND PURPOSE

This course is required at the undergraduate level for the technology management and the strand of the Bachelor of Science Degree in Human Resource Development in the Department of Educational Administration and Human Resource Development, College of Education.

In addition, it may be taken as an elective or supporting field course by undergraduate students in other programs.

This course is designed to introduce the student to the development of multimedia as it applies to training and development. We will examine the application of multimedia principles to educational and training settings for both “face-to-face” and distance applications. Specifically, we will examine the concepts of media development and the impact that they have on learning. We will learn to define target audiences and desired outcomes for any multimedia development project.

COURSE OBJECTIVES

Concerning the development of multimedia materials for training and development purposes, this course will ground the student in the basics of assessment a development project, instructional design issues, project and media development, and media evaluation. The course will work toward the accomplishment of several objectives:

1. Understand and apply the methods and tools of needs assessment as it applies to multimedia development. We will look at needs, outcomes, cost/benefit analysis and other methods.
2. Develop a working knowledge of the instructional design process and its application in a media development situation.
3. Establish the “best” training for a multimedia project and explore the methods and techniques used in actual media development.
4. Establish a process for evaluating media both from a quality of the media and a quality of instruction perspective.
5. Learning to develop multimedia projects with available software packages.

PREREQUISITE

Junior or Senior Classification or approval of departmental advisor.

REQUIRED TEXTS

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)

EVALUATION

Planning Documents & Individual Projects (40%)

- Assignment #1 - 10%
- Assignment #2 - 15%
- Assignment #3 - 15%

Students will be asked to develop needs assessment, design and delivery planning documents, and evaluation plans to be used in conjunction with their other assignments. These will be a part of their completed portfolio. All plans must be instructor approved during appropriate points throughout the semester according to the student project plans.

Students will be asked to design and develop individual projects during the semester. These projects will be based upon different types of media development. Presentations will include a synchronous presentation, as well as an asynchronous website. Presentations may include: a website (required for asynchronous presentation), PowerPoint presentation, Macromedia Flash presentation or any combination which may also include an audio clip and/or a video clip for streaming. The projects will be included in a portfolio for grading purposes. All projects must be instructor approved.

Late work

Submit all assignments before 5:00 PM on the day they are due. Penalties for work submitted after day and time it is due are the following:

- Within one week – 10 points
- Between one week and two weeks – 15 points
- More than two weeks – 20 points
- More than three weeks – 30 points

Points will be taken off after work is graded. You are responsible for submitting work correctly.

Group Project. (30%)

- *Group Project #1 - 5% (Needs Assessment)*
- *Group Project #2 - 10% (Storyboard and Roles & Responsibilities)*
- *Group Project #3 - 15% (Video)*

Students will form groups to develop either a Web-based or a presentation based video project. Each group must present ideas to the instructor for prior approval. The team will be graded on the presentation as a team.

Maximum length: 10 minutes presentation time (Video length 5-7 minutes).

Participation & Presentation (10%)

Class attendance will be based both on participation in the class and the quality of that participation.

Students will be asked to present their work in progress for their Individual Projects at various times during the semester and should be prepared to participate fully in all class activities.

Participation of each student in online portions of the class will be evaluated on the basis of frequent and relevant contributions to the conferences. Comments will be expected to reflect knowledge of the assigned reading and should contribute additional information from other sources the student encounters during their extended research of the topics under discussion. Comments should refer to sources and include citations that will permit other class members to consult the cited sources. Entries will be expected to be substantive.

Quizzes and Exam (20%)

- *Quiz #1 - 5%*
- *Quiz #2 - 5%*
- *Exam - 10%*

Two quizzes and one exam will be given during the semester. All class work, the textbook, and projects assigned to date will be included on the test.

TIMELINE

Date	Topics	Technical Session	Chapters to Read Before Class	Due
09/03/2009	Ground Rules			
09/10/2009	Introduction to Multimedia Development (Section I)		Chapters 1-14	
09/17/2009	Group Assignments	Camtasia		
09/24/2009	Quiz #1 - Section I <hr/> Instructional Design (Section II)		Chapters 15-20	
10/01/2009	Needs Assessment and Analysis (Group Discussion)	Video Editing Basics		Assignment #1
10/08/2009	Quiz #2 - Section II	Adobe Premiere (part 1)		Group Pt. #1
10/15/2009	Introduction to Multimedia Tools (Section III)	Adobe Premiere (part 2)	Chapters 21-25	
10/22/2009	Multimedia Tools (Section IV)	Storyboard Development	Chapters 26-32	Group Pt. #2
10/29/2009	Multimedia Tools Q&A <hr/> Work Session in Class	Videography		
11/05/2009	Web Page Development <hr/> Work Session in Class	HTML Editing Basics		Assignment #2
11/12/2009	Exam			
11/19/2009	Video Project Development <hr/> Work Session in Class			Assignment #3
11/26/2009	Thanksgiving			
12/03/2009	Group Project due by 5pm - Turn in DVD to EHRD office, submit Roles & Responsibilities through E-Learning			Group Pt. #3
12/04/2009	Video Presentations			

GRADES

90 – 100 Points A

80 – 89 Points B

70 – 79 Points C

60 – 69 Points D

59 – 0 Points F

Americans with Disabilities Act (ADA) Information

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for 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 Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY

Academic Integrity Statement

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: <http://www.tamu.edu/aggiehonor>

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.

Inclusive Language

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward of one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U. S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

ATTENDANCE

You are expected to attend class. University Rules apply concerning attendance and approved absences. As a courtesy, please email the instructor if you are absent from class.

CELL PHONES AND PAGERS

As a courtesy to your classmates, please put your cell phones and pagers on mute/vibrate or turn them off during class hours.

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.

Note: Professor reserves the right to alter the syllabus if situations arise and if the Professor deems it necessary to do so.