

**Spring 2020
EDPS 6560
Multimedia Learning (3 credits)**

**Date: Wednesday 5:00-8:00 PM
Location: SAEC 3151**

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| Instructor: | Dr. Eric Poitras |
| Email: | eric.poitras@utah.edu |
| Office: | Educational Psychology Dept., 1721 Campus Center Drive, Room 3245 SAEC |
| Hours: | Wednesday: 4:00-5:00PM (SAEC 3245) Individual appointment slots are limited; please schedule in advance using instructor email address (see above and section regarding email correspondence). |
| Canvas: | http://utah.instructure.com |

Course Description

This course introduces K-12 educators and industry professionals to the Adobe Creative Cloud suite of applications for digital media design, production, and web publication. The course covers fundamentals in relation to the production and publication of multimedia content for the web, covering the following areas: typography and graphics design with Illustrator, photography enhancement and composition in Photoshop, and video production using Premiere Pro. At the end of the semester, students are expected to demonstrate their knowledge by developing a webpage using the Bootstrap framework to showcase the digital media assets developed throughout the course. An emphasis is placed throughout the course on establishing a web design workflow for the production of optimized assets and application of design principles.

Course Objectives

The course objectives and methods are guided by the Adobe Certified Associate (ACA) exam certification standards and training manual guidelines as well as the Adobe Education Exchange teaching practices for professional development. At the completion of this course, students should be able to:

- Demonstrate knowledge of project management techniques
- Demonstrate knowledge of basic multimedia properties and design principles
- Apply technical skills and understand Adobe software interface as well as their functions
- Understand front-end web development, including HTML and CSS languages as well as the Bootstrap UI framework

A detailed breakdown of relevant skills and knowledge is outlined below:

Project Management

- Organizing and managing graphic files, illustrations
- Planning and creating a portfolio

Multimedia & Design

- Selecting appropriate content and reusing content
- Understanding and employing design principles
- Understanding the impact of typography
- Creating and editing graphical elements and illustrations
- Using design techniques to foster interest
- Redesigning based on feedback

Research and Communication

- Using correct terminology
- Searching for project assets
- Creating project assets
- Demonstrating personal responsibility by incorporating feedback
- Understanding and practicing lifelong career skills

Technical

- Searching resources for programming and the Adobe Education Exchange community
- Demonstrating technical skills outlined in the ACA exam accreditation standards
- Front-end web development scripting languages and frameworks

Course Approach

This course will use a combination of in-class demonstrations, guided practice, and independent practice as well as out-of-class instructional videos and online workshops to help you develop a broad range of technical skills used to develop multimedia content. Assignments and activities will be directed to understanding how to produce raster and vector graphics as well as video sequences that can be readily used in the classroom and workplace. A portfolio-based curriculum is implemented throughout the course in conjunction with the objectives of EDPS 6440 Human-Computer Interaction and Emergent Technologies and EDPS 6447 Introduction to Web-Based Tools and Applications.

Course Readings/Videos

There is no required textbook for this class. Course readings will consist of supplemental instructional videos and websites that will be made available via Canvas. Canvas can be found online at: <http://utah.instructure.com>. Adobe also offers a wide variety of training resources, including webinars and books: [Click here to learn more](#). These resources can also be rented from the Marriott Library at the U of Utah and the SLC Library. In particular, the following textbooks are recommended as supplementary reading materials: Adobe Illustrator CC, Adobe Photoshop CC, and Adobe Premiere CC Classroom in a Book, The official training workbook from Adobe Systems. We will also refer to the W3Schools HTML and CSS reference, Mozilla web developer guides, as well as the Bootstrap 4 documentation.

File Storage

Box is an online storage space that is made available for students enrolled at the University of Utah. Course files (e.g., graphic, text, video, and animation) will be stored by the instructor and shared via Canvas. To start using your Box account, go to <http://it.utah.edu/box/> and login with your uNID and uNID password. As part of this course, you will rely on GitHub to host assets and documents created throughout the course. To sign up for an account, go to <https://github.com/>.

Campus Software Licensing

Students registered in the IDET program and all employees at the U can download Adobe Creative Cloud products free of charge. Navigate to the Adobe website and [download the Creative Cloud product](#). You will be prompted to sign in to the Adobe Creative Cloud desktop app. Choose the Enterprise login option. Write your UNID email and password. You can be logged into two devices simultaneously and will need to install Photoshop, Premiere Pro, and Illustrator for the purposes of this course.

Campus Digital Recording Equipment

The IDET program provides a range of basic recording equipment that can be used during class. These include wired and wireless headsets, iPads, USB cameras, a green screen, and portable digital and video-recording cameras. Please consult with your instructor to learn more about available recording equipment.

Course Evaluation Methods

Students will earn points for the quality of activities and projects as well as evidence of digital citizenship. Students have the opportunity to incorporate feedback provided on each assignment when submitting the final portfolio assignment. Final grades will be based on the percentage of total points earned in each category and weighted in the following way:

- Activities #1-5: Front-End Web Development (30%)
- Project #1: Raster Graphic in Photoshop & User Persona (20%)
- Project #2: Video in Premiere & Cognitive Walkthrough Recordings (20%)
- Project #3: Vector Graphic in Illustrator & High-Fi Interface Prototypes (20%)
- Training Videos, Readings, and Exercises (10%)

Whenever possible, activities should be completed individually and submitted at the end of the week (Friday 11h59 PM) when they are due. Late activities are accepted, but there is a 20% penalty for being up to 24 hours late and a 10% penalty for each additional day late. Assignments more than a week late will not be accepted. With permission, you may revise and resubmit any assignment that was submitted on-time up to a week after it has been graded and returned to you with feedback. The grade earned on a resubmitted project will replace the original project grade.

The University of Utah expects that you will spend 2 hours outside of class for every hour that you spend in class. Please come and see me if you find you are averaging more than 6 hours each week on your homework and readings to discuss strategies to help streamline your work. In submitting your assignments, you will be expected to provide a project file with all accompanying assets as a compressed (.zip) folder. It is your responsibility to organize the files appropriately in order for the instructor to open and grade your project. Install [7Zip](#) for Windows or [StuffIt](#) for Macs to compress/extract file contents.

Activities #1-5: Front-End Web Development. Students will build a digital portfolio hosted on GitHub to catalog the media assets developed throughout the course. The development of a digital portfolio is at the heart of many instructional design contracts and interviews, demonstrating your achievements and growth in ideas as well as artifacts over time. The different components of the

static portfolio site will be covered in a series of exercises, referring to external resources and HTML, CSS, and BS4 code snippets along the way. These activities are graded: Good, Satisfactory, and Redo. You will receive full credit for activities marked Good and Satisfactory (the distinction simply provides you feedback on your progress – comments are provided on the work to address specific issues). Exercises graded as Redo must be resubmitted within one week for credit.

Project #1: Raster Graphic in Photoshop & User Persona. Students are expected to demonstrate knowledge of retouching and blending tools, selection tools, filters, and adjustment layers as well as export the raster graphic in a format optimized for web publication. Students may choose to use Photoshop to create a user persona for EDPS 6440 Human-Computer Interaction. Alternatively, students may retouch a professional headshot for use in their digital portfolio or edit any other stock image featured on their website.

Project #2: Video Production in Premiere Pro & Cognitive Walkthrough. Students will produce their own video, trim the sequence while adding frames, effects, and transitions, and export the project in a format optimized for web publication. Students may choose to use Premiere Pro to produce their cognitive walkthrough for EDPS 6440 Human-Computer Interaction. Alternatively, students may produce a video to introduce themselves in their digital portfolio or edit any other stock video featured on their website.

Project #3: Vector Graphic in Illustrator & High-Fidelity Interface Prototype. Students are expected to apply type, drawing, and shape tools, transform objects, and export the project in a format optimized for web publication. Students may choose to use Illustrator to complete the high-fidelity interface prototype for EDPS 6440 Human-Computer Interaction. Alternatively, students may create/edit an existing logo of their company or product for use in their digital portfolio or edit any other system or product icon on their website.

Training Videos, Readings, and Exercises. An evaluation of student involvement and engagement outside of the classroom with regard to reviewing tutorial videos, completing reading assignments, and solving coding exercises. This criteria also acknowledge contributions to the tech support and digital assets forum.

- ***Tech Support Forum:*** The help forum in Canvas allows students to post questions about technical issues. If your post is on a similar topic to another student, you should add a follow-up question to the same thread of discussion. Please read the questions/comments posted by others and make meaningful contributions to find solutions. Share the files and url address of the GitHub repository where the asset/document is stored.
- ***Digital Assets Forum:*** The digital assets forum in Canvas allows you to store and share audio, image, text, or video assets found from online repositories and listed under a Creative Commons license. Remember to respect copyright rules and credit other contributions in the references/credits list for the project submission. Share the sites/resources with the rest of class to help your colleagues.
- ***Post Answers/Questions in the Discussion Forum:*** The discussion forum in Canvas allows the instructor to tailor the content of in-class demonstrations to address misunderstandings or difficulties with the content covered in the out-of-class videos and modules. You are expected

to post answers to assigned questions in the discussion forum. This includes any aspect that was not properly covered in the video or any bugs/steps in Codecademy that couldn't be solved.

Assignments and Mastery Learning

Letter grades shall be assigned according to the standard grading system, as shown below.

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| A | 94-100% | B | 84-86% | C | 74-76% | D | 64-66% |
| A- | 90-93% | B- | 80-83% | C- | 70-73% | D- | 60-63% |
| B+ | 87-89% | C+ | 77-79% | D+ | 67-69% | F | < 60% |

Course Management

Here are a few tips to promote an efficient workflow. To assist the instructor in covering the material in a timely manner, you are encouraged to: (1) save questions at the end of demonstrations in class unless pertinent to the whole group – we will have opportunities to discuss during the guided/independent period of class; (2) ask other students for help once they're done with a task – and return the favor! Help out your classmates; and (3) rely on the discussion forum to ask questions that are beyond the scope of the material covered in class or that require a bit of research.

Academic Honesty

All students will be held accountable to high standards for academic integrity as outlined in the University of Utah's Student Handbook. Please be sure you have read and understand the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>. The most common problems associated with academic honesty stem from plagiarism (often unintentional). In this class, a submission that consists of an assignment taken from another course does constitute a form of plagiarism. If you have questions about plagiarism, consult the following websites and then ask the professor about any remaining uncertainties.

See external links about plagiarism:

- http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-main,00.html
- <http://plagiarism.org/>

Email/Canvas Correspondence

Email is the preferred mode of communication to send your instructor questions or comments about class. Copy yourself on any email to ensure documentation of submission date and time. Beware that the use of email correspondence sometimes creates the expectation that emails can be answered immediately by instructors. Although I will always answer your emails as soon as I can, I am not always at my computer or able to respond immediately. I will answer your emails in a timely manner, and expect that students also will respond to my emails in a timely fashion. "Timely" means no later than 48 hours Monday through Friday, and by Tuesday following a weekend/ holiday email. However, sometimes emails are filtered by mistake into the U of U junk mail system. Please be sure to re-send your email and/or contact me by phone if you do NOT receive a response to your emails within the time frame specified above. Although the Canvas system allows you to message your instructor, these messages can easily be buried in the avalanche of notifications that Canvas provides instructors. If you have messaged your instructor in Canvas and haven't received a reply within the 48 hour time frame for electronic communication, try emailing your instructor using the email address at the beginning of this syllabus.

Cell Phone and Computer Use (Unrelated to Class)

Please be courteous and turn your cell phones OFF or to VIBRATE before class. Because we are seeking to foster a rich and reflective learning environment for everyone, cell phone conversations are not allowed in the classroom/lab at any time. If you need to take an *emergency* call, you should discreetly remove yourself from the classroom *before* you answer your phone. During our class time, computers in the IDET lab are to be used only for assignments related to this course. Although it can be tempting in this age of “multitasking,” you will be compromising your own learning and likely distracting others if you are playing games, checking email, etc. Research has shown that students learn significantly less when switching their attention between multiple tasks. **Please be a disciplined learner - turn off and avoid digital distractions! In general, remember to conduct yourself in a manner consistent with what you will expect from your own students when you teach.**

Accommodations and the American with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have special needs as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). I will be happy to work with you and the CDS to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center of Disability Services.

Diversity Statement

As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Disclaimer

This syllabus is not a contract. Assignments, activities, or projects may be changed or modified in response to class needs or feedback. (Remember good instruction requires the frequent use of formative evaluation!) All changes will be posted on Canvas and announced in class. It is your responsibility to review class slides and Canvas announcements to ensure that you understand assignments and due dates, and to seek clarification as necessary from the course instructor.

Course Schedule

| Date | Curriculum | Submission |
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| Jan 8 | <p>Intro to Multimedia and Front-End Web Development</p> <ul style="list-style-type: none"> • Intro to web design and development • Why is this relevant to instructional designers? • Building blocks of web development: Rasters, Videos, Vectors, HTML, CSS, JS, and Frameworks • Building a GitHub portfolio • How to get started: What software to install/web services to sign up <p>In-Class Work</p> <ul style="list-style-type: none"> • Hello World! How to publish HTML docs on the web <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Opening Files Opening documents in Photoshop Documents and Navigation Digital Image Essentials Cropping, Straightening, and Adjusting Canvas Size Local Pixel Editing and Retouching</p> <p>Solve</p> <ul style="list-style-type: none"> • Introduction to HTML <p>Read</p> <ul style="list-style-type: none"> • W3School HTML Reference (As a reference during the Codecademy tutorials) | <p>Activity #1: Hello World!</p> |
| Jan 15 | <p>Photo Correction and HTML Elements</p> <ul style="list-style-type: none"> • Identify elements of the Photoshop user interface and demonstrate knowledge of their function • Demonstrate knowledge of retouching and blending • HTML elements: Paragraphs, headers, images <p>In-Class Work</p> <ul style="list-style-type: none"> • Correcting flaws in raster graphics using Photoshop <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Layers Color and Brush Essentials</p> | |

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| | <p>Adjustment Layer Essentials</p> <p>Solve</p> <ul style="list-style-type: none"> • Common Elements <p>Read</p> <ul style="list-style-type: none"> • 5 Tips to Build an Instructional Design Portfolio • Examples of portfolios • What to Include in the Portfolio? <p>Post an answer in the Canvas discussion forum to the following question(s): What should you include in your instructional design portfolio?</p> | |
| Jan 22 | <p>Photo Enhancement and HTML Lists</p> <ul style="list-style-type: none"> • Demonstrate knowledge of producing and reusing images • Adjust or correct the tonal range, color, or distortions of an image • Demonstrate knowledge of color correction • HTML: Lists and inline styling properties <p>In-Class Work</p> <ul style="list-style-type: none"> • Adding content to the digital portfolio • Changing colors in raster graphics using Photoshop <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Working with Layer Masks Making Selections</p> <p>Solve</p> <ul style="list-style-type: none"> • Learn HTML: Tables | Activity #2: Basic HTML |
| Jan 29 | <p>Photo Composition and HTML Containers</p> <ul style="list-style-type: none"> • Demonstrate knowledge of layers and masks • Demonstrate knowledge of working with selections • HTML: Tables, Divs, and Spans <p>In-Class Work</p> <ul style="list-style-type: none"> • Selections in raster graphics using Photoshop • Creating grids to contain HTML elements <p>Out-of-Class Work</p> | <i>Get started on Project #1</i> |

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| | <p>Watch (Videos available in Canvas) Essential Filters</p> <p>Solve</p> <ul style="list-style-type: none"> • Make a Website: Site Structure <p>Skim</p> <ul style="list-style-type: none"> • Bootstrap 4 CSS Grid System | |
| Feb 5 | <p>Exporting Raster Graphics for Web Publication</p> <ul style="list-style-type: none"> • Demonstrate knowledge of filters • Demonstrate an understanding of importing, exporting, organizing, and saving • HTML: Review and Helpful Resources <p>In-Class Work</p> <ul style="list-style-type: none"> • Applying filters using Photoshop • Working on Project #1: Raster Graphics <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Getting to Know Adobe Premiere Pro Setting Up and Organizing Your Media Basic Editing</p> <p>Solve</p> <ul style="list-style-type: none"> • CSS Setup and Selectors <p>Read</p> <ul style="list-style-type: none"> • W3School CSS Reference (As a reference during the Codecademy tutorials) | Project #1: Raster Graphics |
| Feb 12 | <p>Producing a Video Sequence and CSS Properties</p> <ul style="list-style-type: none"> • Identify elements of the Premiere user interface and demonstrate knowledge of their function • Demonstrate knowledge of how to organize and plan a video sequence • Demonstrate knowledge of using still images to enhance video content • Import media assets (video, image, and audio files) • CSS Properties <p>In-Class Work</p> <ul style="list-style-type: none"> • Adding CSS Properties: Inline vs. external CSS documents | Activity #3: Basic CSS and Selectors |

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| | <ul style="list-style-type: none"> Producing a video in Adobe Premiere Tips for Recording Videos <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Refining the Edit: Using Trim Tools Working With Titles</p> <p>Solve</p> <ul style="list-style-type: none"> A Closer Look at CSS | |
| Feb 19 | <p>Editing a Video Sequence and Selecting HTML Elements</p> <ul style="list-style-type: none"> Organize and manage video clips in a sequence Manage superimposed text and shapes in a video sequence Trim clips CSS: Syntax, Selectors, and Properties <p>In-Class Work</p> <ul style="list-style-type: none"> Using CSS selectors to style elements Editing a video in Adobe Premiere using the Trim tools <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Working With Effects</p> <p>Solve</p> <ul style="list-style-type: none"> Learn CSS: Selectors and Visual Rules | |
| Feb 26 | <p>Enhancing a Video Sequence and Establishing a CSS Grid</p> <ul style="list-style-type: none"> Demonstrate knowledge of visual techniques for enhancing video content Add and manage effects and transitions in a video sequence CSS Grids: Containers, Rows, Columns <p>In-Class Work</p> <ul style="list-style-type: none"> Using the Bootstrap 4 Grid System Adding transitions and effects to videos in Adobe Premiere <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Basic Audio Editing</p> | <i>Get started on Project #2</i> |

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| | Solve <ul style="list-style-type: none"> • Intro to the Box Model | |
| Mar 4 | Editing Sound in Video Sequences and HTML Layouts <ul style="list-style-type: none"> • Demonstrate knowledge of using audio to enhance video content • Manage sound in a video sequence • Demonstrate knowledge of export options for video • Using the CSS Box Model properties to layout HTML elements In-Class Work <ul style="list-style-type: none"> • Laying out elements in your HTML document • Editing sound in Adobe Premiere • Working on Project #3 Video Production Out-of-Class Work Watch (Videos available in Canvas) <p>Getting Started Navigating Your Documents Working With Artboards Working With the Pen Tool</p> Solve <ul style="list-style-type: none"> • Boundaries and Space | Project #2 Video Production |
| Mar 11 | No Class: Spring Break!! | |
| Mar 18 | Drawing Techniques and HTML Layouts <ul style="list-style-type: none"> • Demonstrate knowledge of design principles, elements, and graphic composition • Understand key terminology when working with graphics • Identify elements of the Illustrator user interface and demonstrate knowledge of their functions • Demonstrate knowledge of layers • Demonstrate knowledge of how to use drawing tools In-Class Work <ul style="list-style-type: none"> • Position HTML elements within the CSS Grid • Drawing techniques in Adobe Illustrator • Creating vector graphics Out-of-Class Work | Activity #4: Advanced CSS and Positioning |

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| | <p>Watch (Videos available in Canvas) Drawing Basic Shapes Working with Fills and Strokes</p> <p>Solve</p> <ul style="list-style-type: none"> • CSS Colors • CSS Typography | |
| Mar 25 | <p>Drawing Shapes and Customizing Typography and Color Palettes</p> <ul style="list-style-type: none"> • Demonstrate knowledge of how to modify and transform objects • Demonstrate an understanding of and select the appropriate features and options required to manage color, pattern, and gradient swatches <p>In-Class Work</p> <ul style="list-style-type: none"> • Using external CSS sheets to customize fonts • Use color palettes to style HTML elements • Editing shapes in Adobe Illustrator <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Working With Type Working With Color</p> <p>Solve</p> <ul style="list-style-type: none"> • CSS Grids • Advanced Grids | |
| Apr 1 | <p>Create Typography and Using the Bootstrap 4 Framework</p> <ul style="list-style-type: none"> • Demonstrate knowledge of how to use type tools • Understand key terminology when working with typography <p>In-Class Work</p> <ul style="list-style-type: none"> • Bootstrap responsive design • Bootstrap utilities • Editing type in Adobe Illustrator <p>Out-of-Class Work</p> <p>Watch (Videos available in Canvas) Transforming Objects</p> | <p><i>Get started on Project #3</i></p> |

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| | <p>Creating Complex Objects Working With the Appearance Panel</p> <p>Solve</p> <ul style="list-style-type: none"> • Building with Bootstrap <p>Review</p> <ul style="list-style-type: none"> • Read Typography and Color • Google Fonts • FontAwesome • Adobe Color CC | |
| Apr 8 | <p>Drawing Complex Shapes and Animating HTML Elements</p> <ul style="list-style-type: none"> • Demonstrate knowledge of masks • Publishing vector graphics in web-friendly formats • Animating HTML elements <p>In-Class Work</p> <ul style="list-style-type: none"> • Working on Project #3 Vector Graphic <p>Out-of-Class Work Get work done on Project #3</p> | Project #3 Vector Graphic |
| Apr 15 | <p>Conclusion & Looking Forward to EDPS 6447</p> <ul style="list-style-type: none"> • Wrap-up EDPS 6560 • Looking forward to EDPS 6447: Javascript/jQuery, BS4 UI Components, and eLearning Authoring | Activity #5: CSS Libraries and Responsive Positioning |