The University of Akron
College of Education
Educational Foundations and Leadership
5100:633, 670 Hypermedia   3 Credits
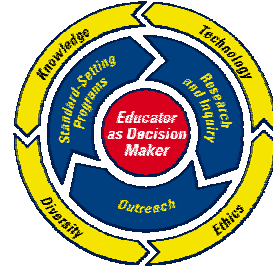
Instructor:	**I-Chun Tsai, Ph.D.**	**Section:**	**639, 610, & 800**
Office:	**Zook Hall 323**	**Location:**	
Phone:	**330.972.6774**	**Office Hours:**	**Tue 1:00am-2:00pm**
Email:	**tsai1@uakron.edu**	**Class Meeting:**	**Tue 4:50pm-7:20pm**

I. COURSE DESCRIPTION

The purpose of this course is to introduce students to a variety of Hypermedia and Multimedia tools. Students will develop a variety of media and integrate them into an authoring tool. This course will also engage you in integrating Hypermedia/Multimedia in your classroom to support meaningful learning by your students. The activities in this course are but a representative sampling of the many ways that Hypermedia/Multimedia can be used to support learning.

This is a blended course with regular classroom meetings and Springboard supported. Thus, you will need to be familiar with the features of Springboard system. You should be able to find Springboard after logging to your Zipline account. Or you can login with your ID and password directly to the Springboard system via this link: https://springboard.uakron.edu/index.asp. **Many relevant course documents and resources will be uploaded to the CONTENT space of Springboard. Also, extended course discussion and some discussion activities will take place in Springboard as well.** Students will require the use of a computer with Internet access to utilize the online resources.

II. RATIONALE

Hypermedia is a term that describes the fusion of two technologies: Multimedia and Hypertext. The purpose of this course is to provide exploration and experience with a variety of Multimedia tools (i.e. text, audio, images, animation, and video) and integrating the use of Multimedia tools with Hypermedia development tools/features into a hypertext document.

In this course, students will apply elements and principles of instructional design and visual design, with multiple tools of technology, to gain insight on how to create hypermedia materials for learning and instruction. Work in this course is supported with literature from interdisciplinary perspectives on history, research, and application of hypermedia.

III. COURSE GOALS/OBJECTIVES

At the conclusion of this course, you will be able to:
***Note: Standards in parentheses for each objective are based on the International Society for Technology in Education (ISTE) whose standards are program standards for advanced programs in Educational Computing and Technology Leadership.

- Be familiar with the Hypermedia research and trends and to explore its roos (ISTE 4.1.2)
- Apply instructional design principles to effectively design web-based instructional products(4.2.6)
- Apply elements and principles of visual design effectively (4.2.4)
- Apply design concepts effectively (4.2.4)
- Used hypermedia-authoring tools in Macintosh and Windows environments (4.2.1)
- Use html authoring , programming, and scripting (4.2.3)
- Create presentations using computer authoring systems (4.3.3)
- Use and integrated video/sound technologies effectively in teaching (4.2.4)
- Develop working strategies for different authoring paradigms (4.2.2)

IV. COURSE OUTLINE

Your main projects or tasks in this class including 3 primary elements:
- Participating in Extended Class Discussion in Discussion Board
- Complete digital image, author, audio, video, hypermedia integration Projects
- Complete Final project and present it to class.

Fall 2008	Dates	Topic/Assignments
Week 1	8/25 - 8/30	- Orientation Activity - Concepts of Hypermedia/Multimedia
Week 2	8/31 - 9/06	- Hypermedia research and trends and exploration of its roots. - Design principles of Instructional Design & Visual Design
Mini Project 1 (W3&4)	9/07 - 9/13 9/14 - 9/20	- Digital Image Project
Mini Project 2 (W5&6)	9/21 - 9/27 9/28 - 10/4	- Digital Authoring
Mini Project 3 (W7&8)	10/05 - 10/11 10/12 - 10/18	- Digital Audio Project
Mini Project 4 (W9&10)	10/19 - 10/25 10/26 - 11/1 11/02 - 11/8	- Digital Video Project
Mini Project 5 (W11&12)	11/09 - 11/15 11/16 - 11/22	- Hypermedia Integration
	11/23 - 11/29	Thanksgiving Week
Week 14	11/30 - 12/6	- Presentation Week
Week 15	12/07 – 12/13	- Presentation Week

- **Class and Discussion Board Participation:**
  Class discussion and DB Participation is worthy for **20 points of your final grade**. You will be expected to participate in not only in-class discussion but also online discussion forums. To receive full credit for DB discussions, the

postings must be substantive responses such as "good idea," or "interesting point," while appreciated as general feedback to your classmates, **will not be considered substantive responses**. Substantive responses are those that extend the discussion, elaborate on points others have made, etc. In addition to starting your initial ideas of the discussions, you will also earn points by helping your fellow students with their questions and providing feedback for their work.

- **Mini Projects**
  You will need to complete five mini projects throughout the semester. Each project is worthy for **10 points of your final grade**. The instruction for the mini projects will be delivered before the project starts.

- **Final Project**
  You will need to complete one final project by the last day of the class. This final project is worthy for **30 points of your final grade**. In the final project, you will integrate what you have learned in each mini project into a class lesson. Thus, the products of the final project include a design document, a class presentation, and final design. The instruction for the final project will be delivered in the middle of the semester. The final project is due on **Dec 12th (Fri)**. **No late submission will be accepted.**

V. REQUIRED TEXT
No required textbook. Required readings are online in the Springboard.

VI. INSTRUCTOR CONTACT INFORMATION
I can meet in-person if you visit UA campus. (Of course, you will need to make an appointment with me in advance.) You can also reach me virtually via my office telephone and e-mail address listed above. Or leave me a message in the Springboard course discussion board. If you are asking questions regarding to course content, I prefer you use the course discussion board.

VII. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY
Students will participate in not only in-class meetings but also Springboard. Students will experience aspects of diverse hypermedia and multimedia tools. In the end, students will need to reflect what they have learned by developing a digital media teaching products.

VIII. EVALUATION/STUDENT ASSESSMENT
Assessment for learning will be done formatively through class discussions and DB discussions and summatively using mini projects and the final project. Mastery of course objectives is the ultimate goal and you are advised to ensure that you understand the objectives and how they are being measured in the course. Master's level students should be self-directed in terms of their learning and their own self-evaluation of their progress.

The following assignments/discussion must be completed and submitted for a grade. It is your responsibility to complete these assignments/discussion by the due dates. Also, you are required to submit the assignments via Springboard by following the regulations addressed in the assignment instructions.

What will be assessed?	How will this be assessed?	Weight	Due Date
I. Class & DB discussion	Reflective engagement in all aspects of the course discussion and DB discussion. Both quantity and quality are used as indicators.	**20** pts possible	Throughout course.
II b. Mini Projects	Requirements and criteria are varied across projects. Rubrics will be provided within Mini Project Instructions.	**10** pts per project	In all discussions **Total pts: 50**
III. Final Project	Knowledge of design principles, skills of what you have learned in mini projects. Quality of an instructional design product. Rubrics will be provided within Final Project Instructions.	**30** pts	**Dec 12th (Fri)**
	Total:	100 pts	

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: http://www.uakron.edu/libraries/depts/tt/plagiarism/, then select "Plagiarism & Academic Integrity" (academic honesty); or http://www.uakron.edu/studentlife/sja/codecon.php (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult http://www.uakron.edu/access/ and the Office of Accessibility at (330) 972-7928.

In addition to the information above, here are some additional policies for learning in this class:

- Reviewing Student Work. In this course, it sometimes requires you to present your work electronically so other students can see it; and you will also be asked to review the work of other students, as part of the instructional process of the class. Your work may be used as an example of how to accomplish a discussion or for ideas by other students. In many cases having other students peer review your work helps support your own learning and leads to better outcomes for everyone in the course. If at any time you feel uncomfortable sharing your work, or with the feedback or comments on your work by other students, contact the instructor as soon as possible.

- Feedback. You may receive feedback on all of your work. You may ask for my or other students' feedback before the assignment is due. If you want feedback before an assignment is due, you MUST request the feedback at least three days prior to the due date to allow enough time for us to give you feedback and for you to implement our suggestions. If you submit a request for feedback at a later time, we will do our best to give you feedback but do not rely on our comments - we may be too busy to help you by the due date. No matter what, you should always utilize the knowledge base of your fellow classmates when you have a question or need help. Post to the discussion boards, ask for feedback from your classmates.

X. BIBLIOGRAPHY

Armstrong, J. (2005) Photo by Brady: A picture of the civil war. New York: Atheneum Books for Young Readers.

Arnheim, R. (1969). Visual Thinking. Berkeley: University of California Press.

Well. A. (2005). Creating digital video in your school. How to shoot, edit, produce, distribute and incorporate digital media into the curriculum . Worthington, OH: Linworth Publishing, Inc.

Besser, H. (2005). An introduction to Imaging. Getty Museum, http://www.getting.edu/research/conducting_research/standards/introimages

Bidner, J. (2004). The kids' guide to digital photography: How to shoot, save, play with and print your digital photos. New York: Lark Books

Canon digital Learning Center. http://www.photoworkshop.com/canon/index.html

Funderstanding Learning Theories. http://www.funderstanding.com/about_learning.cfm

Howell, D. & Howell D. (2003). Digital storytelling: Creating an e-story. Worthington, OH: Linsworth Publishing.

Imagini. http://dna.imagini.net/friends/ discover your VisualDNA.

McLellan, H & Wyatt, R. (2004). Photo provocations: Thinking in, with and about photographs. Lanham, MD: The Scarecrow Press, Inc.

National Education Technology Standards http://www.iste.org/AM/Template.cfm?Section=NETS

O'Connor, B. & Wyatt, R. (2004). Photo provocations: Thinking in, with, and about photographs. Lanham, MD: The Scarecrow Press, Inc.

Ohio Department of Education Technology Academic Standards http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page= 3&TopicRelationID=339&Content=51505

Riesland, E. (retrieved: http://www.newhorizons.org/strategies/literacy/riesland.htm) Visual Litearcy and the Classroom.

Shaner, P. & Jones, G.E. (2004). Digital Filmmaking for teens. Boston: Thomson Course Technology.

Simpson, C. (2005). Copyright for schools: A practical guide, Fourth Ed. Worthington, OH: Linworth Publishing.

Solomon Endich, R. (2004). Media literacy: Activities for understanding the scripted world. Worthington, OH: Linworth Publishing.

Tufte, E.R. (2004). The cognitive style of PowerPoint. Cheshire, CT: Graphics press.
    United States Copyright Office: http://www.copyright.gov/
Yenawine, P. (1997). Thoughts on Visual Litearcy. Macmillan Library References.