The University of Akron
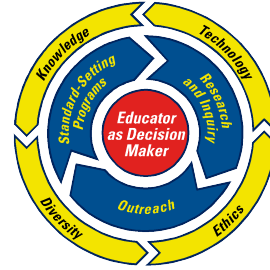## College of Education
Educational Foundations and Leadership
5100: 610, 611, 640, & 670 Hypermedia   3 Credits

Instructor:	**I-Chun Tsai, Ph.D.**	**Section:**	**610, 611, 640, & 670**
Office:	**Zook Hall 323**	**Location:**	**Off Campus**
Phone:	**330.972.6774**	**Office Hours:**	**Wed 1:00pm-3:00pm**
Email:	**tsai1@uakron.edu**	**Class Meeting:**	**Tue 4:50pm-7:20pm (610)**
			Tue 7:30pm- 10:00pm (611)
			Wed 4:50pm-7:20pm (670)

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 website. 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. REQUIRED TEXT

No required textbook. Required readings are online in the Springboard. All the reading assignments will be posted under the "Content" space and will be updated regularly.

IV. 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 roots (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 multimedia tools, including digital image, audio, and video editors and digital authoring tools to create multimedia instructional materials (4.2.1)
- Apply html/xhtml programming skills and webpage design principles to integrate multimedia instructional material into web-based learning environment (4.2.1)
- Apply html/xhtml programming skills and webpage design principles to develop web-based instructional materials (4.2.1)

V. COURSE OUTLINE

Your main projects or tasks in this class including 3 primary elements:
- Participate in Weekly Discussion in Discussion **(Spring Board)**
- Complete digital image, author, audio, video, & hypermedia integration Projects
- Complete Final project and present it to class.

Week//Project	Topics	Assignment Due
Week 1: 1/11 - 1/17	Orientation & Theoretical Perspectives of Multimedia & Hypermedia	- Group Discussion Report due on **Jan 14th (Wed)** - Discussion Topic 1 due on **Jan 17th (Sat)**
Week 2: 1/18 - 1/24	Visual Design Principles Design Process **Start Assignment Page**	- Personal Assignment Page due on **Jan 24th (Sat)** - Discussion Topic 2 due on **Jan 24th (Sat)**
MP1 (W3&4): 1/25 - 1/31 2/1 - 2/7	**Digital Text & Image:** - Introduction to **Photoshop** - Text editing, Links & Images	- Discussion Topic 3 due on **Jan 31st (Sat)** - Mini Project 1 due on **Feb 7th (Sat)** - Discussion Topic 4 due on **Feb 7th (Sat)**
MP2 (W5&6): 2/8 - 2/14 2/15 - 2/21	**Digital Audio:** - Introduction to **Audacity** - **Introduction to Design Document (Final Project)**	- Discussion Topic 5 due on **Feb 14th (Sat)** - Mini Project 2 due on **Feb 21st (Sat)** - Discussion Topic 6 due on **Feb 21st (Sat)** - Design Document due on **Feb 21st (Sat)**
MP3 (W7,8,&9): 2/22 - 2/28 3/1 - 3/7 3/8 - 3/14	**Digital Authoring Animation:** - Introduction to **Flash** - **Debugging your Webpages**	- Discussion Topic 7 due on **Feb 28th (Sat)** - Mini Project 3 due on **March 7th (Sat)** - Discussion Topic 8 due on **March 7th (Sat)** - Discussion Topic 9 due on **March 14th (Sat)**
3/15 - 3/21	**Spring Break (NO CLASS!)**	
MP4 (W10&11): 3/22 - 3/28 3/29 - 4/4	**Hypermedia Integration:** - Introduction to **Dreamweaver** - **Start Final Website**	- Discussion Topic 10 due on **March 28th (Sat)** - Mini Project 4 due on **April 4th (Sat)** - Discussion Topic 11 due on **April 4th (Sat)**
MP5 (W12&13): 4/5 - 4/11 4/12 - 4/18	**Digital Video:** - Introduction to **Movie Maker/ iMovie**	- Discussion Topic 12 due on **April 11th (Sat) (Sat)** - Mini Project 5 due on **April 18th** - Discussion Topic 13 due on **April 18th (Sat)**
Week 14 & 15: 4/19 - 4/25 4/26 – 5/2	- **Final Project: Presentation**	- **Final Website due on May 1st (Fri)** **NO LATE SUBMISSION WILL BE ACCEPTED!!**

- **Class and Discussion Board Participation:**
  Class discussion and DB Participation is worthy for **15 points of your final grade**. You will be expected to participate in not only in-class discussion but also online weekly 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. **Each weekly online discussion with an initial post and a replying post is worthy for 1 point.** A total of 13 weekly discussions **(13 points)** are scheduled in this class. The rest of **2/15 points** will be given for posting at least 4 replying posting in DB: **Final Project-Final Website Submission Forum** by providing substantial feedback to others' final website.

- **Assignment Page & Mini Projects**
  You will need to create 1 **Assignment Page (5 pts)** and complete five **mini projects** throughout the semester. Each mini 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 website. The instruction for the final project will be delivered in the middle of the semester. The final project is due on **May 1st (Fri)**. **No late submission will be accepted.**

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	Weekly Discussion (13 weekly topics): Quality of posts	13 pts possible	Throughout course.
	Feedback for others Final Website (at least 4): Quality of feedback	2 pts possible	
II b. Assignment Page & Mini Projects	Assignment Page: Rubrics will be provided within Week 2 Instructions	5 pts possible	**Jan 24th (Sat)**
	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	Design Document: Rubric will be provided within Final Project Instructions.	5 pts	**Feb 21th (Sat)**
	Final Website: Rubric will be provided within Final Project Instructions.	25 pts	**May 1st (Fri)**
	Total:	100 pts	

Here are some tips for getting most out of this course:
- Maintain a reasonable pace through the course. Do not wait until the last minute to begin engaging in the weekly work. Make a schedule for yourself indicating when you will focus on the topics of the course. A critical suggestion is to read the weekly course materials before the week starts.
- Get to know your classmates and the instructor. Take advantage early of the opportunity to learn about your classmates and let them know about you. Contribute by writing about yourself and also by responding to what others write.
  Forming a community with your fellow students will make the course more enjoyable and will aid your learning.
- Work collaboratively. How much you learn and how much enjoy this course will depend on the sense of connection you develop with your fellow students. Try to

help and give feedback to your fellow students and try to benefit from what they have to offer. Check the discussion board often - at least once a day or every other day.
- Check your understanding. Your goal is to understand the theories, principles, development, and concepts central to the course. Do not stop with reading the course materials. Always review the underlying concepts and interact with your peers to see if you need to strengthen your understanding.
- Contact the instructor or ask for others feedback when you need help. The instructor and your fellow students are there to help you and you should feel free to contact me or post your questions anytime you need help with anything related to this course.

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.