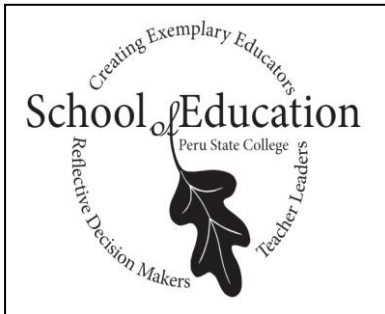


**Department:** Peru State College Graduate Programs  
**Course Number:** EDUC 552  
**Course Title:** Introduction to Multimedia Authoring  
**Credit Hours:** 3  
**Instructor:** Dr. Bill Lambrecht  
**Office:** TJ Majors 316  
**E-mail:** [BLambrecht@oakmail.edu](mailto:BLambrecht@oakmail.edu)



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

### **Mission Statement**

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

**Course Description:** This course is designed to provide classroom teachers the knowledge and skills associated with the principles of multimedia and the means whereby they can utilize their knowledge and skills effectively in the PreK-12 classroom setting. Through a variety of project-based learning experiences, students will explore the hardware and software related to multimedia authoring.

**Prerequisites:** EDUC 551 or permission from the Dean of Graduate Programs

**Texts:**  
**None required**

**Objectives:**  
Develop of a multimedia curricular product (1.1.4, 1.1.5); [1-5]  
Evaluate their technology knowledge and skills (1.1.4); [1-5]

Produce a podcast (1.1.4, 1.1.5); [1-5]  
Become proficient in the use of multimedia hardware and software (1.1.4, 1.1.5); [1-5]  
Learn the basics of video editing (1.1.4, 1.1.5); [1-5]  
Learn the basics of digital photography editing (1.1.4, 1.1.5); [1-5]  
Reflect on issues of related to the use of instructional technology, specifically multimedia and education (1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 3.1.1, 3.1.3); [1-5]

#### **Instruction Method/Mode of Delivery:**

Student Internet research  
Reading current articles  
Textbook tutorials  
Hands-on project generation

#### **Student Requirements:**

Knowledge of MS Word and PowerPoint  
Basic Internet skills

#### **Hardware and Software Requirements**

Movie making software, digital camera

#### **Assessment Method:**

Projects completion  
Peer project evaluation completion  
Participation

#### **Assignments**

All class activities should be completed to the satisfaction of the student and the instructor. Late work **will not earn full credit, you will lose 10% of the possible points for each day the assignment is late.** Your grade is based on the number of points earned.

#### **Home Page Completion**

One of the first things you will need to do to begin our course is to edit your homepage. The homepage is a place for you to put information about yourself. This allows all of the participants in the course to get to know you a little.

To begin, go to TOOLS (located in the left column of buttons in Blackboard), click edit your homepage. Type an intro message and some personal information. Upload a current picture, **you may need to resize your picture (200 x 200 pixels)**, in a photo-editing program such as Photoshop Elements and save it to your My Pictures file before attaching it in your homepage, if you need help, ask me. Your homepage is to be completed **by midnight Thursday of the first week of class.** Review the **Instructor Information** to see examples of information that should be shared.

You may view other members of our class homepages by clicking the blue Communication button on the first Blackboard page, then click Roster then List all and List all again. Then click on the name of the individual you would like to learn more about.

#### **Creating a Blog**

**Create a blog at <https://www.blogger.com/start>** . Add a post to your blog introducing yourself and the purpose of the blog. This should be 50-100 words. **Post the URL of this blog on the Discussion Board by midnight Sunday of week 1. Most projects will be posted to this blog.**

### **Edit Images**

Using your editing software, edit the 4 images located in Week 1 folder, Adobe PSE: How Others Use Digital Photography folder.

### **Article Review**

Find an article related to multimedia use in Education. You will post the article title, author, and publication in the discussion board **by midnight Sunday of week 1**. You will summarize the article using PhotoStory 3 and include photos to illustrate the main points. Once you complete your article review, upload it to your blog **by midnight Sunday of week 2**. Be sure that you attach the .wmv file and not the .ps3 file to the blog. Make sure to publish your post. View two other projects and respond to each on their blog.

### **Subscribe to a Podcast on iTunes**

You will add a post on your blog about the podcast that you have subscribed and listened to this week. What did you like/dislike? What are the curriculum implications? This is **due by midnight Sunday of week 2**.

### **Two Minute Movie**

You will use Moviemaker if you are a PC user and iMovie if you are a Mac user, to create your 2-minute movie. You can select anything you like as the subject. Yes, even family. This is preparation for your final movie project. Post your two minute movie **by midnight Sunday of week 3**.

### **Final Projects Proposal**

After exploring how others in education use movies and digital photography in their settings, you will submit a proposal for your final curriculum projects. The project must consist of a curriculum movie that can be used in your setting. Project Proposals must be approved by the instructor before students begin working on their final projects. Your proposal is due **by midnight Sunday of week 3**.

### **Favorite Educational Video From TeacherTube**

Post your favorite education video link from teachertube on your blog with a description of why you chose to post this video. This is **due by midnight Sunday of week 4**.

### **Partner Review of Project**

Individual Projects are shared with the class and students are required to provide feedback to their peers on a specific number of projects. You will complete a form for your group members' podcasts and movies. When you do your reviews, please fill in your name and the name of the person who completed the project you are reviewing and save the file in the following format: **YourLastName\_VidorPod\_TheirLastName**

### **Non-partner Review of Project**

Individual Projects are shared with the class and students are required to provide feedback to their peers on a specific number of projects. You will complete a form for at least 2 non-group members' podcasts and movies. When you do your reviews, please fill in your name and the name of the person who completed the project you are reviewing and save the file in the following format: **YourLastName\_VidorPod\_TheirLastName**

### **Final Podcast**

The content of the PhotoStory 3 or iMovie project, your podcast, consists of any curricular content that will be used in individual settings but may be expanded to parents, community, professional development and other ideas. Approval must be made by the instructor of the project proposal.

### **Final Movie**

The movie with edited images specific to the needs of the author must consist of any curricular content that will be used in individual settings but may be expanded to parents, community,

professional development and other ideas. Approval must be made by the instructor of the project proposal.

**Grading Policy:**

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

<b>Assignments</b>	<b>Points</b>
Home Page Completion	20
Edited Images	10
Blog Creation and Introduction	10
Article Review	40
Post Information on Podcast Blog	10
Two Minute Movie	40
Final Projects Proposal	20
Post Favorite Video Link from TeacherTube on Blog	10
Partner Podcast Reviews	20
Non-Partner Podcast Reviews	20
Partner Movie Reviews	20
Non-Partner Movie Reviews	20
Final Podcast	100
Final Movie	100
Course Suggestions	10
<b>Total</b>	<b>450</b>

**Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Candidates may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, candidates must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If candidates agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Candidates who have filed an application for graduation are not eligible for a grade of Incomplete.

**Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.

Candidates are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.

Candidates should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.

Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

### **Academic Dishonesty:**

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
  - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
  - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
  - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
  - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
  - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
  - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
  - 7) Fabricates data in support of laboratory or field work.
  - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
  - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- c) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- d) Penalties for instances of academic dishonesty:
  1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's

transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

### **SafeAssign**

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.