



Course Syllabus

Course Number and Section EDTC 5190.01	Topic Title and Class Title Topics in Classroom Media: Multimedia Applications for Teaching and Learning	Semester, Year, Term Fall 2005 – Term 2
Online or Room Number WEBH 221	Instructor Elaine McKenna Contact Phone Number cell 314.223.3057 Office hours by appointment email address emckenna@webster.edu	Credit Hours – 2

1. COURSE DESCRIPTION:

This course is for educators who want to creatively and effectively utilize multimedia technologies to have a powerful impact on the curriculum in elementary and secondary school classrooms. This course will provide a comprehensive look at using a variety of production (scanner, camcorder, digital camera, and microphone) and storage (CD-R, flash drive, internal/external hard drive, and network) devices. Educators will investigate fair use guidelines for educational multimedia. Emphasis is on designing, developing, and evaluating both teacher-created and student-created multimedia projects in the classroom.

2. LEARNING OUTCOMES:

	Course Outcomes	SOE Goals, SOE Dispositions, and ISTE Standards Addressed
	This course will enable the student to:	SOE Goals and Dispositions http://www.webster.edu/gradcatalog/schoolofed_mission.html ISTE NETS-T http://cnets.iste.org/teachers/t_stands.html
1.	Describe the impact of multimedia technology on the teaching/learning process.	SOE Goals 1, 2, 3, 4 SOE Dispositions 1, 2, 3 ISTE NETS-T 1, 2, 3, 4, 5
2.	Learn to use scanners, digital cameras, camcorders, and microphones in order to incorporate images, sound, animation, and video into multimedia projects.	SOE Goals 1, 2, 4 SOE Dispositions 1, 3 ISTE NETS-T 1, 2
3.	Explain copyright and licensing issues.	SOE Goals 1, 2, 3 SOE Dispositions 1, 2, 3

		ISTE NETS-T 6
4.	Plan for appropriate classroom environments and equipment configurations.	SOE Goals 1, 2, 4 SOE Dispositions 1, 2, 3 ISTE NETS-T 1, 2, 3, 6
5.	Integrate a variety of multimedia materials and projects into classroom lessons.	SOE Goals 1, 2, 4 SOE Dispositions 1, 3 ISTE NETS-T 2, 3, 5
6.	Plan lessons that allow for student creation of multimedia projects.	SOE Goals 1, 2, 3, 4 SOE Dispositions 1, 2, 3 ISTE NETS-T 3, 4
7.	Assess both teacher and student-created multimedia projects	SOE Goals 1, 2, 3 SOE Dispositions 1, 2, 3 ISTE NETS-T 2, 3, 4, 5

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Module 1	Course Overview Making Multimedia that Matters BJP Creating Multimedia Projects with PowerPoint Readings from <i>Increasing Student Learning Through Multimedia Projects</i> Chapter 1 – What is Project-Based Multimedia?
Module 2	Article Review <u>Due</u> Using Digital Cameras Using Camcorders Readings from <i>Increasing Student Learning Through Multimedia Projects</i> Chapter 2 – A Multimedia Primer Chapter 3 – Making a Real-World Connection
Module 3	Understanding Copyright and Fair Use Guidelines Using Inspiration to Plan Multimedia Projects Readings from <i>Increasing Student Learning Through Multimedia Projects</i> Chapter 4 - Defining and Planning a Multimedia Learning Project Chapter 5 – Ready, Set, Go!
Module 4	Classroom Environments and Equipment Configurations Using Sound – Microphones, Recording Software, and Resources for Sound
Module 5	Using Scanners Understanding Storage Devices Copyright and Fair Use Guidelines – <u>Quiz</u>
Module 6	Project Incorporating Multimedia into Teaching <u>Due</u> Project Presentations
Module 7	Assessing Multimedia Projects Readings from <i>Increasing Student Learning Through Multimedia Projects</i> Chapter 6 – The Roles of Assessment Chapter 7 – Teachers and Students: Evolving Roles
Module 8	Project Incorporating Multimedia into Student Assignment <u>Due</u> Project Presentations

This schedule is subject to change at the instructor's discretion.

4. RESOURCES:

Textbook: Simkins, Michael; Cole, Karen; Tavalin, Fern; Means, Barbara. (2002) *Increasing Student Learning Through Multimedia Projects*. Alexandria: Association for Supervision and Curriculum Development.

Library Readings: Articles from current professional journals on issues related to the use of multimedia equipment and/or multimedia applications in education.

5. EVALUATION / GRADING SCALE:

- A/A- Superior graduate work
(100%– 93% = A, 92%– 90% = A-)
- B+/B/B- Satisfactory graduate work
(89% – 86% = B+, 85% – 83% = B, 82% – 80% = B-)
- C+/C Work that is barely adequate as graduate-level performance
(79% – 76% = C+, 75% - 70% = C)
- F Work that is unsatisfactory (69% and below)

Assessments	Points Possible	Percentage of Grade
Participation	30	15%
Article review	30	15%
Quiz over Copyright and Fair Use	20	10%
Project incorporating multimedia into teaching	60	30%
Project incorporating multimedia into student assignment	60	30%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

Note:

Please submit two paper copies of each of the following assessments: the article review, the project incorporating multimedia into teaching, and the project incorporating multimedia into student assignment.

Also, please submit one digital copy of the multimedia portion of each of the multimedia projects. This will not be returned.

A copy of the final project paper will be returned to each student. Papers will NOT be available for pick-up in the SOE office.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

In most cases, the instructor will address issues of academic dishonesty within the confines of the course. The instructor may decide on an appropriate consequence, including any or a combination of the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student of the course.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. ATTENDANCE:

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet 8 days, hence each meeting is crucial.**

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. STANDARDS / GOALS:

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Webster University's School of Education (SOE) Goals and Dispositions -

http://www.webster.edu/gradcatalog/schoolofed_mission.html

The School of Education (SOE) Goals:

1. The knowledgeable learner:

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

2. The informed instructor:

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

3. The reflective collaborator:

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

4. The responsive educator:

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The School of Education (SOE) Dispositions:

1. Understands and Respects Self

2. Understands and Respects Others

3. Understands and Respects Professional Communities

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