

College of Education and Human Development  
Instructional Technology Program  
EDIT 401 Section 5T1  
Introduction to Multimedia/Hypermedia

DAYS / TIME / LOCATION	INSTRUCTOR: Prof. Lisa-Marie Aird
1/21/09 - 5/13/09 Course meets online.	Email Address: <a href="mailto:laird@gmu.edu">laird@gmu.edu</a> Phone Number: (703) 598-2306 Virtual Office Hours by Appointment

### Course Description

EDIT 401 provides an overview of the principles and tools used within the field of e-Learning, instructional design and multimedia/hypermedia technologies. Therefore, the course focuses on the development of knowledge and skills necessary to implement multimedia and hypermedia design elements in the production of e-Learning materials. EDIT 401 uses a discussion and practical application approach to allow the student to experience and practice designing and developing multimedia and hypermedia products using some of the basic features of Fireworks, Dreamweaver and Flash from the Adobe Creative Suite Web Design Standard/Premium package (version CS3 or CS4). Students will apply the knowledge and skills learned throughout the semester in the development of an e-Learning module as the semester-long project. The course begins with an introduction to design considerations that should be made when preparing to develop an e-Learning product. Students will then apply these design techniques when developing their own e-Learning product.

### Objectives

Upon completion of the course, students will be able to:

- Define and understand what is meant by e-Learning.
- Understand the definitions of and differences between multimedia and hypermedia.
- Understand and apply design fundamentals to multimedia and hypermedia production.
- Identify examples and non-examples of good interface design techniques.
- Gain skills in the use of authoring and graphic manipulation software including Fireworks, Dreamweaver and Flash.
- Apply interface design heuristics to the design of an e-Learning site.
- Become familiar with current literature regarding multimedia and hypermedia theoretical and design issues.
- Design, develop, evaluate and implement an e-Learning module using multimedia/hypermedia and design principles.

### Performance Standards

The course objectives align with the following performance standards for the field of Instructional Design as specified by IBSTPI (The International Board of Standards for Training, Performance and Instruction):

## Standard 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

### 2.4 Integrated Technologies

*"Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer"* (Seels & Richey, 1994, p. 40). Integrated technologies are typically hypermedia environments which allow for: (a) various levels of learner control, (b) high levels of interactivity, and (c) the creation of integrated audio, video, and graphic environments. Examples include hypermedia authoring and telecommunications tools such as electronic mail and the World Wide Web.

2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.

2.4.2 Develop and prepare instructional materials and products for various distance education delivery technologies.

2.4.3 Combine electronic and non-electronic media to produce instructional materials, presentations, and products.

2.4.4 Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.

2.4.5 Develop effective Web pages with appropriate links using various technological tools (e.g., print technologies, imaging technologies, and video).

2.4.6 Use writable CD-ROMs to record productions using various technological tools.

2.4.7 Use appropriate software for capturing Web pages, audio wave files, and video files for developing off-line presentations.

2.4.8 Prepare instructional materials, bibliographies, resource lists for instructional units, and other materials as appropriate to support students and teachers.

### Resources Required by Students

- Internet access
- Blackboard CE 6 Account (<http://courses.gmu.edu>)  
(go to [http://www.irc.gmu.edu/coursetools/webct/IRC\\_Quickguide2\\_IET.pdf](http://www.irc.gmu.edu/coursetools/webct/IRC_Quickguide2_IET.pdf) to review system requirements for running WebCT from your home)
- GMU Email Account
- Blog Account (to post your thoughts as you go through the course)  
(Visit <http://www.blogger.com> to sign up for a free blog (Web log) account).
- iTunes Account (to listen to class podcast lectures)  
(Visit <http://www.itunes.com> to download iTunes (free))
- Web space will be provided

### Readings and Resources

- There is no required course text for this class. Web-based resources will be provided by the instructor.

### Required Software

- Students will be required to have access to or purchase Adobe Fireworks CS3, Adobe Dreamweaver CS3 and Adobe Flash CS3 which are included in the Adobe Creative Suite 3 Web Standard or Web Premium packages. Adobe CS3 Web Premium may be purchased at a discounted rate through the university bookstore, Adobe education store or academic retailer for approximately \$399.00 to \$499.00 respectively. (If purchased separately, you will pay more.)

A 30-day download is available via the Adobe website. Since the semester is longer than 30 days I would advise to you evaluate your schedule respectively or strongly consider the purchase or use the computer labs available on campus. This software is available in the Commerce I and Robinson A350 labs on campus. Computer lab times may vary, please check before using.

### Recommended Online Resources

- **Safari Books Online** (subscription) <https://ssl.safaribooksonline.com/subscribe>  
Terrific resource. Access to an online library of IT related textbooks. You can have a "bookshelf" of up to 10 books available to you at one time for \$19.99 a month.
- **Lynda.com** (subscription) <http://www.lynda.com>  
Video-based tutorials on the most popular software package for \$25.00 a month.

### Recommended Texts *(all available on safaribooksonline.com)*

- **The Non-Designer's Web Book** by Robin Williams and John Tollett
- **Macromedia Fireworks 8: Training From the Source** by Patti Schulze
- **Adobe Dreamweaver How-Tos: 100 Essential Techniques** by David Karlins
- **Adobe Flash CS3 Professional Classroom in a Book** by Adobe Creative Team

### Course Delivery Mode

EDIT 401 Section 5T1 will be contained in the LMS (learning management system) Blackboard/WebCT CE 6 and delivered primarily in an asynchronous ("instructor" and "learner" do not have to be in the same place at the same time, i.e., posting in the discussion area) format consisting of the following:

- Instructor-student asynchronous communication
- Multimedia online demos
- Instructor-provided lecture notes (via iTunes podcasts)
- Assigned readings, research & online documentation reviews
- Instructor-Student discussion threads
- Student assignments, projects, "take-home" midterm exam, and a final presentation

To successfully participate in the course, students are required to activate their GMU e-mail account. By activating your e-mail account, you will automatically have access to WebCT. Students should also have access to the Internet. A broadband connection is recommended as we will be using multimedia tools and resources for this course.

This class meets totally online. Your midterm exam will be an online "take-home" exam. Your final project will be presented online as a showcase. Instructor virtual office hours are available by appointment and can be conducted via telephone, Acrobat Connect, instant messenger or via private WebCT CE 6 chat forum.

Each week students will cover different features and topics related to multimedia and hypermedia design as well as Adobe Fireworks, Dreamweaver and Flash. Lecture notes and related materials for each week will be released every Tuesday morning until Spring Break and every Monday morning thereafter no later than 7:00am and will remain available through the end of the semester.

For specified weeks, students will post discussions on information relating to the respective week's topics, and/or helpful tips and procedures. Discussion postings/threads will begin on a Wednesday at 7:00am through the following Sunday at midnight of respective weeks.

Discussion postings should be evenly distributed during the discussion period (not concentrated all on one day). Postings should be a minimum of one short paragraph and maximum of two. Avoid comments limited to "I agree" or "great idea". Support your comments with statements or examples and cite references. Feel free to use related prior knowledge or experiences. Also, use proper etiquette (proper language, typing, etc.) It is the student's responsibility to keep track of the weekly course schedule of topics, readings, discussions, activities, and assignments due. **Credit (points) will NOT be given for late discussion postings.** Discussion postings are to be made during the specified timeframes in the course schedule. Please refer to the rubric posted in WebCT.

Create a reflective Blog and document your thoughts on the analysis, design, development, implementation and evaluation of your e-Learning Module. Use your Blog to collect and discuss materials used, reflect on relevant design issues and to review "lessons learned" from the experience. Weekly postings to your Blog are required.

Download iTunes and subscribe to course podcast. Announcements will be made regarding the availability of new lectures.

Web space will be provided for the class to host project files.

### **Students with Special Needs**

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

### **Honor Code**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor: Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at <http://www.gmu.edu/departments/unilife/honorcode.html>.

PROPOSED COURSE SCHEDULE

The following is a summary of the topics & activities covered during the 14-week period. Updates and changes made to the syllabus will be announced and noted. **All assignments are due at midnight on the specified dates and will be assigned point values. Points will be deducted for incomplete and late assignments. Assignments submitted more than 1 week after due date will receive 0 points.**

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
1	1/21 - 1/26	Introductions and "house-keeping"	Student Intro Discussions: "Let Me Introduce"  Create folder in Web space  Set-up Blog and post reflection - Brainstorm topic ideas for semester project  Review online articles on web design practices	Week 1 Assignments due midnight 2/26    Post reflections to Blog
2	1/26 - 2/1	What is e-Learning Understanding Multimedia and Hypermedia Overview of Adobe tools & the Adobe Workflow e-Learning Design Concepts	Discussion #1: e-Learning defined  Read Articles related to e-Learning terms, Instructional Design concepts  E-Learning Module Design Document	Week 2 Assignments due midnight 2/1  Begin thinking about the design of your logo  Post reflections to Blog
3	2/2 - 2/8	Educational Web site review: ILEs (Informal Learning Environments)	Review "Additional Resources" folder in Blackboard/WebCT  Readings on logo designs	Week 3 Assignments due midnight 2/8  Post reflections to Blog
4	2/9 - 2/15	Working with Fireworks Creating graphics using Fireworks  Multimedia/Hypermedia considerations when developing and incorporating Graphics for e-Learning	Discussion #2 - Self-Directed Learning  Podcast/Video lectures  Designing your logo	Week 4 Assignment due midnight 2/15  Post reflections to Blog

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
5	2/16-2/22	Working with Fireworks (con't) Designing a web page layout in Fireworks	Podcast/Video lectures on Fireworks Designing your site layout	Week 5 Assignment due midnight 2/22 Post reflections to Blog
6	2/23 - 3/1	Working with Dreamweaver Brief overview of XHTML Defining your site Creating your first web page Using Dreamweaver Extensions Accessibility	Exporting your layout to Dreamweaver Creating a Dreamweaver Template Readings or lectures may be assigned	Week 6 Assignment due midnight 3/1 Post reflections to Blog Begin gathering content for your site
7	Week of 3/2	<b>EDIT 401</b> <b>Open-book Mid-Term</b>	TBD	<b>Midterm Assignment due midnight 3/8</b>
7	3/2 - 3/8	Working with Dreamweaver (cont'd) Creating site content	Readings or lectures may be assigned	No assignment due Post reflections to Blog
SPRING BREAK (March 9 - March 15)				
8	3/16 - 3/22	Designing a Feedback/Evaluation Form Evaluating an e-Learning project	Discussion #3: Evaluations (3/18 - 3/23)	Week 8 Assignment due midnight 3/22 Post reflections to Blog
9	3/23 - 3/29	Designing Your Prototype	Conducting your evaluations	Week 9 Assignment due midnight 3/29 Post reflections to Blog
10	3/30 - 4/5	Working with Flash Multimedia/Hypermedia considerations when developing and incorporating animation for e-Learning using Flash	Flash animations Read / Research: Online documentation on using various Flash tools and features	No assignment due Post reflections to Blog
11	4/6 - 4/12	Flash Animations (continued)	Developing a Flash Animation	Week 11 Assignment due midnight 4/12 Post reflections to Blog

Week	Dates	Topic / Sub-Topics	Readings / Research / Activities	Due upon topic Completion
12	4/13 - 4/19	Working with Flash (cont'd) Flash Video	Incorporating Flash Video on your site  Other readings or lectures may be assigned	Week 12 Assignment due midnight 4/19  Post reflections to Blog
13	4/20 - 4/26	Working with Flash (cont'd)  Work on finalizing content and graphics for your final project  Review Quality checklist (see syllabus)	Readings or lectures may be assigned  One-on-One Virtual Appointments	Post reflections to Blog
14	4/27 - 5/3	Finalize course projects	TBD	Week 14 No Assignment Due  Post reflections to Blog
15 Final Presentations	5/4 - 5/10	Student Projects and Virtual Presentations—online Forum	Showcase your e-Learning Module. Provide your final Design Document and a link to your site.  Be prepared to answer questions and comments.	Final projects must be posted by midnight 5/7/08  Submit Peer Reviews by 5pm 5/10  Post reflections to Blog

### Grading and Course Assignments

Your final grade will consist of Weekly Assignments, a Midterm exam and a Final Project. Students will be required to identify the topic of their e-Learning module during the course semester. The resulting project will encompass the features addressed in the course content.

The grade will also be based on student participation/contributions for the scheduled discussions. These discussions will be designed to allow students to discuss issues or identify tips/procedures relating to each key topic. There will be a discussion area for questions and comments. Feel free to use this forum to ask questions of the instructor or your classmates as well as post related materials that compliment topics discussed in this course.

Assignments and other tasks that make up the grade will be based have the following point values totaling 300 points:

### Weekly Assignments:

- Week 1 - Participation in "Let Me Introduce..." Discussions (5 pts); Check Web space/Create Folder (2 pt); Set up Blog, invite your classmates to your Blog and send your URL to the instructor (3 pts); Brainstorm project Topic on your Blog( 5 pts)  
Total (15 points)
- Week 2 - Discussion #1 (15 pts); Descriptive Information & Objectives for e-Learning Module (Design Document) - Draft 1 (10 pts)  
Total (25 points)
- Week 3 - ILE Reviews (10 pts); Comments to ILEs (Posted to Classmates' Blogs) (5 pts)  
Total (15 points)
- Week 4 - Discussion #2 (15 pts); Create/Design your Logo (10 pts)  
Total (25 points)
- Week 5 - Design your Site Layout/Fireworks (10 pts)  
Total (10 points)
- Week 6 -Export Layout into Dreamweaver and Create a Dreamweaver Template and URL (15 pts)  
Total (15 points)
- Week 7 - Midterm (40 pts)  
Total (40 points)
- Week 8 - Discussion #3 (15 pts); Feedback/Evaluation Form (10 pts)  
Total (25 points)
- Week 9 - E-Learning Module Prototype (10 pts); Design Document - Draft 2 (10 pts); Conduct Evaluations and Post Results (10 pts)  
Total (30 points)
- Week 10 - No Assignment Due
- Week 11 - Create Animation Using Flash (10 pts)  
Total (10 pts)
- Week 12 - Publish a Flash Video file (10 pts)  
Total (10 points)
- Week 13 - Extra Credit Flash Assignment (10 pts)  
Total (10 points)
- Final Project - (Final project consists of final project URL (30 pts); Final Design Document/Descriptive Summary (10 pts); Peer Review (10pts)  
Total (50 points)

### Scoring Breakdown:

- Discussion Participation/Contributions - 15 points each, 3 discussions - (Total - 45 points) (Postings made after the scheduled times will receive a 0)
- Create a Reflective Blog that will be used throughout the course to document and reflect upon the design, development and implementation of your e-Learning Module  
Total (20 points)

- Course Assignments  
Total (155 points)
- Midterm exam -  
(Total - 40 points)
- Final project (Final project consists of final project URL (30 pts); Final Design Document/Descriptive Summary (10 pts); Peer Review (10pts)  
Total (50 points) (Final projects posted late will be penalized 10 points per day late.)

Using the following scale, the final grade is based on your performance out of the possible 300 points:

Grade	Points
A	300-269
B	268-239
C	238-209
D	208-179
F	178-0

#### Student Pointers from the Graduate School of Education

1. The IT program web site is at: <http://it.gse.gmu.edu/>  
Check this web site periodically for course descriptions, program requirements, applications requirements, and other useful information.
2. Students should direct advising questions to their advisor. Adjunct faculty are not responsible for advising students.