

EDLT 520/620 Multimedia and Authoring Syllabus

#EDLT520

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Course Duration: Jan 17, 2013 - May 10, 2013

Where: O'Donnell Hall 033 and Online/Blended at <http://learn.nmsu.edu>

When: Some Tuesdays, 4:45 pm - 7:15 pm, See [the Schedule](#)

What to bring? Laptop, tablet, or mobile device such as iPad & snack if you need one, just no messy snacks :)

Instructor Information



Dr. Julia Parra

Email: juparra@nmsu.edu

Gmail: julia.parra@gmail.com for all things Google!

Skype Contact ID: desertjul

Office: 575-646-4066

Cell: 575-571-5430

Office Hours: TBD

I am online most of the day. If you need immediate help, text me via my cell or Skype and I will get back with you as soon as possible. If you do not need immediate help, please contact me via email at juparra@nmsu.edu. I will respond within 48 hours (usually sooner).

Course Description

In this course, we will explore the educational potential of multimedia and authoring tools from the perspective of educational technology coordinator. We will evaluate and use a

variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Prerequisite 518 or consent of instructor.

This course is offered face-to-face in the spring and fully online in the summer and fall. However, even the face-to-face class will include a blended learning experience. Online and blended learning for NMSU students includes the use of Canvas, Adobe Connect, and other online tools.

Readings & Resources

You must use the related online/blended course located in the NMSU Canvas system at <http://learn.nmsu.edu>. Related course materials, assignment tools, communications, and grades will be available there. The online/blended course will be made available on the day classes start.

I am no longer requiring books in my EDLT classes. We are hoping to encourage innovative technology adoption so consider investing in an iOS device (iPad, iPod touch, iPhone), a Kindle device, a Nook device, or an Android device. I will be providing project opportunities related to iOS apps, Android apps, and Kindles from now on. Many resources are incorporated in course materials and you are encouraged to research every topic we tackle. One great way to research is to use <http://scholar.google.com>.

If you must have a book, here is a link to my [Amazon bookstore](#) with lots of related titles.

Excellent Online Resources

- Center for Learning and Performance Technologies - <http://c4lpt.co.uk/>
- TED Talks about Education - <http://tedxnyed.com/2012/about/>
- NMSU Going Mobile wiki - <https://nmsugoiningmobile.pbworks.com/>
- Free Technology for Teachers Blog - <http://www.freetech4teachers.com/>
- Technology in the Middle (tech teacher blog) - <http://pwoessner.com/>
- EdTe.ch blog - <http://edte.ch/blog/>
- Curriki blog - <http://blog.curriki.org/>
- RETA - <http://reta.nmsu.edu>
- Edutopia - <http://www.edutopia.org/>
- ISTE - <http://www.iste.org/>
- ASCD - <http://www.ascd.org/Default.aspx>
- SVN Student Filmmaking - <http://www.svnfilm.com/>
- eSchool News - <http://www.eschoolnews.com/>
 - 9 Useful Lists for Educators - <http://www.eschoolnews.com/2012/08/17/nine-useful-lists-for-educators/>

- T.H.E. Journal - <http://thejournal.com/home.aspx>
- TechRepublic - <http://www.techrepublic.com/>

Learning Theories and Instructional Methods

In this course, we will use a [constructivist approach](#) along with the development of [learning community](#) as the foundation for our learning. Additional learning approaches for us to consider include [connectivism](#) and [transformative learning theory](#). I want you all to help construct your own learning in this class; help each other and work together as a learning community; and experience as much transformation as possible.

Hands-on practice and experiential learning are the primary strategies in this course. Specific learner and learning-centered strategies used and modeled include hands-on learning; online discussions; problem-solving and role-playing; and teamwork. Instructional methods will include tutorials, discussions, demonstrations, webinars, student presentations and more.

I want you to know that it is very important to me that we create a learning community and support each other at all times. This means that communication, collaboration, knowledge creation, sharing, kindness, interaction, engagement, transformation, and hard work will guide us on our Educational Technology Adventures.

College of Education Conceptual Framework Theme: PREPARED

The EDLT program and this course supports the College of Education's Conceptual Framework Theme: PREPARED. The EDLT program and this course prepares you to be technology practitioners (NM Information and Technology Coordinators) and leaders. The projects, activities, interactions, and assessments in this course directly support your development in the areas of reflection, effectiveness and professionalism, pedagogy (as well as andragogy and heutagogy), assessment and evaluation, research, and diversity.

See the [PREPARED resource](#)

Prerequisites

This course will provide you the opportunity to experience a variety of multimedia and authoring tools. This list is a minimum of what you will need for this course.

- Access to computer with speakers and microphone (A webcam is optional but really nice to have).
- Internet access (I recommend knowing about different browsers such as [Mozilla Firefox](#) and [Google Chrome](#)).

- Ability to browse Internet and send/receive email
- For audio activities, you need access to an audio recording device (i.e. a computer with speakers and microphone, a mobile recording device, etc.
- For video activities, you need access to a video recording device (i.e. video camera built in to your computer, video camera, ipod with camera, phone with camera).
- Make sure you keep your computer updated for audio and video use, i.e. Quicktime, RealPlayer, Flash.
- Note: I may have some devices that can be checked out. Let me know if you need access support.

Netiquette and Communications Standards

As this is a hybrid/blended class, some of these are specific to online interaction. The concepts are valid Face-to-Face (F2F) and online.

First, what you can expect from me:

- I will take all your questions, comments, and concerns seriously.
- I will respond promptly to requests for help if the need for help is immediate, call me (or Skype me if you see me online)
- if the need is important, but you can wait for up to 24 hours, use my NMSU email - juparra@nmsu.edu
- if the need is not pressing and you can wait up to 72 hours, contact me via Canvas Messaging or Help, depending how this is set up, I may get this on my phone, we'll see...

Regarding Discussions, I like to encourage interactions among everyone and do not wish to be a "sage on the stage" so I do not respond to every or even most of the posts of the required discussions. In other words, I do not wish to be nor is it appropriate that I be the center of every conversation. It is your job to post to the required discussions and to each other. It is my job to motivate, engage, facilitate, redirect, consult, grade, etc. And if needed, I provide a post-discussion email or video response.

I will communicate with you about your assignments within the week after the assignment is due. If I am unable to do so, I will let you know when you can expect to receive feedback.

Next, what I expect from all of us:

First, a definition (from wikipedia):

"Netiquette (neologism, a morphological blend formed from "Internet etiquette") is a catch-all term for the conventions of politeness and respect recognized on Usenet, in

mailing lists, in live chat systems, and on other electronic forums such as Internet message boards. These conventions address the relationship between personal behavior and group phenomena, (emphasis added) and outline a dynamic set of guidelines for conduct that is conducive to pleasant, efficient and agreeable interaction."

To that end, please follow these netiquette guidelines:

- Politeness
- Don't [flame](#) (personally attack) someone. It is possible to disagree with an idea without flaming the person espousing the idea.
- Use [emoticons and acronyms](#) to convey your emotional intent in order to avoid misunderstandings. For example: to indicate that you're smiling, use :)
 - to indicate you're winking / or making a joke or kidding, use ;) or JK (Just Kidding)
 - to signify you found something funny/amusing, use LOL (Laughing Out Loud)
 - to signify that you're gently expressing an opinion, use IMHO (In My Humble Opinion)

Remember that "politeness" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well and, as such, are also included in this statement) may be impolite or inappropriate in another. When in doubt, err on the side of uber-caution when you are composing a message. And, when reading someone else's message, try to remember that written communication is easily misconstrued: so, if you find yourself responding poorly to someone's message, request clarification of their meaning before you get upset and respond with a flaming message. :)

Communication Style

- [Listen actively](#). Listening is an important communication skill. Actively listening is not always easy and should be practiced.
- [Think critically](#). Critical thinking, grounded in intellectual integrity, is expected. In other words, seek clarity of meaning and understanding. For example:
 - Question ideas, not people.
 - Attempt to see things from other perspectives
 - Use supporting relevant information
 - Attempt to recognize and assess implications of your ideas
- [Think creatively](#). Creative thinking is encouraged.
 - Brainstorm possibilities
 - Consider how to make the impossible possible (dream)
 - Be supportive of ideas you don't get (don't understand) and try to understand them.
- [Communicate assertively](#). A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that

respects the personal boundaries of others (from Wikipedia entry on assertiveness).

If you are interested in the importance of communication and these concepts, I have a couple of excellent books you can check out such as William Isaacs' *Dialogue and the Art of Thinking Together*.

Finally, I really want to see you all interacting and engaging with each other in every discussion. Make an appointment with yourself, on your calendar, however that works best for you to make sure you are checking into this course at least 3 times a week. This is an important habit to form right away!

Overarching Themes that Impact this Course

This course takes into consideration the recently released ***National Educational Technology Plan***, the yearly released Horizon Report, and the ISTE NETS. These are resources you should know about as an educational technology expert.

On November 9, 2010 the final version of the new National Educational Technology Plan was released by the Department of Education. eSchool News reported, "the new National Educational Technology Plan includes a focus on individualized instruction and connectivity".

The final version outlines five goals:

1. using educational technology to fundamentally change the learning process by making it more engaging and tailored to individual student needs and interests;
2. using ed tech to develop a new generation of assessments;
3. connecting teachers with their peers and experts so they are always up-to-date on the resources available to them;
4. building infrastructure that lets schools support access to technology in and out of the classroom; and
5. harnessing the power of educational technology to increase school district productivity and student achievement.

The full National Educational Technology Plan and executive summary can be viewed by visiting: <http://www.ed.gov/technology/netp-2010>.

The 2012 Horizon Report notes key trends and emerging technologies. Key trends include:

1. The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles.
2. Education paradigms are shifting to include online learning, hybrid learning and

collaborative models.

3. People expect to be able to work, learn, and study whenever and wherever they want to.
4. The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.
5. There is a new emphasis in the classroom on more challenge-based and active learning.
6. The world of work is increasingly collaborative, driving changes in the way student projects are structured. (pp. 3-5)

Top 6 Technologies to watch:

1. Mobile Apps (<1yr)
2. Tablet Computing (<1yr)
3. Game-Based Learning (2-3yrs)
4. Learning Analytics (2-3yrs)
5. Gesture-Based Computing (3-5yrs)
6. Internet of Things (3-5 yrs)

Others that made the short list:

1. Cloud Computing (<1yr)
2. Social Reading (<1yr)
3. Adaptive Learning Environments (2-3yrs)
4. Augmented Reality (2-3yrs)
5. Digital Identity (3-5yrs)
6. Haptic Interfaces (3-5 yrs)

Read the full Horizon Report 2012 by creating an account for free and downloading it at <http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition>

The 2013 Horizon Report is coming soon!

The ISTE NETS provide National Educational Technology Standards for Administrators, Teachers, Students, and Computer Science Teachers.

As educational technology experts, we should be aware of these and learn more as we need. The overarching purpose of the NETS is - "to set a standard of excellence and best practices in learning, teaching, and leading with technology in education. The benefits of using the NETS include:

- Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity
- Preparing students for their future in a competitive global job market

- Designing student-centered, project-based, and online learning environments
- Guiding systemic change in our schools to create digital places of learning
- Inspiring digital age professional models for working, collaborating, and decision making”

Access all the ISTE NETS standards at <http://www.iste.org/standards.aspx>

Course & Program Competencies

These are some of the competencies that have been historically required by the state for Technology Coordinator endorsement. Where applicable, the related competencies are addressed and noted along with course activities, assignments, and projects. This course contains a “key assessment” for the EDLT program and the rubric for that assessment is designed using these competencies.

FOUNDATIONS

- 1a) operate multimedia computer systems with related peripheral devices to successfully use a variety of software;
- 1b) use terminology related to technology appropriate to the teaching field in written and oral communication;
- 1d) use imaging devices;
- 1e) demonstrate knowledge of uses of computers and technology in business, industry, and society;
- 1f) operate and/or use a variety of audio-visual *technologies*;
- 2b) apply productivity tools for creating a multimedia presentation;
- 2c) use computer-based technologies to access information and enhance personal and professional productivity;
- 2d) use technology to support problem solving, data collection, information management, communications, presentations, and decision making;
- 2e) demonstrate awareness of resources for adaptive assistive devices and software for students with special needs;
- 2f) demonstrate awareness of resources for culturally and linguistically diverse students;
- 2g) demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;
- 2h) demonstrate awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator;
- 2i) demonstrate awareness of *web-based* instruction, audio/video conferencing, and other distance learning applications;
- 3a) explore, evaluate, and use technology resources including applications, tools, educational software, and assorted documentation;
- 3b) describe best practice and appropriate assessment as related to the use of technology resources in the curriculum;
- 3c) design, implement, and assess learning activities that integrate technology for a

variety of grouping strategies for diverse populations;

- 3d) design learning activities that foster equitable, ethical, and legal use of technology by students;
- 3e) practice responsible, ethical, and legal use of technology, information, and software resources.

RESEARCH AND THEORIES

- a) Summarize knowledge of best practice and trends related to the use of technology to support teaching and learning.
- b) Apply theories of learning, teaching, and instructional design and their relationship to the use of technology to support teaching and learning.
- c) Identify human and equity issues concerning the use of computers and related technologies in education.

SOFTWARE/HARDWARE DESIGN, SELECTION, INSTALLATION, AND MAINTENANCE

- c) provide technical evaluation criteria for software and hardware and identify reliable sources;
- g) facilitate instructional design principles to develop, implement, and test interactive multimedia instructional products using authoring environments.

INFORMATION ACCESS AND DELIVERY

- c) assist in professional development;

PROFESSIONAL DEVELOPMENT AND TECHNOLOGY LEADERSHIP

- c) Describe and identify resources for staff development.

Assignments & Assessment

About Assignments

You will have the opportunity to experience a learning environment with projects and activities wherein I utilize a variety of tools and methods. Please understand that I am not asking you to learn everything that I provide for you in-depth. However, I would be doing you a disservice if I did not at least expose you to some of the wonderful tools and services available online.

All assignment instructions, and the resources needed to complete them, are listed in the Modules area of the online course room.

Discussion grading will occur on the Tuesday after the assignment is due. Big assignments and exams will be graded within 5-10 days of you turning in the assignment or exam if at all possible. If not, I will certainly explain the situation to you and provide you with a likely timeframe in which you will receive feedback.

About Assessment

Here is the breakdown of assignments in this course and their weight in this course. The Modules of this course will provide more detailed information about this. Make sure to see the weighted grades box to the right and Assignments. Points and weighted percentages don't directly correlate. This is because Learner Sharing/Presentations are very important to me and there is a 10 point, but 12%, full grade deduction for not doing this activity. Also note that EDLT 620 students have an extra project so they must achieve 112% where 520 students are set to achieve 100%.

Projects & Activities	Brief Description	Weight
Getting Started	<ul style="list-style-type: none"> • Class Attendance or meet w/ Instructor • Set Up Your Tech Toolkit 	8%
Group Work & PLN	<ul style="list-style-type: none"> • Tech & Communications Survey • Group Contract Form • Twitter Top 5 Activity - PLN Focus • PLN Reflections 	20%
Technology Evaluation Article Project	<ul style="list-style-type: none"> • Choose 4 Fun Tools to explore, share, & discuss • Pick 1 tool to further explore, research, evaluate, design curriculum for, and write an article about with your group. • Review, Revise, and Publish Articles 	40%
Website Project	Pick 1 <ul style="list-style-type: none"> • Personal • Company or Organization • School Technology 	20%
Learner Sharing	Create a multimedia recording or presentation to share and reflect on what you learned. For Spring classes, you will present live.	12%
620 Project	(This is a cross listed class. There is an extra project for doctoral students taking this class at the 600-level.)	12%

Tk20 Account Purchase

In order to complete key assessments in the EDLT program, all students in an EDLT

program must be able to access Tk20, an online assessment and reporting system designed specifically for education programs and candidates. The cost is \$100. This is a one-time fee that will enable you to use Tk20 not only for other College of Education courses, but after you graduate and as you transition to your professional career. Tk20 offers many benefits. You will be able to collect, track and retrieve your coursework in one central, web-based location. You will also be able to develop electronic portfolios and field experience binders to assist you in job searches. To learn more about Tk20 and to purchase your account, go to:

https://tk20-web.nmsu.edu/campustoolshighered/klogin_menu.do

Late Assignment Policy

I recognize that sometimes things happen which make it difficult to complete assignments on time. So, you can turn in your assignments late - but only up to a week late and no later. Ten percent is automatically deducted for late assignments.

Exceptions to this policy are at the discretion of the instructor and may be made for certain circumstances, but you must contact me to make arrangements before the assignment is late. I will make exceptions to the prior arrangements requirement in the event of tragic events such as car accidents, a major family emergency, etc. Again, this is at the instructor's discretion.

Withdrawal

You are responsible for Dropping or Withdrawing from this course if you find it necessary to do so.

Incomplete Grades

For an Incomplete, you must provide evidence of a documented illness or family crisis that genuinely precludes your successful completion of the courses.

Multiple Submissions

It is important to create new work for this course. However, I will allow for existing work to be shown to me and updated. For example, if you already have a personal website, you may use it and update it to meet the criteria of this course.

Plagiarism

Plagiarism, the passing off of others' words or ideas as your own, is unacceptable in this course and at this university. While it may be naive, I tend to think that most people end up plagiarizing because they are unfamiliar with APA or other formatting guidelines for

citations and references. This course emphasizes using citations and references in the APA format to avoid plagiarism. Visit NMSU's [Plagiarism](#) and [Best Practices to Avoid Plagiarism](#) sites for some excellent resources on avoiding plagiarism. Here is the Curriculum and Instruction Statement on Plagiarism.

“Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source.

This is true no matter where the material comes from, including the internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.”

From <http://lib.nmsu.edu/instruction/index.html>

It is the policy of the Department of Curriculum & Instruction that students found to have committed an act of plagiarism, one or more of the following consequences will occur; and, a written statement outlining the offense and consequences will be placed in the student’s permanent file by the Department Head/Hearing Officer.

1. Failure of the course assignment;
2. Failure of the course;
3. Academic suspension for one or two semesters;
4. Dismissal or expulsion from the program.

There is no statute of limitations for an act of plagiarism. Once committed, a student can be held accountable at any time even after the semester has ended.

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook under Section II: Academic Misconduct.

http://www.nmsu.edu/~vpss/SCOC/student_hand_book.html

Important NMSU Student Resources

Feel free to call Diana Quintana, Coordinator or [NMSU’s Student Accessibility Services](#), located at Garcia Annex (telephone: 575-646-6840) with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Feel free to call Gerard Nevarez, Director of Institutional Equity at 575-646-3635 with any questions you may have about NMSU’s Non-discrimination Policy and complaint of discrimination, including sexual harassment.

Other NMSU Student Resources

- [NMSU Canvas Support for Students](#)
- [Your NMSU: A Student Guide to NMSU](#)
- [Current Resources for NMSU Students](#)

Accessibility of eLearning Tools

- Canvas Accessibility
<http://www.instructure.com/canvas-vpat>
- Adobe Connect 8 Section 508 Compliance Information
<http://www.adobe.com/accessibility/products/compliance/AdobeConnect8-Section508.html>
- Skype - coming soon
- Google Tools - coming soon
- PBWorks - coming soon
- Twitter- coming soon

Document Changes

I reserve the right to change syllabus, course content, and instruction to meet the needs of the learners. Thus, this document is subject to change. Any changes will be clearly identified by Course Announcement, color change in document, and with notification at the beginning of this document.

Developed by Julia Parra for the College of Education and the Educational Learning Technologies (EDLT) Program

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