EDC 385G (Unique #: 09565)

Interactive Multimedia: Design and Production

Spring 2013

https://utexas.instructure.com/

Class Meeting:	Wednesdays
Time:	4:00 - 7:00 pm
Room:	SZB 426 & SZB 439B Lab
Instructor:	Dr. Min Liu
Office:	SZB 244N
Office Hours:	Wednesdays or Fridays afternoons *by appointment* (email me to make an appointment)
Telephone:	232-6248 (direct line)
Email:	MLiu@austin.utexas.edu
	(Email is the quickest way to reach me.)
TAs:	Jina Kang
Lab Times:	to be determined
TA:	exgalaxy@gmail.com

COURSE DESCRIPTION: The purpose of this course is to provide students with an overview of new media technology through working with various multimedia and Web-based tools. Students will be introduced to the design and production process of developing interactive Web-based applications. Students will be given an opportunity to learn various tools concentrating on different aspects of the technology: text, graphics, audio, animation, video, and Web design. Through working with these tools, students are expected to develop an understanding of how such technology can be applied in education and corporate settings. Students are also to develop an understanding of new media related design principles and are to apply them in developing Web-based applications. This course will be delivered in a <u>blended</u> learning mode. The contexts for this course will be primarily interactive, collaborative, multi-disciplinary, and student-centered.

OBJECTIVES: • Demonstrate knowledge of different concepts of new media technology
• Demonstrate knowledge of the design and development process of creating new media programs and issues related to the process
• Be able to apply instructional design principles

• Be able to use various new media tools
• Be able to design and create interactive Web-based applications

EXPECTATIONS: This course will be delivered in a blended learning mode with **SIX** face-to-face sessions as indicated below as well as asynchronous online sessions. Since this is a graduate level course and given the nature of online instruction, students are expected to be diligent in checking activities and assignment due dates on the course site, follow the instruction and guidelines, and complete all activities and assignments accordingly. Students are expected to be self-directed and participate in all class activities actively on a consistent basis.

Feel free to ask me and/or Jina questions at any time. If you would like to meet me about class or non-class related matters, feel free to contact me. Meetings can take place in a variety forms: f-to-f, conference call, email, phone etc.

READINGS & RESOURCES:

Required Readings   Since students taking the course may have different skill levels, you can choose the readings appropriate for your skill level when you take this course.

For novices, choose one of the two introductory books. For more advanced students, choose your own readings given your skill level. You will let me know your readings in class so we can work out a customized plan.

• MacDonald, M. (2011). *Creating a Web Site: The Missing Manual*, (3rd Ed.) From O'Reilly, Available at UT-Coop and www.Amazon.com.
(Example codes: http://examples.oreilly.com/0636920015796/)

OR

• Felke-Morris, T. A. (2012). *Web Development and Design Foundations with HTML 5* (6th Ed.). From Addison-Wesley, Available at UT-Coop and www.Amazon.com.
(Resource site: webdevfoundations.net)

• Additional readings (Everyone will read these readings. They are available on the course site.)

Learning Software Tools: Learning and applying tools is the major focus of this course. Besides understanding the Web development process conceptually through readings AND hands-on sessions provided in the course on each tool, students are required to use tutorials on the

tools outside the class. A list of suggested tutorials is provided in each assignment. You can also

• subscribe to *Lynda.com* and choose type of subscription that fits your needs

AND/OR

• find online tutorials or book of your choice

Recommended Related Resources: Will be provided on the course site.

SOFTWARE TO LEARN: The following is a list of software tools you will be learning in this semester. Each student will choose to learn a set of tools, depending on the project you will be working on and your learning goals.

• Web Design:	HTML5, CSS, and Adobe Dreamweaver
• Digital Graphics:	Adobe Photoshop
• Animation:	Adobe Flash
• Digital Video:	Adobe Premiere
• Digital Audio:	Audacity
• Interactivity:	JavaScript & JQuery

The software to learn is available in the LTC lab-SZB 439B (Adobe Creative Suite 6 is installed on those computers with a label on it). You are responsible to access the software if you choose to work in other places other than 439B. If you use a trial version, be aware of its 30-day expiration date.

ASSIGNMENTS: Assignments for this course include:

• active participation in class discussions
• active participation in project activities
• readings on various topics
• assignments on learning different tools
• final project for the semester

HELP SESSIONS: Jina will set up several lab sessions organized around the tools and needs of the students. She will also provide one-to-one help through various means such as in person, conference call through the course site, Skype, phone, etc. Feel free to contact her to arrange these sessions.

PERFORMANCE EVALUATION (All detailed guidelines are available on the course site)

Student performance will be evaluated on the following course requirements. As a rule, no "incomplete" grades will be given in this course except in situations where a student is unable to complete all the projects for the course due to an extreme emergency.

Participation --- 30 pts: Participation grade consists of attending classes, completing assigned readings, contributing to class discussions, doing reflections, and active participation in project activities.

Attendance (10 pts): Each student is required to attend *each* face-to-face session and engage in discussions (both online or f-to-f) on the readings or other class activities. If you absolutely must miss a class because of an emergency, you must inform me in advance via email or in person. It is your responsibility to talk to your classmate(s) and get informed of what happens in class and turn in the assignment on a due date.

If you miss a class without any advance notice, being sick and/or an emergency, 5 participation points will be deducted. Tardiness: Being on time for class is part of professionalism. If you are tardy often, points will be deducted from your grade.

Discussion & Reflection (15 pts): Students are expected to participate actively in online or f-to-f discussions on the readings. In order for class discussions to be beneficial, students are expected to complete the readings prior to each class. If you rarely contribute to class discussions, points will be deducted.

For technical readings in MacDonald's book or Felke-Morris's book, you are asked to do reflections when the chapters from the book are assigned each week. You are encouraged to read all of your classmates' reflections, but comment on only two of your classmates' reflection. If you do not submit reflections by the due time, 5 points will be deducted. If you do not submit 2 comments by the due time, 2 points will be deducted.

Mini-Interview Project (5 pts): To accompany one of the reading topics, *Roles & Responsibilities,* students, in a pair, are to interview a developer to get his or her perspective and make a 5-min (max) audio recording to share with the class.

Professionalism for F-to-F Sessions:
• Be on time and ready to begin class
• Actively listen and participate during whole class and small class activities
• Be involved and engaged during the entire class time
• Talk to me about any concerns you have with the class
• NOT do any activities unrelated to class (e.g., emailing, texting, shopping, grading papers, work for other classes)

Professionalism for online Sessions:
• Be diligent in checking and following class activities and assignments
• Actively participate (posting & replying) online discussions
• Post your comments by the deadline
• Talk to me about any concerns you have with the class

Technical Sharing Project--5 pts: Each student is required to complete a small technical sharing project on 'what's new' for today's emerging digital media technologies and give a presentation to the class.

Multimedia tools assignments—30 pts: The purpose of these assignments is for you to build your technical skills. Multiple software tools will be used in this course. Each student will complete three assignments on learning the tools, depending on his/her interests and learning goals for the semester. These three assignments can be selected from: (1) Photoshop basics, (2) Photoshop beyond basics, (3) Flash animation, (4) Premiere basics, (5) Premiere beyond basics, (6) HTML5, (7) CSS, and (8) JavaScript & JQuery. Since students taking this class may already have skills in certain areas and the skill levels may be different, each of you can decide your entry skill level and continue from there. Each assignment will be adjusted according to your skill level. Each assignment is worth 10 points. In addition to three required tools, you are encouraged to learn more given your interest.

Multimedia projects – 35 pts: Each student is required to participate in all aspects of a selected final project of designing and creating an interactive multimedia Web application. Details on the project will be discussed in the class.

The final grade of the course will be based upon the following:

Final Grade	Points Total
A	=94-100
A-	=90-93
B+	=87-89
B	=83-86
B-	=80-82
C+	=77-79
C	=73-76
C-	=70-72

LATE WORK POLICY: All work is due based on the specified due-dates except in emergency situations. If work is turned in late, no credit will be given. This policy is in effect as an incentive to stay current with

the assigned work. Like many courses, the work of one session is based on understanding the work of the previous sessions. Falling behind in the work greatly reduces the chances of success at attempting later work. One "Murphy" (that is, one late submission due to human error) is permitted for the semester.

COURSE DROPPING: The last day of the official add/drop period without administrative approval is Jan. 17. A student seeking to drop a class after this day should go to the Office of Dean/Student Division (SZB 216).

INTERNET & HEADSET: You are expected to have access to Internet for class sessions and activities. For synchronous sessions, you will need headphones for better audio.

POLICY ON ADA: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

RELIGIOUS HOLY DAYS: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

EMERGENCY EVACUATION POLICY:
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

SCHOLASTIC MISCONDUCT & ACADEMIC DISHONESTY:
University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Academic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Academic dishonesty in any form will result in a grade of "F" or NC for the entire course.

TENTATIVE SCHEDULE OF ACTIVITIES

Please note:
• If readings listed are not from the textbook, they are available on the course site.
• All assignments are due and need to be uploaded to the course site, except otherwise indicated.
• **BLUE indicates face-to-face sessions**
• Sessions for learning software tools:
      - Tutorial session (teaching session)
      - Lab session (work session)

Weekly Schedule

Week (Date)	Class Activities and Readings	Tutorial/ Lab	Due
Week 1 (Jan. 16)	**INTRODUCTION** • Explanation of the course: Course requirements and expectations • Discussion of tools to learn • Demonstration of past class projects & Discussion of projects for this semester • Getting familiar with the course site using Canvas and doing a self-introduction outside class • Getting to know each other: Speed dating	6:00- Tutorial session 1 Photoshop basics	
Week 2 (Jan. 23)	**DESIGN & DEVELOPMENT PROCESS** • Q & A • A project-based learning approach to learning design • Discussion Topic 1: Design & Development process --How do you begin? • Final projects: Finding a project to work on	5:30- Tutorial session 2 HTML 5	Reading Reflection on C2 of the book of your choice and **ongoing afterwards**

	• Discussion on the Technical Tool Sharing & Sign-up ***Readings for the week:*** • Evolution of the Web Design • Liu et al. "A study of the multimedia design and production process by the practitioners" • Following a Web design process • MacDonald's C1, C2 or Felke-Morris' C1, C2 *Optional Reading:* • Intro to PBL, YouTube video by the Buck Institute for Education • Liu & Hsiao on Project-based learning		
Week 3 (Jan. 30)	**DESIGN & DEVELOPMENT PROCESS** • Technical Tool Sharing • <u>Discussion Topic 2</u>: Design & Development process –Project planning & Design tools • Final project: Phase I-Decide a project to work on & work on project plan ***Readings for the week:*** • Phyo, Steps 2, 4, & 5 • MacDonald's C3, C5 or Felke-Morris' C5	5:30-6:30 Lab session <u>HTML 5</u>	Technical Tool Sharing **ongoing** (see sign-up sheet)
Week 4 (Feb. 6)	**DESIGN & DEVELOPMENT PROCESS** • Technical Tool Sharing • <u>Discussion Topic 3</u>: Roles and Responsibilities • Mini-Interview project • Final project: Phase I-Work on project plan & Defining roles ***Readings for the week:*** • McDaniel & Liu "A study of project management techniques for developing interactive multimedia programs: A practitioner's perspective" • Liu et al. "Challenges of Being an Instructional Designer for New Media Development: A View From the Practitioners" • Wakefield, et al. "Traits, skills, & competencies aligned with workplace	5:30-6:30 Lab session <u>Flash animation & Audacity</u>	

	demands: What today's Instructional Designers need to master" • MacDonald's C7, C17 or Felke-Morris' C10		
Week 5 (Feb. 13)	**DESIGN PROCESS & TOOLS** • Technical Tool Sharing • Discussion Topic 4: Working with clients • Final project: work on Phase I & Phase II ***Readings for the week:*** • Liu et al. "Strategies & heuristics for novice instructional designers as they work with faculty content experts in a university setting" • 3 readings on 'dealing with clients' (on course site) • Encouraging Better Client Participation In Responsive Design Projects • Top10 Client & Developer Likes • MacDonald's C6, C8 or Felke-Morris' C3, C4	5:30- Tutorial session 3 Cascading Style Sheets (CSS)	• Assignment on tools: Your choice # 1 • Mini-Interview • Phase I outcome
Week 6 (Feb. 20)	**DESIGN PROCESS & TOOLS** • Technical Tool Sharing • Final project: work on Phase II ***Readings for the week:*** • Starting Out Organized: Website Content Planning The Right Way • MacDonald's C9, C10 or Felke-Morris' C6, C7	5:30-6:30 Lab session Cascading Style Sheets (CSS)	• Mini-Interview Reflection
Week 7 (Feb. 27)	**DESIGN PROCESS & TOOLS** • Mid-semester eval. • Discussion Topic 5: Importance of communication skills & Prepare for the job market • Final project status report: Each gives a short presentation (Phases I & II) ***Readings for the week:*** • Ritzhaupt, et al "Multimedia Competencies for an Educational Technologist: A Survey of Professionals and Job Announcement Analysis" • Sugar, et al. "Identifying multimedia	6:00- Tutorial session 4 Dreamweaver CS6	

	production competencies and skills of instructional design and technology professionals: an analysis of recent job postings" • http://visitmix.com/work/descry/ awebsitenameddesire/ • MacDonald's C4 or Felke-Morris' C8, C9		
Week 8 (Mar. 6)	**DESIGN PROCESS & TOOLS** • Technical Tool Sharing • Final project: work on Phase II & Phase III ***Readings for the week:*** • MacDonald's C11, C12 or Felke-Morris' C13	5:30-6:30 Lab session Photoshop beyond basics	• Phase II outcome
Week 9 (Mar. 13)	• No class. Spring Break. Have a nice break!		
Week 10 (Mar. 20)	**DESIGN PROCESS & TOOLS** • Technical Tool Sharing • Final project: work on Phase III & Phase IV ***Readings for the week:*** • MacDonald's C17 or Felke-Morris' C11	5:30- Tutorial session 5 Premiere basics	• Assignment on tools: Your choice # 2
Week 11 (Mar. 27)	**DESIGN PROCESS & TOOLS** • Technical Tool Sharing • Final project: work on Phase III & Phase IV ***Readings for the week:*** • MacDonald's C15, C16 or Felke-Morris' C14	5:30-6:30 Lab session Premiere beyond basics	
Week 12 (Apr. 3)	**TOOLS & EVALUATION** • Technical Tool Sharing • Final project status report: Each gives a short status report (Phases II-IV)	5:30- Tutorial session 6 JavaScript basics & JQuery	• Phase III outcome

Week 13 (Apr. 10)	**TOOLS & EVALUATION** • Technical Tool Sharing • Final project: work on Phase IV & Phase V	5:30-6:30 Lab session <u>JavaScript</u>	• Assignment on tools: Your choice # 3
Week 14 (Apr. 17)	**TOOLS & EVALUATION** • Guest Speaker: • Final project: work on Phase IV • Phase V-Peer-feedback session of what's done so far		• Phase IV outcome
Week 15 (Apr. 24)	• Work session on the Final Project		• Phase V outcome
Week 16 (May 1)	• Final project presentation (set up prior to 4:00pm in SZB 323) • Course evaluation **May 3 (Fri.)** • Everything for the Final Project is Due at 1pm.		• Final project for class presentation • Final reflection: What have I learned from this course and working on the final project?

References for Articles:

Liu, M., Gibby, S., Quiros, O., & Demps, E. (2002). Challenges of Being an Instructional Designer for New Media Development: A View From the Practitioners. *Journal of Educational Hypermedia and Multimedia, 11*(3), 195-219.

Liu, M, Jones, C., & Hemstreet, S. (1998). A study of the multimedia design and production process by the practitioners. *Journal of Research on Computing in Education. 30*(3), 254-280.

Liu, M., Kishi, C., & Rhoads, S. (2007). Strategies & heuristics for novice instructional designers as they work with faculty content experts in a university setting. In M. Keppell, (Ed.) *Instructional Design: Case Studies in Communities of Practice* (pp. 36-67). Hershey, PA: Idea Group Inc.

McDaniel, K. & Liu, M. (1996). A study of project management techniques for developing interactive multimedia programs: A practitioner's perspective. *Journal of Research on Computing in Education*, *29*(1), 29-48.

Ritzhaupt, A., Martin, F. & Daniels, K. (2010). Multimedia Competencies for an Educational Technologist: A Survey of Professionals and Job Announcement Analysis, *Journal of Educational Multimedia and Hypermedia* (2010) 19 (4), 421-449.

Sugar, W., Hoard, B., Brown, A., & Daniels, L. (2011). Identifying multimedia production competencies and skills of instructional design and technology professionals: an analysis of recent job postings. *Journal of Educational Technology Systems*, *40*(3), 227–249. doi:10.2190/ET.40.3.b

Wakefield, J., Warren, S., & Mills, L. (20120305). Traits, skills, & competencies aligned with workplace demands: What today's Instructional Designers need to master. *Society for Information Technology & Teacher Education International Conference 2012*, *2012*(1), 3126–3132.