

## EDIT 5028: Instructional Media Development (CRN 81710)

**Professor:** Dr. Melissa Warr  
**Email:** warr@ulm.edu  
**Course Location:** 100% Online **Semester** Summer 2021  
**Virtual Office Hours:** Thu 5-7 PM; Fri 12-2 PM or by appointment; [bit.ly/WarrZoom](http://bit.ly/WarrZoom)

I. **Course Description**

(3 cr.) Provides instruction in organization, design, preparation, and application of technology-based production of instructional materials for print and web-based distribution.

II. **Rationale**

This course incorporates discussion, critique, and project proposal with implementation for real-world solutions to instructional and training problems.

III. **Course Objectives, Outcomes, and Standards:**

This course is designed to enable candidates to	Conceptual Framework KSD	Assessment Strategies (Reference to 11)	NCATE/State	ISTE (NETS for Teachers)	CNETS
1. Demonstrate instructional competencies relating to methods, materials, techniques, skills, and educational theory as it applies to instructional materials development	K 1-4 S 1-3, 5	1b; 2 a, b, c & d	I.2, I.5, I.8 A.5	I; II; III	I.A.1 I.A.4 III.A.3 III.A.5
2. Demonstrate basic principles of educational psychology and diverse learning modalities	K 1, 3, 5 S 1, 3, 5	1a; 2 b & c	I.2, I.5, I.8 A.5	II; III; IV; VI	I.A.1 I.A.4 III.A.3 III.A.5
3. Demonstrate the teaching/learning paradigm as it related to the development of instructional materials	K 1, 3, 5 S 1, 3, 5	2 b, c & e	I.2, I.5, I.8 A.5	II; III; IV	I.A.1 I.A.4 III.A.3 III.A.5
4. Demonstrate the production of instructional materials using computer technology	S 1,3,5-6	2 b - e	I.2, I.5, I.8 A.5	I; II; III; V	I.A.1 I.A.4 III.A.3 III.A.5
5. Apply instructional design principles to the design of screens, text, graphics, audio, and video in instructional products under development.	S 1, 3, 5-6	2 a - e	I.2, I.5, I.8 A.5	II; V; VI	I.A.1 I.A.4 III.A.3 III.A.5
6. Use advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.	S 3, 5-6	2 b - e	I.2, I.5, I.8 A.5	II; V; VI	I.A.1 I.A.4 III.A.3 III.A.5
7. Design and publish simple online documents for the World Wide Web that present information	S 3, 5-6	2e	I.2, I.5, I.8	II; V; VI	I.A.1 I.A.4

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and include links to critical resources.			A.5		III.A.3 III.A.5
8. Correctly apply perceptual and learning principles to the design of instructional materials to solve an instructional problem.	S 1-6	1a; 2 a - d	I.2, I.5, I.8 A.5	II; V; VI	I.A.1 I.A.4 III.A.3 III.A.5
9. Demonstrate the translation of abstract content into a concrete presentation using various forms of instructional materials.	S 1-6	2 b - e	I.2, I.5, I.8 A.5	II; V	I.A.1 I.A.4 III.A.3 III.A.5
10. Demonstrate the ability to apply instructional technology research to the solving of an instructional problem.	S 1, 4, 6	2f	I.2, I.5, I.8 A.5	I; IV; V	I.A.1 I.A.4 III.A.3 III.A.5
11. Describe the necessary components for various production processes.	K 2, 6 S 3	1a & b	I.2, I.5, I.8 A.5	I; V	I.A.1 I.A.4 III.A.3 III.A.5
12. Demonstrate the ability to apply a planning process to the design and production of instructional materials.	S 1, 3	2 b – e	I.2, I.5, I.8 A.5	II	I.A.1 I.A.4 III.A.3 III.A.5
13. Design, develop, and produce instructional materials for use in an instructional situation.	K 1, 5 S 1, 3, 5-6	2 b - e	I.2, I.5, I.8 A.5	II; III; IV; V; VI	I.A.1 I.A.4 III.A.3 III.A.5

IV. **Primary Empirical Base:** (note, you do not need to purchase these books)

Smaldino, S.E., Russell, J.D., Heinich, R., & Molenda, M. (2005) *Instructional media and technologies for learning*, 8<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall; and Rose, D.H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: ASCD.

V. **Resources and Materials:** There is no official textbook for this course. Supplemental publications to be utilized in this course include:

1. McDonald, J. K. & West, R. E. (2021). *Design for Learning: Principles, Processes, and Praxis (1st ed.)*. EdTech Books. <https://edtechbooks.org/id>
2. Kimmons, R. (2020). *Visuals in Learning Design*. EdTech Books. <https://edtechbooks.org/design>
3. Trust, T. (2019). *Web Design Basics for Educators*. EdTech Books. <https://edtechbooks.org/webdesign>
4. Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. O'Reilly Media Sebastapol, CA.

VI. **Course Topics:** The major topics to be considered are:

1. Models of instructional applications; 2. Identification of instructional design factors to meet proposed project objectives; 3. Diverse learning styles/modalities; 4. Use of digital production tools to produce interactive online media applications; 5. Overview of current best practices in online multimedia production; 6. Storyboarding; 7. Instructional media prototyping for online applications; 8. Advanced audio and video media editing; 9. Online file integration; 10. Design and production of original instructional content suitable for diverse and young audiences; 11. Integration of instructional materials for online delivery.

VII. **Instructional Methods and Activities:** Methods and activities for instruction include:

A. *Traditional Experiences:* 1. Lecture 2. Professional Reading 3. Discussion 4. Electronic Communications  
5. Utilization of Internet Resources

B. *Design Studio Experiences:* 1. Project-based instruction 2. Individual and group critique sessions 3. Online forum critiques

VIII. **Assessment and Grading Policy:** (See Course Schedule at the end of this syllabus for details on assignment and assessment deadlines and point values)

A. **Methods:**

1. Traditional Assessments: a. Knowledge and Application Exams b. Project Proposal c. Project implementation

2. Performance Assessment: a. Design and development of online multimedia applications; b. Webpage design and production; c. Documentation on current best practices in multimedia development for instruction and training. (Rubric used for all assessments.)

B. **Grading Scale:**

100-94% = A 93-85% = B 84-70% = C 69-60% = D Less than 59% = F

\*NOTE: You must end the semester with a final average of 80% or higher and an average of 2.00 or higher on the signature assessment and student dispositions to pass this course.

C. **Attendance Expectations:** Based on the online delivery of this course, students are expected to keep up with all course assignment deadlines and log into Moodle and ULM regularly to keep up with announcements and course expectations.

D. **TurnItIn:** All signature pieces and other significant program assignments may require submission in Moodle via Turnitin.

E. **LiveText:** Only the signature piece must be uploaded to LiveText to receive a final grade for the course. If you do not upload your signature piece assignment to LiveText by the deadline for submission of grades, you will receive an "incomplete" until you are able to do so.

If you have less than two years left until you complete your degree or your add-on endorsement coursework, we have negotiated a discounted price. Please follow the links below for either 1 or 2 year subscriptions:

1 year: <https://www.regonline.com/ulm1yearFEM>

2 year: <https://www.regonline.com/ulm2yearFEM>

If you have over 2 years before you complete your program or coursework, please buy your 5 year subscription directly from the LiveText website: [https://www.livetext.com/purchase\\_membership/](https://www.livetext.com/purchase_membership/)  
ALL STUDENTS MUST PURCHASE LIVETEXT WITH FIELD EXPERIENCE MODULE (FEM).

F. **Course Communication**

- 1) **Email:** The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. ULM requires that all university course-related business be conducted via your ULM e-mail account.
- 2) **Communication with instructor:** Questions related to **course content and/or procedures** are encouraged and should be email to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all email submitted.

G. The ULM Student Policy Manual can be found at: <http://catalog.ulm.edu/index.php?catoid=30>

H. **Make-up Policy:** All work completed for this course is online and project- or participation-based. Deadlines for all assignments in the Course Schedule can be found in this syllabus. Late work without a University-approved excuse (see Student Policy Manual) will be subject to the Late Work Policy as stated below.

I. **Late Work Policy:** Late assignments will be accepted at the discretion of the instructor with up to 5% deducted per day after the deadline and a zero after one week past the deadline.

J. **Online Course ethics:**

- a. **Academic Integrity:** As a student in the online environment, the major responsibility for learning rests with you. Collaborative opportunities are offered in this course, but the expectation with exams is that the work is done independently.
- b. **Plagiarism:** All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
- c. **Online Etiquette:** All online communications are expected to be well thought out and respectfully delivered. Unlike spoken conversation, the written word remains!

VIII. **Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Contact information for important ULM student services:

- \* Student Success Center <http://ulm.edu/studentssuccess/>
- \* Counseling Center [www.ulm.edu/counselingcenter](http://www.ulm.edu/counselingcenter)
- \* Library [www.ulm.edu/library](http://www.ulm.edu/library)
- \* Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

**Special Accommodations for Students with Disabilities:** Current policies on serving students with disabilities can be obtained at for the ULM website: [www.ulm.edu/counselingcenter](http://www.ulm.edu/counselingcenter)

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

**Mental Wellness on the ULM Campus:** If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- ULM Counseling Center; 1140 University Avenue; 318-342-5220
- Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

**Sexual Harassment or Gender-Based Discrimination:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix).

**Appendix**

This course will apply a specific type of project-based learning called studio-based pedagogy. In studio-based pedagogy, most work is focused on a single design project. Throughout the semester, students receive various types of support from peers and instructors to improve their designs. Elements we will be applying include:

- A central project that is the focus of the course. We will use our signature assignment: creating a transmedia learning space.
- Peer Feedback: Students help each other develop their designs by sharing drafts and receiving feedback. We will use a Moodle forum to provide peer feedback.
- Desk Crits: A student and instructor work together to refine their design. You will sign up for two 15-minute desk crits with the instructor, and you are encouraged to listen in to other desk crits. They will take place over Zoom.
- Midterm Crits: Students present their designs for a group and receive critiques from the instructor, peers, or other professionals. You will sign up twice for an hour-long midterm crit. Midterm crits will be done in groups of 4-5 and will also take place over Zoom.

Additional elements of the course include:

- Weekly readings and/or video lectures
- Short weekly activities
- Optional digital tool tutorials per student request

**Course Schedule**

*The schedule is subject to change. Always check Moodle for the most up-to-date details on assignments and deadlines.*

<b>Week</b>	<b>Informational Topic</b>	<b>Reading (see Moodle for links)</b>	<b>Assignments</b>	<b>Studio Critiques</b>
1: 6/1-6/6	Theory: New Literacies, Transmedia, and studio pedagogy	Misc. online resources; See Moodle	Activity 1*	Forum: Project Q and A
2: 6/7-6/13	Theory: Design, learning, and design processes	Misc. online resources; See Moodle	Activity 2 **SA Project Proposal (due 6/13)	Peer Feedback 1 (Desk Crit 1 by signup***)
3: 6/14-6/20	Skill: Instructional text and typography	Design for Learning†, Chapter 27	Activity 3	Peer Feedback 2 (Desk Crit 1 by signup)
4: 6/21-6/27	Skill: Color and graphics	Visuals in Learning Design	Activity 4	Peer Feedback 3
5: 6/28-7/4	Theory: Cognitive learning theories	Student Guide for Learning Design: Cognitivism	Activity 5	Midterm Crit 1
6: 7/5-7/11	Skill: Audio and video	Design for Learning, Chapters 28 and 29	Activity 6	Peer Feedback 4 (Desk Crit 2 by signup)
7: 7/12-7/18	Skill: Web design	Web Design	Activity 7	Midterm Crit 2 (Desk Crit 2 by signup)

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8: 7/19-7/25	Theory: Learning through designing	Misc. online resources; See Moodle	Activity 8	Peer Feedback 5 (Desk Crit 2 by signup)
7/26-8/2	Complete Signature Assignment (due 8/2)			

\*Weekly Activities may be broken into two assignments (example: 1A, 1B)

\*\*SA = Signature Assignment

\*\*\* Complete 2 desk crits during the semester. Sign up for a time during weeks 2-3, and weeks 6-8. See Moodle for details

†This book is available for [free online](#), but you can also order a [printed copy from Amazon for about \\$10](#).

### **Assignments and Grading**

(see Moodle for full assignment descriptions)

Assignment	Description	Due Date	Points
Weekly Activities (8)	Short assignments or quizzes on weekly content focus	Sunday nights	20 * 7 = 140 (drop lowest)
Peer Feedback Forums (5)	Post a draft of a design to the forum; provide constructive feedback to peers on their projects	<ul style="list-style-type: none"> <li>• First post due Friday night</li> <li>• Three feedback posts due Sunday night</li> </ul>	30 * 4 = 120 (drop lowest)
Project Proposal	Proposed project topic, products, and timeline	Sunday, 6/13	100
Desk Crits (2)	Schedule a 15-minute time slot with instructor to share progress on project and receive feedback (1:1 with instructor on Zoom)	Two desk crits: <ul style="list-style-type: none"> <li>• Weeks 2-3</li> <li>• Weeks 6 or 8</li> </ul>	50 * 2 = 100
Midterm Crits (2)	Small group crit (4-5 students, 60 minutes long, on Zoom)	Two Midterm Crits: <ul style="list-style-type: none"> <li>• Week 5</li> <li>• Week 7</li> </ul>	50 * 2 = 100
Signature Assignment	Transmedia Learning Space + Reflection	Monday, 8/2	440
<b>Total Points</b>			<b>1000</b>