



DOANE UNIVERSITY

Course Syllabus

Course Information

IDT-630
Multimedia Instruction
WIN-2-2019
3 Credit Hours

Instructor Information

Allison Hunt
Doane University

Contact Information

Office: 5000 Building, LNK Campus
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Phone: 402.467.9039

Communicating With the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will

try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

Course Catalog Description

This course will discuss multimedia instruction research and the pioneers in the field. Students will critique multimedia design principles, such as Richard Mayer, and their use to create effective eLearning content. Students will also examine cognitive load theory and motivational types of engagement to evaluate how these factors can enhance or hinder learners' engagement with eLearning content.

Course Prerequisites

IDT-610, IDT-620

Course Textbook and Materials

Required (to purchase)

Bruning, R.H., Schraw, G.J., & Norby, M.M. Cognitive Psychology and Instruction (5th Edition). Pearson Education, 2010.

ISBN-13: 978-0132368971

ISBN-10: 0132368978

Clark, R.C. & Mayer, R.E. e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning, Third Edition. Pfeiffer Publisher, 2012.

Print ISBN:9780470874301

Online ISBN:9781118255971

Learning Objectives

Course Objective	Module Objectives
1. Synthesize how people learn and the processes that occur in the brain.	Week 1: 1.1 Define what learning is. 1.2 Define elearning. Week 2: 1.3 Explain how information is processed using the modal model. 1.4 Explain the function of the three types of memory in the modal model. 1.5 Explain the role of working memory in learning. 1.6 Explain the factors that affect how memories

	<p>are formed.</p> <p>1.7 Discuss how automaticity impacts cognitive processes and the capacity to learn.</p> <p>Week 4:</p> <p>1.8 Explain the process of encoding, retrieval, and recall in learning.</p> <p>1.9 Explain how individuals effectively learn and retain information for later recall.</p> <p>1.10 Provide examples that exemplify various strategies of encoding simple information.</p> <p>1.11 Design eLearning activities that exemplify effective strategies to encode complex information.</p> <p>Week 7:</p> <p>1.12 Explain how multimedia can be designed to facilitate long-term storage and future recall.</p>
2. Explain the concept of cognitive load theory (CLT) and the importance of long-term memory in learning.	<p>Week 2:</p> <p>2.1 Describe cognitive load theory and its impact on the process of learning.</p> <p>2.2 Identify the major components of cognitive load theory.</p> <p>2.3 Explain how the three types of load in CLT work in tandem.</p> <p>Week 3:</p> <p>2.4 Describe the role of long-term memory (LTM) in learning.</p> <p>2.5 Distinguish between the types of knowledge in memory.</p> <p>2.6 Analyze the differences between semantic and episodic memory.</p> <p>2.7 Explain how schemata fits with <i>concepts</i> in the <i>building blocks of cognition</i>.</p> <p>Week 7:</p> <p>2.8 Distinguish the differences between cognitive theories and motivational theories of multimedia learning.</p> <p>2.9 Identify examples of generative processing in instructional methods.</p> <p>2.10 Analyze the relationship between motivational features in multimedia and CLT.</p> <p>Week 8:</p> <p>2.11 Examine various cognitive overload scenarios and make evidence-based recommendations for repair.</p>
3. Differentiate multimedia principles in various eLearning material.	<p>Week 5:</p> <p>3.1 Differentiate Mayer's 12 Principles of</p>

	<p>Multimedia.</p> <p>3.2 Illustrate examples of Mayer's 12 principles of multimedia.</p> <p>3.3 Present best practices of designing multimedia in ways that help people learn.</p> <p>3.4 Explain the principle presented in various eLearning examples.</p> <p>Week 6:</p> <p>3.5 Describe common multimedia principles.</p> <p>3.6 Identify multimedia theories in design examples.</p> <p>Week 7:</p> <p>3.7 Analyze the relationship between cognitive load theory and principles of design.</p> <p>3.8 Explain how to optimally design multimedia using the concepts of CLT and multimedia principles for effective learning and retention.</p> <p>3.9 Synthesize principles of CLT and multimedia.</p> <p>Week 8:</p> <p>3.10 Present examples of multimedia that illustrate both principles of multimedia and CLT.</p>
4. Evaluate the effectiveness of various multimedia using design principles.	<p>Week 6:</p> <p>4.1 Identify the properties of <i>effective</i> multimedia in online learning.</p> <p>4.2 Differentiate between examples of effective and ineffective multimedia.</p> <p>4.3 Critique the effectiveness of eLearning examples using multimedia principles.</p> <p>Week 7:</p> <p>4.4 Explain why the multimedia design impacts a learner's cognitive load.</p> <p>Week 8:</p> <p>4.5 Identify examples of Reynold's seven principles of design.</p> <p>4.6 Extrapolate on Reynold's seven principles of design using CLT theory.</p> <p>4.7 Synthesize Reynold's seven principles of design and CLT theory.</p>

Course Requirements

Attendance Policy

You should plan to work on this course everyday. This means that you absolutely **must have a reliable and consistent internet connection** throughout the duration of the course. This also strongly suggests that you should **not plan to take any vacations** during this course. This is a condensed, fast-pace, course and it would be extremely difficult to catch up after a prolonged absence.

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. **I do have a digital office available to answer questions for those who prefer F2F conversations.**

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. I would suggest that you complete all readings by either Monday or Tuesday night in order to meet the deadlines for the assignments that week. *Attendance* in an online course means logging into the Blackboard and on a regular basis and *participating* in the all of activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires 144 hours of student work. Therefore expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Late or Missed Assignments

I have a very simple late policy: I do not accept late assignments. If there is a medical or family emergency and I am notified prior to the deadline of an assignment, an extension may be given.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Do not send them to me via email.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:

- a. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."
- b. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."
- c. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.
- d. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.

Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators

For more information on the sanctions for academic dishonesty, please visit the website:

<https://catalog.doane.edu/content.php?catoid=16&navoid=1333>

Course Grading

Grades, Grading Scale, Feedback

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

Grading Scheme/Module Schedule:

Papers (25%)

You will have six (6) papers and they range anywhere from 3-6 pages in length. The papers are found in Weeks 1, 2, 3, 6, 7, & 8. These papers will focus on a critical analysis of the intersection of concepts. These will be due Sunday by 11:59PM CST.

Journal (10%)

There will be four (4) journals, due in Weeks 1, 3, 5, & 8. These journals are a place to practically apply principles and concepts to the profession of instructional design. These will be due Saturday by 11:59PM CST.

Individual Multimedia (15%)

There will be five (5) IM assignments, due in Weeks 1, 2, 3, 4, & 5. This will require you to create a variety of multimedia activities that exemplify particular principles of a given week. These will be due Thursday by 11:59PM CST. Specifically, they are:

- Wk 1 - Infographic
- Wk 2 - 1min, Explain, Go!
- Wk 3 - Video Response
- Wk 4 - eLearning Activity
- Wk 5 - eLearning Activity

Group Work (15%)

There will be eight (8) group activities; you will see these every week of the course. The idea is to construct knowledge together (rooted in constructivism) and to further develop one's understanding of concepts, examples, definitions, and principles. The individual response will be due Thursday by 11:59PM CST while the peer response will be due Saturday by 11:59PM CST.

Quizzes (10%)

There will be four (4) quizzes, due in Weeks 2, 3, 5, & 8. You should be aware that there are very few questions in each quiz. You will have two attempts on each quiz however. Each question is carefully crafted and will require application of concepts. I.e. these are not easy-

peezy, elementary, multiple-choice questions, so you will need to know your stuff going into the quiz. These will be due Friday by 11:59PM CST.

Examples & Constructs (25%)

There will be seven (7) EC assignments, due in Weeks 2, 3, 4, 5, 6, 7, & 8. These assignments include example problems, case studies, worked examples, short answers, and analogies.

These will all mostly be due Wednesday by 11:59PM CST. Specifically, they are:

- Wk 2 - Example Problem, Analogy
- Wk 3 - Graphic Organizer
- Wk 4 - Problem Scenarios, Analogy
- Wk 5 - Graphic Organizer; Short Answer
- Wk 6 - Worked Example; Graphic Organizer
- Wk 7 - Graphic Organizer; Case Study
- Wk 8 - Solve the PowerPoint

Feedback: Please allow 3-5 days for feedback on assignments. This timeframe is dependent upon the level of detail that I provide and the number of students in the course. I expect you to read my feedback and make changes if needed. If you do not know how to look at feedback using the My Grades tool in Blackboard, please notify me immediately.

How to Succeed in this Course

- Check your Doane email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Accessibility Services

Doane University Access/Services for Students with Disabilities

<http://www.doane.edu/disability-services>

Contact Person: Cuddy MacNeill Phone: 402.467.9031 Email: cuddy.macneill@doane.edu

Self-Identification Form: <https://www.doane.edu/student-disability-identification-form>

Academic Support

Contact Person: Tere Francis Phone: 402.466.4774 Email: terese.francis@doane.edu

<https://www.doane.edu/graduate-and-adult/academic-support>

Student Services

<http://www.doane.edu/gps/student-services>

Student Conduct Statement

Students are required to adhere to the behavior standards listed in **Doane University Policy Manual**

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu>

Instructional Technology Accessibility and Privacy Policies

<http://www.doane.edu/instructional-design-services/policies>

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.