

Syllabus

EDTECH 511: Interactive Courseware Development (Spring 2015)

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Office Hours: Tuesday, Wednesday, and Thursday (13:00-15:00).

*Email is the best way to reach me. If I haven't responded within 48 hours, please email me again. Contact me in other ways as needed.

Online Meeting Room (<http://edtech.adobeconnect.com/hung/>): The meeting room allows us to communicate with audio, video, and screen sharing. If you feel the needs, welcome to schedule appointments with me.

Conceptual Framework

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

Course Description

Introduction

This course is ideal for beginners with little or no prior experience using Flash software, a web animation authoring tool. The class provides experience developing web-based

multimedia materials that contain sound, graphic, animation, and interactive components. Students will learn how to:

- Examining and evaluating existing Flash projects
- Gain hands-on experience in Flash through a series of practical skills-building tasks
- Planning and creating a meaningful, and authentic final project such as:
 - An informational or instructional tutorial OR
 - A dynamic simulation, OR
 - An engaging multimedia activity

Regardless of whether you're interested in animation applications in teaching and learning, or other fields, you'll find lots of instructional ideas and develop technical skills. This course will expand your thinking about animation, interaction, and multimedia projects. It will also build your technical skills in using Adobe Flash. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online activities. EDTECH 511 is structured in such a way to allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

Course Objectives

Each student will have the opportunity to:

1. Explore, categorize, and evaluate existing Flash projects.
2. Create basic Flash projects that incorporate animation, interaction, and multimedia elements.
3. Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues.
4. Design and develop an interactive instructional program using Flash.

Future of Adobe Flash

I know that you might have a lot of questions and concerns about future of Adobe Flash when Adobe discontinued the development of Flash Player for mobile devices. However, almost all web developers (including myself) believe Flash will still be the major tool for responsive and rich media web design because it remains the best tool for interactive video, animation and 3D online (<http://www.netmagazine.com/features/15-top-web-design-and-development-trends-2012>).

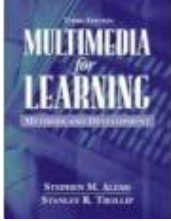
In addition, mobile developers can utilize Adobe AIR platform to package Flash contents into Apple iOS and Google Android applications. Adobe keeps improving core functions of Adobe Flash, including the support of HTML5 and HTML5 Canvas.

(<http://www.mikechambers.com/blog/2011/11/10/flash-professional-and-the-future/>).

Course Materials

Books

Required Text:



Alessi, S. M. & Trollip, S. R. (2001). *Multimedia for Learning: Methods and Development* (3rd edition). Allyn & Bacon.
ISBN: 0205276911

Suggested Text:

The tutorial videos in this course will take you through the software with step-by-step examples. If you prefer a reference format, I recommend the following book:

- Adobe Creative Team (2013). *Adobe Flash Professional CC Classroom in a Book*. Adobe Press.

Tutorial Video

We will use a series of instructional videos recorded by the course instructor or free videos produced by Atomic Learning or recorded by the instructor. You can access Atomic Learning video by logging into

<https://secure2.atomiclearning.com/sso/shibboleth/boisestate> using your bronco ID and password.

Required Software

Option 1. Subscription

If you haven't purchased any Adobe Applications before, you might consider subscribing to the "[Adobe Creative Cloud for Teachers and Students](#)" (19.99/month) for this course. When you subscribe to the Adobe Creative Cloud, please make sure it includes Flash Professional in the plan.

Option 2. Application Suite

The interface and major functions of Flash Professional are the same from Flash CS4 to Flash CC. Therefore, you can also use the following versions: Flash Professional CS4, CS5, CS5.5, CS6, or CC for this course. If you are interested in buying the Suite for other courses in the program, please purchase Adobe Suite 6 Design and Web Premium (including Illustrator CS6, Photoshop CS6 Extended, InDesign CS6, Acrobat X Pro, Flash CS6, Dreamweaver CS6, Fireworks CS6, Bridge CS6, and Media Encoder CS6).

Teachers and students are eligible for an academic discount on Adobe software. Software may be obtained at either of the following places:

- BSU Bookstore: <http://www.boisestatebooks.com/> (Click the Software link under Technology)
- Academic Superstore: <http://www.academicssuperstore.com/>

Student Course Sites

You will develop and display your work on your EDTECH student web site. I will show you how to "FTP" your assignments to your personal web space.

Major Assignments

- Final Project Proposal: You will submit a complete design document outlining the details of your final Flash project.
- Final Project & User Manual: You will submit an interactive courseware and a user manual based on your project design proposal.

Course Grade

Assignments are typically due by 11:59 PM Mountain Time on Wednesdays. The course project developed by the student will account for approximately half the course grade; Assignment and participation will account about equally for the remaining half.

Grading Cycle

All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date.

Assignment List	AECT Standards	Points
Assignment 1	1.1.3b; 2.0.1; 2.0.2; 2.3.2	50
Assignment 2	1.1.3b; 2.0.1; 2.0.2; 2.3.2	50
Assignment 3	1.1.3b; 2.0.1; 2.0.2; 2.3.2	50
Assignment 4	1.1.3b; 2.0.1; 2.0.2; 2.3.2	50
Assignment 5	1.1.3b; 2.0.1; 2.0.2; 2.3.2	50
Participation		50
Project Design Proposal	1.1.1a; 1.1.3a; 2.2.2; 4.4.2	100
Final Project & User Manual	1.1.3b; 2.0.1; 2.0.2; 2.3.2; 2.4.1	200
Total		600

Grades at the end of the course will be determined by the point scale shown in the table below.

Point Scale for Final Grades:	
Grade	Points Required
A+	590 – 600
A	560 – 589
A-	540 – 559
B+	520 – 539

B	500 – 519
B-	480 – 499
C+	460 – 479
C	440 – 459
C-	420 – 439
F	0 – 419

Late Work Policy:

Late work will have a penalty of 10% taken off for each day late. Work that is more than one week late will not be accepted. Due dates falling within the last two weeks of class are final and those assignments may not be submitted late. Plan to spend between 9-12 hours per week on this class.

Communication:

I typically respond to e-mail twice per day Monday through Friday except for holidays, BSU break, or during other unavoidable situations that sometimes come up (e.g. MLK day, spring break, power failure, out of town presenting a paper, etc.). If you send an e-mail during the week you should typically have a reply within 24 hours unless it is late Friday or the weekend. I catch up on weekend e-mail on Mondays. If you do not receive a reply to your e-mail within a reasonable period of time please send it again. Sometimes e-mail is captured by SPAM filters, is addressed incorrectly, or just simply does not make it through. Also, check your own e-mail filters that screen out junk mail. In the past, my replies to students have sometimes been filtered out and they did not receive them until they checked the junk e-mail box.

University Policy for Incomplete Grade

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Student work has been satisfactory up to the last three weeks of the semester
- Extenuating circumstances make it impossible for the student to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

Standards Addressed

AECT standards

The evaluation criteria are based on AECT standards for students.

- Write appropriate objectives for specific content and outcome levels (1.1.1a).
- Produce instructional materials which require the use of multiple media (1.1.3a).
- Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application (1.1.3b).
- Select appropriate media to produce effective learning environments using technology resources (2.0.1).
- Use appropriate digital productivity tools to develop instructional and professional products (2.0.2).
- Apply development techniques such as storyboarding and or scriptwriting to plan for the development of audio/video technologies (2.2.2).
- Design, produce, and use digital information with computer-based technologies (2.3.2).
- Use authoring tools to create effective hypermedia/multimedia instructional materials or products (2.4.1)
- Apply a planning process for the development using tools such as flowcharts and timelines (4.4.2).

Accommodations

To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.