EDUC 6053

Design for Multimedia Instruction and Digital Media

Course Description

As a component of the e-Learning and Instructional Design Program, the student will explore the design, development, and integration of digital media to enhance the learning experience and investigate how media, emerging and mobile tools, and online applications impact technology-enriched learning environments.

Course Prerequisites

None

Required Materials

Teaching In A Digital Age by Anthony William (Tony) Bates. ISBN: 978-0-9952692-0-0

https://pressbooks.bccampus.ca/teachinginadigitalagev2/ (Links to an external site.)

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Program Learning Outcomes

Enter program learning outcomes

1	Connect instructional design theories to real-world applications for effective online teaching and e-teaching.
2	Exhibit requisite skills required for online e-technologies and instructional design.
3	Demonstrate a working knowledge of digital devices and media design.

| 4 | Participate in, promote, and model life-long learning relative to e-learning and instructional design. |
| 5 | Integrate Christian Ethic of Care in all Instructional Design leadership and development capacities by:

• promoting digital citizenship;
• modeling the safe and effective use e-technologies;
• promoting design for a culturally responsive society. |

Course Learning Outcomes

CLO#1	Examine fundamental changes in education and skills needed in the digital age.	PLO(s)#1
CLO#2	Explore the various methods of teaching and how they have been impacted by the use of multimedia.	PLO(s)#1, 2, 3
CLO#3	Examine forms of multimedia and determine what is best for delivering online instruction	PLO(s)#1, 2, 4
CLO#4	Identify differences between media	PLO(s)#3
CLO#5	Research trends in open education and ensure quality while teaching in a digital age.	PLO(s)#1, 4, 5

Course Learning Assignments and Assessments

Grading

Discussions/Video Discussions	20%
Multimedia Instructional Video Project	20%
Animated Instructional Project	20%
Hybrid Learning Environment Lesson Plan	20%

Hybrid Learning Environment Implementation	20%
Total	**100%**

Discussions/Video Discussions – 20%

This course will consist of a combination of written and video discussions. The student is required to post at least three video discussions. It may be your initial post or a response to a classmate.

In an online learning community, discussions are imperative to both the success of the individual student as well as the greater good of the group. Therefore, monitoring and engagement of the discussion thread throughout the window are expected. Through interactions with peers and the instructor, the student will question, encourage, promote critical thinking, elaborate, clarify, probe, and prompt. Personal examples and resources should be openly shared. The discussion forum is a safe place, and professionalism and Christian ethic of care is expected. Some examples include:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having read the colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on the colleague's posting.
- Ask for evidence that supports the posting.

The instructor has only what the student posts to determine preparation and level of understanding. Therefore, it is imperative that the student clearly states responses to the prompts, including personal experiences, connections to course resources (readings, videos, etc.), and questions related to further exploration or application of the topic.

The following format must be used for online discussions:

The initial post is due Thursday by 11:59 PM/EST

Monitoring and engagement through replies to peers plus instructor must be evident throughout the window: Initial post Thursday; interactions Friday OR Saturday; interactions on Sunday. Failure to interact and/or respond will result in a lower grade. Submitting the minimum number of posts does not automatically mean a maximum number of points.

Multimedia Instructional Video Project - 20%

Create a Multimedia Instructional Video presentation about a topic that you're passionate about. The video must be between 1 to 5 minutes in length, including audio and visual aids. Explore the different types of technology available. There are a lot of free tools.

- Screen Capture (ScreenCast-O-Matic.com)
- Video Camera (cell phones, tablet, and PC webcams)

The video should be uploaded to a shared environment for review and grading. This could include (your online module created during EDUC 6033, a link to a Blog, Padlet, Google Drive, YouTube, DropBox, etc.) Submit the instruction for viewing and link to your video in the assignment link within Canvas.

Animated Instructional Project - 20%

Create an animated digital presentation using tools like Voki and Animaker. These sites provide opportunities to create avatars to engage learners of all ages. The presentation may consist of an introduction to your Distance Education Project, welcome video, self bio, etc. This is your opportunity to be creative and allow your personality to shine. You may record/upload your voice or select voices provided by the software if available for video narration. The video should be between 1-2 minutes in length.

- Voki https://www.voki.com/ (Links to an external site.)
- Animaker https://tool.animaker.com/login (Links to an external site.)
- Articulate or Storyline or also options

The video should be uploaded to a shared environment for review and grading. This could include (your online module created during EDUC 6033, a link to a Blog, Padlet, Google Drive, YouTube, DropBox, etc.) Submit the instruction for viewing and link to your video in the assignment link within Canvas.

Hybrid Learning Environment Lesson Plan - 20%

The final project is divided into two parts. Part 1 is to create a Hybrid Learning Lesson Plan about a topic, subject, or issue of your choosing. Consider catering it to your chosen profession. Part one is to create the lesson plan to include the following sections:

- Lesson Context (Description/Topic of your lesson)
- Target Outcomes (Target outcomes)
- Target Audience (General demographics)
- Medium/Online Elements (technology used, select technology that you have some interest in that you may want to use in your classroom or training sessions.)
- Face-to-Face Elements (In-class activity)
- Storyboard (Step by step instructions of how the learners will access and move through the lesson)
- Assessments (Forms of assessments/assessment tools)

*See document template

Submit this assignment using the assignment link in Canvas.

Hybrid Learning Environment Implementation - 20%

As a final portion of the project in this class, you will create the Hybrid Learning Environment based on the emerging educational multimedia technology of their choice. This is a shared hosted environment (your online module created during EDUC 6033, Google Classroom, Google Drive, Canvas, Moodle, etc.) The Hybrid Learning Environment **should *include learning content described in your lesson plan and may include items created using some of the tools covered in this and previous courses***, web links, video, and audio narration. Make sure to include login information as I must be able to access the content for grading.