

Course Number: EDMD 7200
Course Title: Computer-Based Instructional Design
Instructor: Dr. Sara Wolf (844-3082)
4066 Haley Center Office Hours: by appointment and
wolfsa1@auburn.edu Tue 2:30-4:00

Credit Hours: 3 semester hours

Date Syllabus Prepared: January, 2006

Text: Green, G. & Rudner, A. (2003). *Macromedia Dreamweaver mX H.O.T. Hands-on training*. Berkeley, CA: Peachpit Press
Marcovitz, D. M. (2004). *Powerful PowerPoint for educators: Using visual basic for applications to make PowerPoint interactive*. Westport, CT: Libraries Unlimited.
Simpson, C. (2001). *Copyright for schools: A practical guide* (4th ed.)
Worthington, OH :Linworth. [One copy on room-reserve in the LRC]
Williams, R. & Tollett, J. (2000). *The non-designer's web book* (3rd ed.). Berkeley, CA: Peachpit Press.
Other readings as assigned by the instructor

Additional Materials:

- Students are required to purchase at least one (“flash,” “thumb,” “keychain” drives, etc.) to be used in the computer classroom and labs on campus. It is strongly recommended that students purchase media that is compatible with home computers as well as campus computers so as to facilitate the completion of class activities outside of regularly scheduled class meeting times.
- Students may wish to purchase copies of the software used in class for their use at home. Information concerning purchasing information will be provided to students in class.
- Students must activate their Auburn University public Web-space. This can be done by following the procedures outlined in the *Survival Guide* published by OIT.
- Students must set up their “home” index pages so that it resembles the graphic below. Specific directions for completing this will be provided in class. Using a web page as the home index page will not be acceptable for this course.

Index of /~wolfsa1

<u>Name</u>	<u>Last modified</u>	<u>Size</u>
 Parent Directory	29-Jul-2004 14:18	-
 6000/	23-Apr-2004 13:37	-
 7200samples/	23-Apr-2004 13:37	-
 7200emailtest.htm	17-Mar-2003 16:41	1k
 AASL/	23-Apr-2004 13:37	-
 CBiresearchS02.ppt	11-Feb-2002 18:04	107k
 EDMD3300-F04/	19-Oct-2004 18:21	-
 GeesBend/	27-May-2004 13:11	-
 JSsamples/	12-Feb-2002 18:15	-
 LAMP/	24-Sep-2002 13:26	-
 Mvc-009s_41.jpg	11-Feb-2002 19:09	40k
 Rachel/	18-Jan-2001 15:51	-
 Sari.jpg	18-Jun-2001 13:14	54k

Course Description: Applying computer-based instructional design skills, students will develop instructional products using hypermedia software and multimedia elements.

Course Objectives: After appropriate learning experiences,

The student will demonstrate:

1. Skills in multimedia production including the creation of text, graphics, animations, videos or audio elements
2. Skills in production of a hypermedia CBI product
3. Skills in the use of hardware such as scanners, projection systems, digital cameras, and other digital imaging equipment
4. Skills in the use of supporting software for the planning and evaluation of CBI products

and, the student will apply:

1. Principles of instruction design based on theory and research in the generation of specific instructional products
2. Principles of layout and design in the production of visual images
3. Principles of developmental testing and validation in the evaluation of a specific instructional product

Course Requirements: Students are required to:

1. Discuss assigned readings in class. Readings will be assigned throughout the semester and discussed during class meetings. There also will be periodic online discussions. Students will be expected to participate in these discussions that are based on assigned readings and issues developed from class discussions.
2. Keep an online journal documenting the CBI processes utilized, exercises completed during class throughout the semester, as well as personal & professional reflections regarding concepts learned in class. There will be periodic assignments regarding the topics of the entries, but the majority will be developed by the student. A minimum of two entries per week are expected. This journal will be regularly published to each student's web-space.
3. Keep an online portfolio of productions generated. These include (but are not limited to):
 - a. Documents for the design, development, and evaluation of a CBI product
 - b. Notes on procedures used to create original graphics or other media elements
 - c. Multimedia elements for inclusion in a CBI product (graphics, sound files, animations, etc.)
 - d. Electronic samples of in-class activities
 - e. A Web-based instructional module (WebQuest)
 - f. A computer-based instructional module (PowerPoint format) in tutorial format
4. Design and develop one (1) Job aid for an approved procedure within Dreamweaver, Inspiration, or Photoshop. The job aid should include (specific information will be communicated in class):
 - a. A goal statement or learning objective
 - b. Well-written directions for the procedure

- c. Appropriate visual aids
5. Design, develop, publish and present a well-written, instructionally sound, WebQuest. Each WebQuest should include (specific information will be communicated in class):
 - a. An introduction
 - b. A task
 - c. A process list (including student resources)
 - d. An evaluation
 - e. A conclusion
 - f. A teacher page
6. Collaborate to design, develop and evaluate a well-written, instructionally sound, CBI tutorial. Each tutorial should include (specific information will be communicated in class):
 - a. Design
 - i. Goal statement and rationale
 - ii. Content analysis (content outline, objectives, prerequisite skills, target audience).
 - iii. Evaluation tool (objective test; 15-20 questions).
 - b. Development
 - i. Flowchart, CAR story board, development timeline
 - ii. Working product
 - c. Evaluation
 - i. Evaluation procedure.
 - ii. One-on-one evaluation summaries (for at least 5 people).
 - iii. Test item analysis.
 - iv. List of recommended revisions.
 - d. Class Presentations
 - i. Mid-term presentation.
 - ii. Final presentation

Course Content:

The semester will be broken into two halves. The first half will focus on the development of basic web design skills, and will culminate in the presentation of a WebQuest that has been developed by each student. The second half will focus on the development of elementary programming skills using Visual Basic for Applications (VBA) inside the PowerPoint environment. The culmination of this portion of the semester will be a collaboratively designed and developed interactive tutorial. While the second part of the semester is focused on the VBA elements, the instructional part of that assignment (the content) will be presented in PowerPoint. Therefore, I strongly recommend that students work throughout the first half of the semester on developing the bulk of the instructional portion of their tutorials within PowerPoint. The *interactivity* will be developed in the second half of the semester.

Course Calendar: Part I

Weeks
 1-7:
 HTML
 & Web
 Design

Date	Topic/Activity(ies)		Reading/Assignment Due
Jan 9	Overview of WebCT site; Introduction to course; Formation of design teams	FTP vs. "Drag & Drop"	Verify personal Web Space on AU server is active and working
Jan 16	MLK Day Holiday - Classes Not In Session		
Jan 23	Digital Resource Lab Orientation (Todd Jennings) – RBD Library	<i>On your own:</i> Walk through Green Ch. 1-3 in front of a computer; Define a site for use with your Flash drive	Green (Ch. 1-3) Williams (Ch. 1-2) Personal Index Pages Due (online & WebCT email)
Jan 30	What is Hypertext?	Getting Started in Dreamweaver (Text, images & tables; links & navigation)	Initial Banner Page due (online & WebCT email) Green (Ch. 4-7) Williams (Ch. 3-8)
Feb 06	OELE, PBL, & WebQuests	Web Design & Layout Considerations	Dodge Brush & Saye Hannafin, Land & Oliver Williams (Ch. 9-10)
Feb 13	Basic Photoshop Skills	Intermediate Dreamweaver Skills (Templates & Libraries)	Accessibility Issues (Tracy Donald) Green Ch. 9, 17, 18 Williams (Ch. 11-13)
Feb 20	Technology Standards		Content Analysis due (paper)
Feb 27	Midterm Presentations	Getting Started w/ VBA	Marcovitz (Ch. 1) WebQuests due (online)

Note: At this point, the bulk of the tutorial content should be completed inside PowerPoint

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Course Calendar: Part II

Weeks
 8-15:
 VBA
 &
 Power
 Point

Mar 06	Systematic Instr. Design & Software Types		Introduction to VBA Scripting	Marcovitz (Ch. 2-4) Goal & Rationale Statement due (paper)
Mar 13	More Design Considerations in CBI		VBA Quizzing & Testing	Marcovitz 5-7 Flowchart due (paper)
Mar 20	Multimedia Design & Management		More VBA Scripting	Marcovitz (Ch. 8) Storyboard due (paper)
Mar 27	Spring Break - Classes Not In Session			
Apr 3	Evaluation Techniques		VBA Debugging	Marcovitz (Ch. 9) Job Aid Due (online & paper)
Apr 10	AERA Annual Meeting - No Formal Class Meeting Development / Peer Evaluation of Tutorials			
Apr 17	Copyright Considerations		VBA & PowerPoint Templates	Marcovitz (Ch. 10) Evaluation Procedure due (paper)
Apr 24	Development			
May 01	Final Presentations			Tutorial Project Due [cd/flash] (including update design/planning documents & remaining evaluation documents)

Readings:

- Brush, T. & Saye, J. (2000). Implementation and evaluation of a student-centered learning unit: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Dodge, B. (2002). Some thoughts about WebQuests. In *The WebQuest Page* Retrieved December 20, 2004 from http://webquest.sdsu.edu/about_webquests.html
- Hannafin, M., Land, S., & Oliver, K. (1999). Open learning environments: Foundations, methods, and models, In C. Reigeluth (Ed.), *Instructional Design Theories and Models, Vol II*. Mahway, NJ: Erlbaum.

Grading and Evaluation Procedures: The final grades for the course are based on the projects described above and class participation. Points will be awarded as follows:

1.	Online Journal	30
2.	Online Portfolio (Banner)	15
3.	Job-Aid	30
4.	WebQuest	90
5.	Tutorial	90
6.	Homework	25
7.	Participation/Attendance	20
<i>Total:</i>		300

The following grading scale will be used to assign final grades for the course:

90-100% (270 pts).....A	Any assignment presented or turned in late will
80-89.9% (240 pts).....B	be penalized 10% for each calendar day that it is
70-79.9% (210 pts).....C	late (up to 3 days). Late assignments presented
60-69.9% (180 pts)..... D	or turned in late after three days will not be
Below 60% (<180 pts)..... F	accepted and will receive a grade of 0.

Class Policy Statements:

Special Notes:

1. It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work assigned in the time available.
2. Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more* time is needed than is available in the class meeting schedule for the successful completion of these projects.
3. The instructor may request to see a student's disk and assignments (electronic portfolio) at any time during the semester in order to assess progress.
4. Students are also *strongly* encouraged to contact the instructor regularly during class, office hours, or via e-mail for assistance.
5. Assignments are due **at the beginning** of the class period noted. In cases where assignments are submitted electronically, they are due *prior to the beginning* of the class indicated on the schedule.
6. Assignments submitted late do not receive a grade of "A."

Attendance: Students are expected to attend all scheduled class sessions. The attendance policy is as specified in the Tiger Cub Student Handbook. You are responsible for keeping up with your work and what is going on in class. If you are absent, late or leave early, you are still responsible for deadlines on exercises and exams. Students are responsible for initiating arrangement for missed work due to excused absences.

Please note, due to the nature of the course and the highly technical nature of the main projects, it is imperative that students attend and actively participate in scheduled class activities. In order to make the most of the development time available to students there will be times when students are expected to assist each other in the resolution of

technological “glitches” that will occur. Failure to attend classes will seriously impact the “participation” portion of the student grade.

Make-up quizzes & exams; extensions on due dates: Make-ups and/or extensions will be given only for University approved excuses as outlined in the Tiger Cub. Arrangements to take a make-up quiz or an exam must be made in advance. Students who miss a quiz, exam, or assignment due date because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Please note, notification of an absence from class does not necessarily constitute an “excused” absence.

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in the letter grade of “F” for all parties involved. See the Tiger Cub Student Handbook for more specific information.

Accommodations: It is the policy of the University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students, unavoidable technical difficulties and/or in light of university and academic schedule changes.