

# **ID 475 Interactive Multimedia for Training**

## **Instructional Design Program, School of Teacher Education**

### **Western Kentucky University**

#### **Fall 2024 (08-19-24 – 12-11-24)**

**Instructor:** Terri A. Stice

**Office Phone:** 270-791.0235

**Email:** terri.webb@wku.edu

#### **Office Hours:**

By Appointment

Email: Email is the fastest way to reach me. Feel free to email me at any time. I will try to respond within 24 hours.

Note: All times indicated in this syllabus and the course site refer to Central Time Zone.

#### **Course Web Site**

This is a web-based course supported by WKU's Blackboard course management system. Log in with your NetID and password at <https://wku.blackboard.com>. ID 475 will show in your course list.

#### **Catalog Description**

Application of multimedia design principles in training settings. Students will design and develop a multimedia instructional or training module prototype in a specified context.

#### **Required Texts**

- No Required textbook
- Required readings will be provided in the course site under weekly course modules.

#### **Suggested Texts (NOT required; good reference books)**

Mayer, R. (2012). *Multimedia learning* (2nd ed.). Cambridge University Press.

Reiser, R. & Dempsey, J.V. (2017). *Trends and issues in instructional design and technology* (4th ed.). Pearson.

#### **Course Goal and Objectives**

By the end of this course, you will be able to:

- Define instructional design and what instructional designers do
- Identify instructional design processes
- Apply principles and strategies of multimedia design to evaluating existing and creating new multimedia products in an instructional design setting
- Examine and evaluate current software applications for multimedia development
- Design and develop a multimedia module using appropriate software applications in training settings

## Computer Equipment

- Laptop Computers highly recommended (but not required)
- Computer with plenty of RAM processing capability
- Microphone

## Course Grades

Your final grade will be based on your performance on each individual assignment, the final project, and your participation in the class. More specifically, the following elements will be used to measure your progress toward successful achievement of course objectives. The grading scale is based on a maximum of 320 possible points.

Component	Points
Getting to Know Each Other	25 pts.
Guided Discussions	2 x 25pts. = 50 pts.
Guided Reading Response	2 x 20pts. = 40 pts.
Instructional audio podcast project	100 pts.
Instructional video podcast project	100 pts.
Professionalism	10 pts.
<b>TOTAL</b>	<b>325 pts.</b>

## Grading Scale

Grading is based on points earned. The following scale represents how points will be allocated towards a letter grade.

A	B	C	D	F
90 - 100 %	80 - 89%	70 - 79%	60 - 69%	< 60%

## Assignments and Projects

All assignments and projects will be evaluated based on the corresponding evaluation rubrics. Details about each assignment/project and its evaluation criteria will be provided in Blackboard's Course Modules content area. All assignments should be submitted to Blackboard and named appropriately following the assignment guideline (**ID475\_ Assignment YourLastName**). Assignments not named appropriately will result in a 10% deduction in grading.

### Getting to Know Each Other Activity (25 points)

Online community is important for online learning success. The first step to build an online community is to get to know each other. You will introduce yourself following a list of guided questions and then interact with each other in a Blackboard blog site.

### Guided Discussions (2 x 25pts. = 50 points)

You will have opportunities to discuss the required readings with your peer students on a variety of different topics. The discussion activities will allow the instructor to see your participation in the course. Details of these discussions will be posted in the Assignments area and the corresponding weekly folders.

### *Guided Reading Response (2 x 20pts. = 40 points)*

For Week 4 and Week 5, guided reading response assignments have been provided to assist the student in assessing the extent to which he or she has a thorough grasp of the material. Your responses will be automatically graded upon submission. You will have unlimited submission attempts, and the highest score will be recorded to calculate the final grade.

### *Instructional Audio Podcast Project (100 points)*

You will create an instructional podcast that presents audio content.

### *Instructional Video Project (100 points)*

You will create a video podcast by integrating visuals and videos into your audio podcast.

### *Professionalism (10 points)*

Your professionalism will be evaluated based on your preparation/ participation in the class and collaboration with your peers. Ensure you read the assigned chapters and materials, submit your assignments on time, and communicate professionally with the instructor and peer students.

### *Late Assignments (5% deduction per day for each day late)*

Please observe the due dates of the assignments for this course. Grades for work submitted late, without an instructor-approved excuse, will be lowered by 5% per day for each day late. In addition, late assignments may not receive extensive feedback from the instructor.

## **Course Disposition Statements**

Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science's new disposition statements.

<b>Level 1</b>		<b>Level 2</b>	
<b>Indicator</b>	<b>Description of Target Level 5</b>	<b>Indicator</b>	<b>Description of Target Level 5</b>
<b>a. Values learning: Attendance</b>	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	<b>g. Values diversity</b>	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
<b>b. Values learning: Class participation</b>	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	<b>h. Values collaboration</b>	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
<b>c. Values learning: Class preparation</b>	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	<b>i. Values professionalism: Respect for school rules, policies, and norms</b>	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.

<b>d. Values learning: Communication</b>	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
<b>e. Values personal integrity: Emotional control</b>	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	<b>k. Values professionalism: Professional development and involvement</b>	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
<b>f. Values personal integrity: Ethical behavior</b>	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	<b>l. Values professionalism: Professional responsibility</b>	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

### Emailing your instructor

Email is a timely way to communicate. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. **When you email me, please**

1. Use the following format in the subject line: **ID475, YourLastName, Topic.**
2. Make sure that when you reply to any message, it will include the original message. This helps us to see our ongoing conversations.

Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

### Academic Integrity/ Dishonesty

To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism also includes submission of the same assignment for more than one class. Plagiarism could result in a grade of an "F" for the assignment and /or the course.

Student work may be checked by plagiarism detection software. "Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

### Technology

If you have difficulties accessing Blackboard you should contact WKU Technical Support at 270-745-7000 or go to their website (<https://www.wku.edu/its/contact>) to submit an online help request.

## Disability Accommodations Statement

"Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

## WKU Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) (#0.2070) (<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>) and [Discrimination and Harassment Policy](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) (#0.2040) ([https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)).

*Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.*

*Please note that while you may report an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you want to speak with someone who can afford your confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

## Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during the operating hours. The writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the [website](http://www.wku.edu/writingcenter) ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making online or face-to-face appointments. Or call (270) 745-5719 during the operating hours for help scheduling an appointment.

## The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

### **WKU Military Student Services**

WKU has been recognized as a military-Gary Ransdell Hall, 2067 1906 College Heights Blvd. #11030 Bowling Green, KY 42101-1030 Phone: 270-745-2180 Fax: 270-745-4351, and email: [military@wku.edu](mailto:military@wku.edu) (email), <https://www.wku.edu/veterans/> (website).

### **Special Notes**

More details about the course will be provided at the start of the class. The instructor reserves the right to modify the course as deemed appropriate or necessary.

**Check the next page for a detailed course calendar.**

## Detailed Course Calendar

\*Note: Weekly course readings are posted in the corresponding weekly folder

Date	Topic	Readings	Assignments Due
<b>Week 1</b> 08/19 – 08/24	Course orientation	Course syllabus and other course information on Blackboard	Getting to Know Each Other Blog Original post due <b>08/21</b> Responses due <b>08/24</b>
<b>Week 1</b> 08/26 – 08/31	What is ID and why ID	<ul style="list-style-type: none"> <li>• What is ID video</li> <li>• Reiser (2011): What field did you say you were in</li> <li>• Bratton-Jeffery (2017): ID Opportunities in Military</li> </ul>	Week 1 discussion Original post due <b>08/28</b> Responses due <b>08/31</b>
<b>Week 2</b> 09/02 – 09/07	Instructional design organizations & competencies	<ul style="list-style-type: none"> <li>• Shivers &amp; Rasmussen (2007): Competencies for IDT professionals</li> <li>• Klein &amp; Rushby (2007): Professional organizations</li> <li>• Reiser (2011): Getting an ID position</li> <li>• Professional organization websites</li> </ul>	Week 2 discussion Original post due <b>09/04</b> Responses due <b>09/07</b>
<b>Week 3</b> 09/09 – 09/14	Learning/instructional theories and ID models	<ul style="list-style-type: none"> <li>• Sink (2008): ID models and theories</li> <li>• Gustafuson &amp; Branch Chapters 1-2</li> <li>• Reiser Chapter 2 (p8-p12 first paragraph)</li> <li>• ADDIE videos</li> </ul>	Week 4 guided reading Response due <b>09/14</b>
<b>Week 4</b> 09/16 – 09/21	Nine Events of Instruction and Six Multimedia Principles	<ul style="list-style-type: none"> <li>• Videos on Gagne and Nine Events</li> <li>• Gagne’s Nine Events of Instruction handout</li> <li>• Videos on Mayer and Clark’s six principles of multimedia learning</li> <li>• Clark (2002): Six principles of effective e-learning</li> </ul>	Week 5 guided reading Response due <b>09/21</b>

Date	Topic	Readings	Assignments Due
<b>Week 5</b> 09/23 – 09/28	Instructional Audio Podcast	<ul style="list-style-type: none"> <li>• Educational uses of podcasting (Harris &amp; Park, 2008)</li> <li>• Introduction to Podcasting Chapter 1 (from Podcasting for Dummies)</li> <li>• Fenrich (2005) Chapter 8 Audio</li> <li>• Sprague &amp; Pixley (2008). Podcasts in Education: Let Their Voices Be Heard.</li> </ul>	Activity: Getting Started with Audacity  <b>Project #1: Instructional Audio Podcast, Due: 09/28</b>
<b>Week 6</b> <b>Finals Week</b> 09/30 – 10/05	Instructional Video Podcast	<ul style="list-style-type: none"> <li>• Fenrich (2005) Chapter 6 Media selection</li> <li>• Fenrich (2005) Chapter 7 Text</li> <li>• Fenrich (2005) Chapter 9 Visuals</li> <li>• Fenrich (2005) Chap 10 Video</li> <li>• Shotcut video editor tutorials</li> </ul>	Activity: Getting Started with Shotcut  <b>Project #2: Instructional Video Due: 10/05</b>

[Click here for WKU Academic Calendar Spring 2024](#)