

Syllabus

EDTECH 511: Interactive Courseware Development (Fall 09)

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Office Hours: 13:00-15:00 (Tue, Wed, & Thu)

Conceptual Framework

Online presentation: <http://breeze.boisestate.edu/ncate/>

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 or other screen capture tools 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.

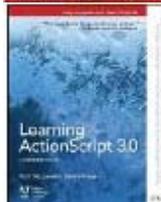
Course Materials

Books

Required Text:



1. Gerantabee, F., & Aquent Creative Team (2008). *Flash CS4 Professional Digital Classroom*, Wiley. ISBN: 0470410930



2. Shupe, R., & Rosser, Z., (2008). *Learning ActionScript 3.0: A Beginner's Guide*. O'Reilly. ISBN: 059652787X

Suggested Text:

Many great Flash books are available. Since Adobe Flash CS4 just came out in fall 2008 (CS3 in spring 2007), many of the existing books for previous versions of Flash are currently being revised. Each uses different examples and techniques. Some are more focused on using Flash as a tool for animation, while others emphasize web-based applications. Also, keep in mind that you'll want to select a book that matches your version of Flash. Most people will be using the new Flash CS4 or the older Flash CS3.

The required text contains tutorial videos. It takes you through the software with step-by-step examples. If you prefer a reference format, I recommend one of these books:

1. Anderson, A. & Johnson, S. (2007). *Adobe Flash CS3 Professional on Demand*. Que.
2. Grover, C. & Moore, E. (2007) *Flash CS3: The Missing Manual*. Pogue Press.
3. Ulrich, K (2007). *Flash CS3 Professional for Windows and Macintosh (Visual QuickStart Guide)*. Peachpit Press.

Required Software:

You will need to have access to Adobe Flash.

If you have not purchased any Creative Suite, we advise you to purchase the Creative Suite CS4 Web Premium (Includes Flash, Dreamweaver, Fireworks, Illustrator, Photoshop and Contribute CS4). This professional tool suite is available at the [Academic Superstore](#) for \$348.95. If you already have Flash CS3, Flash 8 or Flash MX 2004, feel free to use them however the directions for class are written for Version CS3/CS4.

Student Course Sites

You will develop and display you work on your EDTECH student web site. You will also need a way to "FTP" your assignments to your web site.

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	Points
Assignment 1	50
Assignment 2	50
Assignment 3	50
Assignment 4	50
Assignment 5	50
Participation	50
Project Design Proposal	100
Final Project & User Manual	200
Total	600

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

Scale:

90 – 99% A

80 – 89% B

70 – 79% C

< 70% F

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.

Standards Addressed

AECT standards

The evaluation criteria are based on AECT standards for students.

- Design, produce, and use digital information with computer-based technologies (2.3.2).
- 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).
- 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.