



**University
of Victoria**
University of Victoria
Faculty of Education
Department of Curriculum & Instruction

EDCI 337 – Interactive and Multimedia Learning
Summer Term 2014
May 13 to June 26
1.5 Units
Delivery Method: Online

Instructor: Janet Symmons, B.Ed. M.Ed

E-mail: XXXX

Skype ID: XXXX

Twitter: @JanetSymmons

Calendar Course Description

An introduction to the theory and application of multimedia learning in interactive learning environments. Students will explore the latest research and discover some best practices for creating rich educational experiences. Students will have the opportunity to develop and evaluate interactive learning experiences using such technologies as touch input devices, tablet, interactive white boards, virtual worlds, and ePortfolios.

Learning Outcomes

Upon successful completion of this course, the students will be able to:

1. Critically evaluate educational technology that impact learning and teaching
2. Identify and describe a variety of uses of multimedia learning
3. Describe the characteristics, including interpreting, using, decision-making, and communicating digital and multimedia literacy
4. Analyze technologies used to support learning needs of multimedia learners

Textbooks and Required Readings

No textbook purchase is required. Required readings and videos will be distributed electronically or students will be provided with instructions for direct retrieval off the Web.

Contacting the Instructor

Please call me Janet. There are a number of ways we can communicate if you'd like to ask me a question about the course or educational technology.

1. Post a question to the Question Forum in CourseSpaces. This is the perfect place to post questions about assignments or to clarify information on the topics we are covering. This will also allow others to post their answers, and for others to find answers to questions they may also have.
2. Email me at XXXX. In the subject line please include EDCI 377. This will help me keep track of my thousands of emails and reply to you in a timely manner. I endeavour to reply to emails within 24 hours.
3. Skype is a fantastic communication tool if the question or answer may be long or complicated.

Please email me to set an appointment to meet on Skype. My Skype ID is XXXX

Mode of Instruction

This eLearning course will take place within the CourseSpaces LMS and is delivered solely online. The course will be supported by a variety of communication tools including email, course forums and discussion boards, and video communication (audio and video chat via Skype). This is a condensed course with a new lesson appearing online each Tuesday and Thursday.

Assignments

All assignments must be original and written and created entirely by the students. As this course is condensed, late assignments will not be accepted. Assignments must be submitted via the assignment

dropbox no later than 11:55 PM (Pacific time) on the due date. The dropbox will close at this time and late assignments will not be accepted.

Please contact me via email if you are having problems with an assignment. An extension MAY be granted but you must contact me at least five day before the assignment due date.

Participation

Active participation includes posting on the discussion boards as well as replying to posts, taking part in online activities, and submitting assignments by the due dates. Due to the compact nature of the course it is highly recommended that students log in to the course website several times a week to review the discussion forums, blog posts, review the site for changes, complete assigned readings, and watch the posted and assigned videos.

Modes of Evaluation

Discussion Board Participation 20%

Whiteboard Evaluation 10%

Mobile Learning Evaluation 15%

Audio/visual 5%

Evaluation 5%

Editing 5%

ePortfolio 20%

Contents 10%

Feedback 10%

Group Presentation 15%

Camtasia skills 5%

Lesson planning 5%

Content 5%

Camtasia Reflection Project 20%

Audio/visual 5%

Reflection 5%

Editing 5%

Time/professionalism 5%

Assignments

Discussion Board Participation

Each student will post an answer to four different discussion questions. In addition, each student must reply to four other posts throughout the course. Students' answers and replies will be reviewed on Sunday following the post and I will then reply and provide comments and feedback based on the students' activity from Tuesday to Saturday. Student answers and replies posted on Sundays and Mondays are encouraged but will not be considered for marking purposes.

Whiteboard Evaluation. Using the assignment evaluation form supplied, evaluate whiteboard technology for both learning and teaching usage. A free 30-day trials of whiteboard technology may be found here: <http://smarttech.com/downloads> Please ensure you download the free trails within 30 days of the assignment due date and not before.

ePortfolios. An electronic portfolio (ePortfolio) is a digital environment in which participants can house, build and organize digital artifacts into meaningful representations that have personal or professional relevance. Each student will log into <http://folioz.ca> and create an online portfolio of their work. Please begin this assignment as soon as possible and add material to the ePortfolio over the duration of the course. NOTE: Approval for using folioz is pending at the time of writing this syllabus. Students will create a blog hosted by UVic and create a portfolio using a Wordpress blog if folioz is not approved.

The ePortfolio should demonstrate a solid understanding between your identified theme/topic of representation and the principles of multimodal representation. This includes your growth in creative reflection, critical thinking on modalities, and synthesis of representational modes that capture the “reasons why” you have used certain types of multimedia to represent your themes. The ePortfolio is a dynamic platform that allows you to reflect on and represent past and current personal or professional

experiences and to help you examine the multiple aspects of “process” as a “journey,” which may inform your own personal and/or professional practice frameworks and directions.

Each student must provide feedback for three student ePortfolios in addition to creating his or her own ePortfolio. This feedback is intended to spark and exchange ideas, brainstorm respectfully on audience impact, and share perceptions of clarity and understanding. The feedback **is not intended** as a hard “critique” of another’s work. Good feedback, however, often acts as a respectful “critique” that helps us determine next steps or revisions of the work.

Mobile Learning Evaluation. The Internet has many apps for smartphones and tablets that are either designed for or may be adapted for educational purposes. Find an app for evaluation purposes and critically analyze its usefulness as a teaching and learning tool. Students will present the evaluation using Camtasia, which has a 30-day free trial available (<http://www.techsmith.com/camtasia.html>). Note that Camtasia is also required for the final assignment so students must make sure that they do not download the free trial before they need it. Students should supply screen shots of the apps or video captures and include these in the Camtasia video along with the link to the app. Please review the mark breakdown in the Modes of Evaluation on page 3 of this syllabus. Students will be provided with evaluation guidelines. The evaluation video should be between 4 and 6 minutes in length. Videos will be posted in the course’s discussion board for other students to view.

Group Presentation. This assignments brings together much of the knowledge acquired in the course. In the assigned group, create a lesson plan to teach learners how to use a technology for educational purposes. The group may choose any technology that is not discussed in this course. A written lesson plan will be submitted and the group will then use Camtasia to create a video lesson. All members of the team must appear in the video. The purpose of this lesson is to solidify your lesson planning skills, increase your Camtasia skills, and help you work as a team in an online environment. The videos will be posted in the course’s discussion board for other students to view.

Camtasia Reflection Project. Using the 30-day free trial of Camtasia, create a 4 to 5 minute video that reflects what students learnt in the course and how this fits in with his or her professional or education aspirations. Please include interesting visuals and adhere to good learning and teaching practices, which will be discussed early in the course. The reflection will **not** be posted for others to see.

Course Outline

Date	Topic
May 13	Introduction, review course outline, and assignments Digital Media Literacy
May 15	Interactive Whiteboards
May 20	Building an ePortfolio
May 22	Media Richness Due: Whiteboard evaluation
May 27	Lesson Planning, Bloom's Taxonomy, and Learning Theory
May 29	Desktop Capture and Camtasia
June 3	Apps
June 5	MOOCs and Mobile Learning
June 10	Critical Media Pedagogy Due: Mobile technology evaluation
June 12	Creative Commons and Copyright Due: ePortfolio
June 17	Social Networks Due: Written lesson plan
June 19	Wikis and Curation Due: Group lesson video
June 24	Virtual Reality Due: ePortfolio feedback
June 26	Sharing knowledge and projects Due: Camtasia reflection

NOTE: Due dates and topics are subject to amendments.

Grades are not final until approved by the Department and the University Senate.

Scholarly Integrity and Plagiarism

All University of Victoria students must abide by academic regulations as set out in the university calendar. They must observe the policy of 'academic integrity' especially with regards to plagiarism and cheating (University Calendar). Additional information about academic policies can be found in the University Calendar describing Academic Regulations for the University of Victoria and the Faculty of Education.

Policy on Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a supportive and safe learning and working environment for all of its members. As such, as members of the UVic community, we strive to provide an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs. Additional information about general UVic policies can be found in the University Calendar.

Undergraduate Grading			
Passing Grades	Grade Point	Percentage For Instructor	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C			
D	1	50 – 59	Marginal performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
Failing Grades	Grade Point	Percentage For Instructor	Description
E	0	TBD	Conditional supplemental.
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade		Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade		Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point	Percentage For Instructor	Description
INC	N/A		Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1. Such courses are identified in the course listings.
DEF	N/A		Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status, page 36.
INP	N/A		In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a co-op Work Term intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A		Co-op Interrupted Course. See Co-op Regulations (14), page 46.

CTN	N/A		The CTN designation will appear on student transcripts at mid-point through the course or at the end of the first academic term (Sept-Dec). On completion of the course, the designation will be replaced with a final grade.
Grade Note			Aegrotat. Transcript notation accompanying a letter grade assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
<p>*These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.</p> <p>The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.</p>			