TEAC 323
CTE: Multimedia Applications
Spring 2017

Dates:	January 10 to April 25, 2017	**Instructor:**	Ramona (Mona) Schoenrock
Class Times:	Tuesday and Thursday		216C Henzlik
	11 a.m. to 12:15 p.m.	**Cell Phone:**	(402) 910-5030
Room:	Henzlik 32	**Email:**	rschoenrock2@unl.edu

Office Hours: Before class (10 to 11 a.m.) or by appointment. Office hours can be used to discuss and clarify concerns regarding assignments, grades or evaluations.

Course Overview:

Prerequisites: Admission to Teacher Education; Teacher Education prerequisites and requirements as set forth by Teachers College

Course Description:
Developing multimedia skills and integrating instructional multi-media applications into CTE courses

Required Course Materials
- Readings as assigned in class
- An e-mail account
- Charged laptop computer with Internet access
- Microsoft Office and Google Apps
- Blackboard access
- LiveBinder account

Adobe PhotoShop, Dreamweaver, and InDesign (subscribe to UNL's Adobe Creative Cloud: **http://procurement.unl.edu/adobe-creative-cloud**)

Responsibilities of Students
- Attend all classes and bring materials to each class
- Be on time for class
- Be actively engaged and involved in your learning and the learning of others; ask questions when needed
- Participate in small group and class discussion
- Keep up to date on readings and projects
- Keyboard all written assignments using correct grammar, spelling and sentence structure
- Complete assignments as scheduled
- Cell phones and other electronic devices must be on silent or off during class
- No texting, surfing, checking email, or using other social media while class is in session
- Respect others

Responsibilities of Instructor
- Start and end class on time
- Involve class members in discussion and activities
- Check and return assignments promptly
- Be available to students for assistance
- Provide a positive environment for all students

This course focuses on the use of multi-media hardware and software in business education. Students will learn to use these technologies to access and manipulate information in an efficient manner. Effective procedures for organizing resources and working with Business education students will be explored. Instructional content will include:

- An overview of multimedia technologies
- Using of images, audio and video in the Business Education classroom
- Skill and knowledge using application software
- Project design and development
- Ethics/Security/Safety when incorporating multimedia projects into instruction

Students will understand the operation, application, and function of multi-media applications in business settings. Course activities will focus on developing instruction content through the use of multi-media applications, decision-making skills, and communications solutions.

This course promotes the UNL College of Teaching and Human Science's Scholar-Practitioner Model. The four areas of the model are emphasized in the goals, requirements and assessment of this course:

The Curriculum:	Specialty studies, school curriculum.
The Learners:	Developmental level, special needs equity, assessment, evaluation
Teaching Processes:	Planning, classroom management, teaching methods, decision making skills
The Profession:	Equity, technology, society, ethics

Instructional Approaches:
This course will incorporate a variety of activities and assignments that will be planned and conducted in an effort to model/suggest approaches that are relevant to and appropriate in business education classrooms.

Course Goals:
1. To demonstrate an understanding of the correlations between the National Standards for Business Education and the Nebraska Department of Education Career and Technical Education Standards.
2. To demonstrate an understanding of the business education curriculum with respect to the use of multi-media.
3. To be able to plan and implement a variety of instructional approaches based on a constructivist view of learning.
4. To be able to identify and accept the challenges and opportunities in using and teaching multi-media applications, including:
   - Concept development
   - Interactive design
   - Project development
   - Presentation
5. To develop competence in assessment of multi-media applications in business education.
6. To develop ways to enhance understanding and appreciation of diverse cultures and to incorporate culturally relevant teaching.
7. To engage in reflection as a regular part of business education teaching and learning.
8. To demonstrate progress in awareness and support of students as individuals and as learners including learning styles and languages.

Course Objectives
1. Explore various ways of thinking about media and the message conveyed.
2. Demonstrate how to use a variety of multimedia tools to enhance learning.
3. Evaluate existing multimedia products that can be used to design instructional and enhance the learning.
4. Apply theory and principles of learning, instructional design, and perception to the design of instructional media products.
5. Demonstrate proficiency with common software applications
6. Apply copyright law, fair use policies, and creative common regulations to the ethical development of electronic multimedia to support learning.
7. Identify guiding principles to promote students' safe and ethical use of the Web.
8. Design learning experiences that engage students in individual and collaborative learning activities.

Policies, Expectations, and Procedures

Academic Dishonesty
Academic honestly is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska – Lincoln supports a Student Code of Conduct, which addresses the issue of academic dishonestly.

Diversity
The University of Nebraska – Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act.

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska – Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) Office, 132 Canfield Administration, 472 3787 voice or TTY.

Academic Freedom
Over the course of this semester we may address a variety of controversial topics including matters of race, gender, culture, religion, morality, sexuality, and violence. You have a right to believe whatever you believe about such matters and are encouraged to express your views on all matters relevant to the course, even if others in the class may be offended or upset by those views. You also have a right to express disagreement with whatever views I or others in the class express. Finally you have a right to decide whether or not to modify your views. Your grade in the class will be based on understanding and reasoning, not on your opinion.

Civility:
Individuals are expected to be cognizant of what a constructive educational experience is and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action.

Attendance
Attendance is mandatory. It is expected that you will be in class each and every time, on time, and stay for the full time. **See Summary of Grading for attendance points.****

There is a simple and direct correlation between attendance and performance. It will soon be quite clear that the work requirements for education courses will not permit absenteeism. Much of the work performed in this course is lab-dependent and equivalent "make-up" assignments are not possible. Attendance is a necessity in order to satisfactorily complete your assignments.

- Come to class prepared.
- It is not reasonable to expect to be given individualized demonstrations or special explanations of material missed due to absenteeism.
- By virtue of the fact that you have registered for this course at this time period, there should be no conflicts in your schedule. Your first obligation during this time period is to this class.
- If you encounter any unexpected difficulty with either the course content or course management, speak directly with me so that we can agree on an approach to resolving the difficulty that will allow you to successfully meet expectations and complete the course work. I am your primary ally in negotiating the, challenges that the course involves. If necessary, I will direct you to other resources or assistance.

Assignments:
This course will incorporate a variety of activities and assignments that will be planned and conducted in an effort to model/suggest approaches that are relevant to and appropriate for learning and instruction.

For most assignments, a rubric will be provided. All assignments are to be professionally prepared (word-processed and free of spelling and grammatical errors). The maximum grade for a late assignment will be reduced by 10% each day that it is late.

Upon successful completion of the course, the student should be able to:

Module	Objectives	Assessment
Standards and Curriculum	Use the Nebraska BMIT and the ISTE Standards in developing lesson plans. Research current applications and literature on multimedia and copyright.	Incorporate standards into projects and lesson plans LiveBinder resource file
Multimedia for Instruction and Learning	Explore various ways of thinking about media and the message conveyed. Demonstrate how to use a variety of multimedia tools to enhance learning. Evaluate existing multimedia products that can be used to design instructional and enhance the learning.	Multimedia lesson or project Multimedia applications evaluation LiveBinder resource file
Software Knowledge and Skill	Demonstrate proficiency with common software applications used to create documents. Design learning experiences that engage students in individual and collaborative learning activities.	Demonstration of software performance Final project LiveBinder resource file
Ethical and Social Use Issues	Apply copyright law, fair use policies, and creative common regulations to the ethical development of electronic multimedia to support learning. Identify guiding principles to promote students' safe and ethical use of the Web.	Readings LiveBinder resource file

Summary of Grading

Potential Points*

Readings	50
Copyright	50
Multimedia lesson or project	100
PhotoShop knowledge and demonstration	100
HTML and Dreamweaver knowledge and demonstration	200
InDesign knowledge and demonstration	100
Illustrator or Premier Pro knowledge and demonstration	100
Final Project	100
Participation (attendance)**	100
Total	**800**

A grade of C+ or higher is required to continue in the program

*Assignments (more or less) or schedule adjustments may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

* **The maximum grade for a late assignment will be reduced by 10% each day that it is late.**

All students are expected to be in class each day that the class meets. Attendance is mandatory. Any absence (unless documented illness, family emergency, or required UNL event) will result in **10 points per absence being deducted from the class participation grade.

**Students are expected to contact the instructor prior to class for any unusual situations by calling or texting her cell phone at (402) 910-5030.

Tentative Course Schedule

01	Jan 10	Course introduction; create LiveBinder account; create Adobe Spark video
02	Jan 12	Share Adobe Spark "About ME" video; multimedia overview; BMIT and ISTE Standards
03	Jan 17	Evaluate and use multimedia applications
04	Jan 19	Evaluate and use multimedia applications
05	Jan 24	Evaluate and use multimedia applications
06	Jan 26	Copyright law and fair use guidelines
07	Jan 31	Copyright law and fair use guidelines
08	Feb 02	Photoshop
09	Feb 07	Photoshop
10	Feb 09	Photoshop
11	Feb 14	Photoshop
12	Feb 16	HTML
13	Feb 16	HTML
14	Feb 21	HTML
15	Feb 23	HTML
16	Feb 28	HTML
17	Mar 02	Dreamweaver
18	Mar 07	Dreamweaver
19	Mar 09	Dreamweaver
20	Mar 14	Dreamweaver
21	Mar 16	Dreamweaver
	Mar 21	**Spring Break**
	Mar 23	**Spring Break**
22	Mar 28	InDesign
23	Mar 30	InDesign
24	Apr 04	InDesign
25	Apr 11	InDesign (No class--instructor attending NBEA Convention)
26	Apr 13	Illustrator or Premier Pro (No class--instructor Attending NBEA Convention)
27	Apr 18	Illustrator or Premier Pro
28	Apr 20	Illustrator or Premier Pro
29	Apr 25	Final project presentations (Dead Week)
30	Apr 27	Final project presentations (Dead Week)

GRADING SYSTEM
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Consistent with University policy, the following grade structure will be utilized.

PERCENTAGE	GRADE	DESCRIPTOR	DESCRIPTION
98% - 100%	A+	Excellent	Excellent performance, which goes beyond the specified requirements/criteria of an assignment. Work at this level not only demonstrates a deep and comprehensive understanding of subject matter and a clear and elegant exposition of ideas, but also consistently displays insight, initiative, imagination and original thinking.
94% - 97%	A	Superior	Comprehensive understanding of subject matter is evident. Prose style is clear, fluent; thinking displayed is coherent; word choice is precise and vague cover terms and clichés have been avoided. Attention to conventions in spelling, grammar, and punctuation is evident. Care for presentation is evident.
90% - 93%	A-		
87% - 89%	B+	Very Good	Clearly above average performance with knowledge of subject matter complete. Thinking and expression are clear and fluent.
84% - 86%	B	Good	Presentation of assignment displays care although knowledge of subject matter is incomplete and thinking and expression could be better articulated.
80% - 83%	B-		
77% - 79%	C+	Satisfactory	Basic understanding of subject matter displayed. Assignment has met all specified requirements in content and style. Some inconsistencies in thinking noted. Expression is reasonably clear. Acceptable / marginal performance for Practicum students.
74% - 76%	C		Instances of superficial understanding, omissions in content, lack of clarity in expression, inconsistencies in thinking are evident. Presentation shows lack of attention to detail.
70% - 73%	C-		
67% - 69%	D+	Minimal Pass	Clear deviation from specified requirements of assignment including major factual inaccuracies, gaps in knowledge of subject, ambiguous, incoherent or inaccurate descriptions and explanations.
64% - 66%	D		
60% - 63%	D-		
59% and below	F	Fail	Unsatisfactory performance or failure to meet course requirements.