Syllabus

Course Number: EDTECH 506-4201/4202
Course Title: Graphic Design for Learning (Previously *Instructional Message Design*)

Instructor Information

Name

Tae K. Jeon (John), Ph.D. (ABD)

Contact Information/Office Hours:

Tuesday and Thursday 12:00 pm – 1:00 pm via Skype (The Skype name is **john.jeon**)
Email: taejeon@boisestate.edu

Course Objectives and Standard

Course Objectives

After completing this course the student will be able to:

- Apply principles of visual literacy to the graphic design for learning.
- Select and apply principles of graphic design when developing instructional materials and presentations.
- Select appropriate combinations of graphic and image representations to supplement text-based instruction.
- Develop instructional content that integrates multiple instructional messages to achieve identified learning goals.
- Use image editing software (i.e. Fireworks CS5) to create and modify images for digital and print formats.

Standards

The assignments in this course have been aligned to the Standards for the Accreditation of School Media Specialist and Educational Technology Programs:
http://www.ncate.org/ProgramStandards/AECT/AECTstandardsREV2005.doc

The standards that are aligned with lessons of this course are listed in the table in the end of this syllabus.

Course Information

Course Description and Prerequisites:

This course is designed to enhance the ability of educational technology students in the theory, design and selection of graphics for learning. Graphic design for Learning refers to the manipulation and planning of signs and symbols that can be produced for the purpose of modifying the cognitive, affective or psychomotor behavior of one or more persons. It involves the application of perception theory, learning theory, and communication theory to the design and evaluation of instructional media. There are no prerequisites for this course.

**Software Requirements/Recommendations for this Course**

Required:

- Microsoft Office 2007 or newer
- Fireworks CS4 or newer (Photoshop would be fine if you are familiar with it)
- Updated Adobe Reader
- Updated Internet browser

Strongly recommended:

- Monthly subscription to Lynda.com during this course
- One mobile device that has
    - Internet connectivity
    - Camera capability
    - For example: smartphone, 4th or 5th Generation iPod Touch, or Tablet with the two capabilities above

Required Text
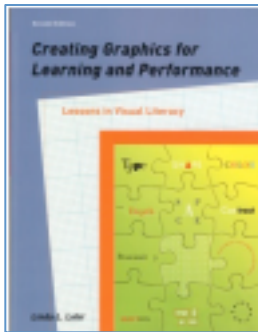
Lohr, L. (2008). Creating graphics for learning and performance (2nd ed.).
Upper Saddle River, NJ: Pearson Education
ISBN: 0-13-219158-X

The book may be ordered through one of the following options:
1. Option 1: Order online from the BSU Bookstore. Boise State University Bookstore: http://www.boisestatebooks.com
2. Option 2: Order online at http://www.amazon.com or another online book retailer.

Course Location

This is an online course hosted on the Moodle course management system. The login page is located at:

http://edtech.mrooms.org/login/index.php

Course Activities

Assignments

Detailed information about assignments will be posted in Moodle. All weekly assignments are listed on your course home page by week. Please check at least twice per week to read announcements since these can be posted at any time. Also, check your BSU email at least twice per week for course related correspondence. The default email address in Moodle is your BSU email address.

For information about the BSU student email system (BroncoMail) please visit:
http://helpdesk.boisestate.edu/students/broncomail/getting_started.shtml

A List of Assignments throughout this Semester
The following table contains a list of the assignments to be completed in EDTECH 506.

No.	Major Assignment	Points
1	Week 1: Personal Introductory Image	25
2	Week 2: Universal Design Example	25
3	Week 3: Unit of Instruction Outline (for Final Project)	50
4	Week 4, 6, 7, 8, 9, 11, 12, 13: Eight weekly design projects (50 points*8 = 400)	400
5	Week 5-9, 11-14: Mobile microblogging/social learning via Twitter (9 weeks)	100
6	Week 14: Final Project Draft	100
7	Week 16: Final Project	300
	Grand Total Points	1000

Grading Policy and Grading Scale:

Grading Policy
You can check your grades in Moodle to track your progress. Grades are updated as assignments are scored throughout the semester. Grades at the end of the course will be determined by the point scale shown the table below.

Grading Scale

Point Scale for Final Grades	
Grade	**Points Required**
A+	980-1000
A	940-970

A-	900-930
B+	870-890
B	840-860
B-	800-830
C+	770-790
C	740-760
C-	700-730
D+	670-690
D	640-660
D-	600-630
F	590-Below

Course Policies

Communication

I typically respond to email twice per day Monday through Friday and one time during weekends throughout the semester. Exceptions to this rule occur when there is a holiday, BSU break, or during other unavoidable situations that sometimes come up (e.g., power failure). If you send an email 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 email on Mondays as well. If you do not receive a reply to your email within a reasonable period time, please send it again. Sometimes email is captured by SPAM filters that screen out junk mail. It is likely that my email response got filtered into your email junk box.
Note: Always include **EDTECH506 and a short description of message purpose** in your subject line. This will help ensure your email get my attention.

Posting of Assignments

Assignments will be made available during the weekend before in the Moodle course site and are listed by week.

Assignment Submissions

All assignments should be submitted to the Moodle course site. The majority of the projects will be uploaded to the students' EdTech2 website and the URL of projects will be posted to the discussion board for review and feedback.

Feedback/grades

All projects will be graded within 7 to 10 days after submission due dates. Grades will become available in the Moodle gradebook ("Grades" on the left of the course website) and will reflect a running total grade throughout the semester.

Feedback will be provided for each project and assignment both in the discussion board and as comments to graded assignments in the gradebook.

Late assignments

Please be advised that the following late work policy will be enforced in this class:

- Only one assignment may be submitted late. This one late assignment can be no more than one week late or it receives zero points. All other late work receives a zero.
    - o **This one-time waiver will only be granted upon request before assignment due date.**
- No late submission of the Final Project will be accepted.
- All assignment due dates fall on **SUNDAY midnight, except for**
    - o **The Final Project (due on Friday midnight)**.
    - o **Posting your Twitter username on the assigned spreadsheet (Week 5 only);**
    - o **Original postings for the mobile microblogging activity. (Thursday midnight; starting Week 5).**

    Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock website: http://www.timeanddate.com/worldclock/

It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. Plan to spend 9-12 hours per week on this class. The amount of time that is actually needed will depend on entry level skills. IT is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

Technical Difficulties

On occasion, you may experience problems with accessing Moodle or class files located within Moodle, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

For technical assistance, please contact the following resources:

BroncoMail – http://helpdesk.boisestate.edu/email/broncomail/
Moodle Assistance – EDTECH Admin moodlesupport@boisestate.edu

Technical Skills for Success

To be successful in this course, students must possess these minimum technical skills:

- Intermediate to advanced general computer knowledge
- Ability to communicate via email
- Internet navigation and research
- Graphics development and editing (or aptitude to learn application quickly)
- Use of online collaboration tools such as chat, IM or Skype

Academic Honesty

It is expected that students in this class will create original works for each assignment. We will follow the BSU Student Code of Conduct and also observe U.S. copyright laws in this course. In addition to this please adhere to the following guidelines:

- Please do original work for each project. Projects that were created for other classes may not be submitted for credit in EDTECH 506. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."
- All project text should be original text written by the student how is creating the project. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not allowed.
- Images or other media used in projects should be original, or used with permission of the owner, or come from the public domain. Please check terms of use on sites containing these items.
- Please cite the source for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

In the event of academic dishonesty a complaint is filed with the BSU student Conduct Office with supporting documentation. This complain remains on file and actions may be taken against the student (e.g., loss or credit, reduction in grade, etc.).

More information about copyright: Several great links to copyright information are available on the BSU Academic Technologies site at: http://itc.boisestate.edu/resource.htm

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Boise State's FERPA policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. http://registrar.boisestate.edu/ferpa.shtml

Conceptual Framework

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.

AECT Standards

Standard	Assignment
Standard 1: Design	
1.1 Instructional Systems Design 1.1.a Utilize and implement design principles which specify optimal conditions for learning.	1,2,3,4,6,7
1.1.1 Analyzing 1.1.1.b Analyze instructional tasks, content, and context	1,2,3,4,6,7
1.1.2 Designing 1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.	3
1.1.3 Developing 1.1.3.a Produce instructional materials which require the use of multiple media.	6,7
1.2 Message Design 1.2.a Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction. 1.2.b Apply principles of educational psychology, communications theory, and visual literacy to the development of instructional messages specific to the learning task. 1.2.c Understand, recognize and apply basic principles of message design in the development of a variety of communications with their learners.	3,4,6,7
1.3 Instructional Strategies 1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.	3,4,6,7
1.4 Learner Characteristics 1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation. 1.4.b Describe an/or document specific learner characteristics which influence the selection of instructional strategies. 1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.	3,4,6,7
Standard 2: Development	
2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products. 2.0.4 Apply appropriate learning and psychological theories to the	3

selection of appropriate technological tools and to the development of instructional and professional products.	
2.2 Audiovisual Technologies 2.2.1 Apply principles of visual and media literacy for the development and production of instructional and professional materials and products.	1,2,4,6,7
2.3 Computer-Based Technologies 2.3.1 Design and produce audio/video instructional materials which use computer-based technologies	6,7 (optional)
2.4 Integrated Technologies 2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.	6,7
Standard 3: Utilization	
3.1 Media Utilization 3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process. 3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning context.	1,2,3,4,5,6,7
Standard 5: Evaluation	
5.1 Problem Analysis 5.1.1 Identify and apply problems analysis skills in appropriate school media and educational technology (SMET) context (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development utilization, program management, and evaluation).	3,4,6,7