

*UNLV – College of Education*  
*Preparing Professionals for Changing Educational Contexts*

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	CIT 643
<b>Title</b>	Designing Digital Materials for Educators
<b>Credits</b>	3 Credit Hours
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	CIT 643 is an intensive introduction to digital media design in education. Participants develop technical, instructional, and design skills to create effective interactive educational media products. The online course uses a pedagogical format that encourages instructor/student and student/student contact via a social constructivist online communication.
<b>SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions)</b>	The International Society for Technology in Education (ISTE) provides Standards for Educational Technology Programs (NETS-C, Technology Coach) and teachers. The <i>NETS-C</i> standards addressed in this course include: <i>1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3d, 4a, 4b, and 6a.</i> In addition, teacher education courses in the Teaching and Learning Department are aligned with the Interstate Teacher Assessment and Support Consortium Standards. InTASC Standards addressed in this course include: <i>3g, 3m, 4g, 5c, 5l, 6i, 7k, 8g, 8n, 8o, 8q, and 8r.</i>

### ***Results/Objectives***

Students who successfully complete this course will:

1. Describe the foundational research literature in the area of multimedia learning.
2. Develop a multimedia project that utilizes research-supported principles.
3. Conduct extensive evaluations of developed materials.

Students who successfully complete this course will also address these *Knowledge* objectives:

1. Describe and provide examples of how different learning theories inform the instructional design process
2. Describe current models of our cognitive architecture that will impact instructional design
3. Describe how user, system and designer models impact instructional design

Students who successfully complete this course will also address these *Performance (skills)* objectives:

1. Apply a systems design approach to the design of instructional hypermedia.
2. Use a professional development tool to develop instructional hypermedia materials.
3. Apply research-based design principles to develop instructional hypermedia materials.
4. Design multimedia projects for use in an educational setting.

Students who successfully complete this course will also address these *Dispositions* objectives:

1. Develop an appreciation of the impact of design of educational materials on their use (or disuse).

### ***Required Books and Materials***

- Readings (use most current text when revision is available):
  1. Norman, Don (2013). *The design of everyday things: Rev Exp.* New York: Basic Books. Paperback.
  2. Lidwell, W., Holden, K., & Butler, J. (2003). *Universal principles of design.* Beverly, MA: Rockport Publishers, Inc.
  3. Clark, R.C., and Mayer, R. (2016). *e-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.* San Francisco, CA: Pfeiffer.
  4. Other readings provided via PDF, Downloads, and online resources as necessary
- Stable and consistent Internet connection
- Consistent computer access
- Consistent access to the development tool of your choice

### ***Supplemental and Suggested Texts And/Or Materials***

- *The Systematic Design of Instruction* by Walter Dick and Lou Carey
- *About Face: The Essential of User Interface Design* and *The Inmates are Running the Asylum* by Alan Cooper
- *The Scientific Image* by Harry Robin
- *Things that Make Us Smart* and *Emotional Design* by Donald Norman

- *Designing Interactions*, by Bill Moggridge.

**Assignments**

All assignment descriptions, directions, and objectives are found online via the course website: <https://schrader.expertlearning.net/>

**Performance Assessments**

Course assessment is based on a Mastery learning model. Evaluation of assignments is based on the rubric listed in the grading policy section.

**Project 1.** Development of a disability / accessibility design

**Project 2.** Development of a design showing eLearning Principles

**Project 3.** Development of a design that demonstrates the I-3 principles of Identity, Interactivity, and Information Design

**Project 4.** Development of a design that demonstrates principles of assessment

**Project 5 (final).** Final Design Project: Integrating a specific learning/teaching strategy into a multimedia design (e.g., worked examples, automaticity, drill & practice, problem solving). Be prepared to discuss/defend all design elements from projects 1-4 as they relate to Project 5 design.

**Class Participation.** Although it is not a project, class participation factors into your final grade. Participation comes in the form of essays, forums, discussions, and other assignments designed to prepare you to complete the design projects.

**Grading Policy**

Mastery learning assumes that everyone can learn, given the proper feedback and timeframe. As a result, each assignment in this course can be re-done. Each assignment will be scored as not submitted, unacceptable, acceptable, or target (see the General Mastery Learning Rubric below). All work below target will be returned with feedback. Unacceptable work must be re-submitted and acceptable work can be refined until a target grade is achieved. Feedback and revision is a healthy, constructive way to improve and learn; expect opportunities to revise.

**General Mastery Learning Rubric: Skill and Knowledge**

Not Submitted (0)	Assignment missing or has not been submitted for evaluation.
Unacceptable (1)	Student demonstrates inadequate knowledge of subject matter and/or skills associated with the assignment. Student has not appropriately linked not linked the content/skills with theory and practice.
Acceptable (2)	Student is knowledgeable in the subject matter and/or skill set associated with the assignment. Student demonstrates understanding through an appropriate product and makes thoughtful connections among the content/skills, theory, and practice.
Target (3)	Student demonstrates in-depth knowledge of the subject matter and/or skills relevant to the assignment. Understanding is conveyed through a highly developed product as well as critical, insightful, and relevant

	connections among the content/skills, theory, and practice.
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### ***Final Grade Guidelines and Policy***

As indicated, the class will focus on the four project designs and a final class project. Your final grade will depend on the degree to which you have mastered all of the material. The rubric below is used to gauge your mastery of the content. Note that the final project will be considered twice with regard to your final grade using the rubric below. Class participation is factored as indicated. Although a grade lower than B does not qualify for credit by the graduate college, the rubric has been extended to include B-.

Upon conclusion of the course, grades will be assigned based on the following conditions:

- **A:** A grade of A indicates that the course was completed and mastered. All assignments have been submitted. All projects, including the final project, have been graded “Target.” All class participation assignments were completed and refined to the level of Target. – 6 target grades on projects.
- **A-:** A grade of A- indicates that the course was completed and nearly mastered. All assignments have been submitted. All projects, including the final project, have been graded “Target.” The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Acceptable” level. – 6 target grades on projects.
- **B+:** A grade of B+ indicates thoughtful participation and course competence. All assignments have been submitted. All assignments are at least graded “Acceptable,” with no fewer than five “Target” ratings (note: final project counts twice). The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Acceptable” level. – 5 target grades on projects.
- **B:** A grade of B indicates course competence. All assignments have been submitted. All assignments are at least graded “Acceptable,” with no fewer than four “Target” ratings (note: final project counts twice). The majority of class participation activities have been completed thoughtfully and completely. Some may have been completed at an “Acceptable” level. – 4 target grades on projects.
- **B-:** A grade of B- indicates some competence in areas with areas for improvement. All assignments have been submitted. All assignments are at least graded “Acceptable,” with no fewer than three “Target” ratings (note: final project counts twice). Some of class participation activities have been completed thoughtfully and completely. Several may have been completed at an “Acceptable” level. – 3 target grades on projects.
- **F:** A grade of F indicates that any combination of the following is true:
  - The majority of projects and activities were not attempted;
  - The majority of projects and activities were not completed to appropriate standards;
  - Adequate progress was not maintained.
- **Incomplete:** If a student has maintained adequate progress throughout the course but requires more time to master material, a course *incomplete* may be awarded.

*Note: Incompletes are given in rare circumstances to students who need extra time to master course content and assignments. Incompletes take time to process at the instructor AND university level; grade changes will not be effective immediately. Students must initiate this process. Failure to complete requirements by the newly negotiated date will result in a failing grade for this course.*

## **SPECIAL NOTES**

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of

observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Any other class specific information**

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)