

Course Information

Instructor

**Patrick R. Lowenthal**

Office Hours: by appointment

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Course Description

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, communication theory to the design and evaluation of instructional media. There are no prerequisites for this course.

Course Location

This is an online course hosted on the Moodle course management system. The login page is located at: <http://edtech.mrooms.org>

Course Objectives

After completing this course the student will be able to:

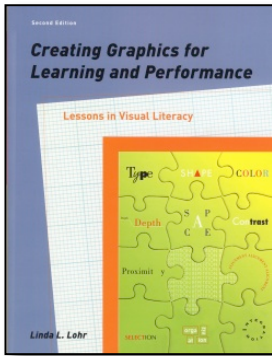
- Apply principles of visual literacy to the graphic design for learning.
- Select and apply principles of graphic design when developing instructional materials and presentations.
- Select appropriate combinations of graphic and image representations to supplement text-based instruction.
- Develop instructional content that integrates multiple instructional messages to achieve identified learning goals.
- Use image editing software (i.e., Fireworks CS5.5) to create and modify images for digital and print formats.

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

Textbook & Software



Required Text

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

Order this through one of the following options:

Option 1: Order online from the BSU Bookstore.

Boise State University Bookstore: <http://www.boisestatebooks.com>

Option 2: Order online at <http://www.amazon.com> or another online book retailer.

Minimum Software Requirements

Required:

- Microsoft Office 2007 or 2010
- Fireworks CS5.5 (Fireworks CS4 or CS5 will also be adequate) or an equivalent program
- Updated web browser & Adobe Reader 9.0 or newer

Strongly recommended:

- Monthly subscription to Lynda.com during this course

Assignments

All weekly assignments are described in detail on each week's activities page. Regularly check the course shell and your email for course related correspondence. The default email address in Moodle is your BSU email address. For information about the BSU email (BroncoMail) please visit: http://helpdesk.boisestate.edu/students/broncomail/getting_started.shtml

#	Major Assignment	Points	Due Date
1	Scavenger Hunt	25	1/22
2	Personal Introductory Image	25	1/22
3	Unit of Instruction Outline (for Final Project)	100	2/5
4	Design Challenges (wk 3, 5, 7, 9) <i>25 points each</i>	100	Varies
5	Weekly Design Projects (wk 4, 5, 6, 7, 8, 9, 10, 11) <i>50 points each</i>	400	Varies
6	Final Project Draft	50	4/22
7	Final Project	200	5/4
8	Participation	100	Weekly
	Extra Credit: Remake / Remodel <i>10 points each</i>	30	Varies
	Grand Total Points*	1000	

*There are three Remake / Remodel assignments this semester; these are opportunities to redo past weekly design projects (based on what you learn in the course and feedback you receive from your peers) for extra credit. In addition, each Design Challenge is worth 25 points; but you can earn an extra 5 points extra credit (for a total of 30 points each) with each of these Design Challenges. There will be more details in the course shell.

Grading

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 in this table.

Point Scale for Final Grades			
Grade	Points	Grade	Points
A+	960-1000	C	740-760
A	930-950	C-	700-730
A-	900-930	D+	670-690
B+	870-890	D	640-660
B	84-860	D-	600-630
C+	770-790	F	590-Below

Academic Policies

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 who 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 complaint 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>

Late Work

The following late work policy will be enforced in this class:

- Work turned in after the due date will be penalized 5 points a day each day it is late. The late penalty *can be* waived at the discretion of the instructor for a documented illness or family emergency.
- **No late submission of the Final Project will be accepted.**
- All assignment due dates fall on Sundays. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: <http://www.timeanddate.com/worldclock/>
- To earn participation points for weekly discussions, discussions postings must be made by the deadline specified in the course (which is typically the Tuesday following the week to give you time to respond to students' work posted on Sundays) . You will not earn any points for postings made after the deadline has passed.

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 your 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.

Participation & Communication

You are expected to login to the Moodle Course site at minimum 2-3 times each week to participate in course discussions.

[Note: You will not receive full credit on the weekly discussions if you do not login and participate in discussions 3 or more days a week (as well as meet other criteria listed in the online participation rubric in the course shell). Please keep in mind, though, there are opportunities to pick up 50 extra credit points if you want to focus your energy elsewhere and login less each week.]

While you are expected to login 2-3 times a week, I recommend checking the course site at least 4-5 days a week if your schedule permits.

One-on-one synchronous sessions can also be setup as needed or even simply a phone call.

I typically respond to email throughout the entire week. I strive to respond to emails within 24 hours. If you do not receive a reply to your e-mail within 48 hours 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. It is likely that my e-mail response got filtered into your e-mail junk box.

Note: Always include EDTECH506 and a short description of the message's purpose in the subject line of the email. This will help ensure your email gets my attention.

Assignment Submissions

All assignments should be submitted to the Moodle course site. The majority of the projects will

be uploaded to your EdTech2 website and the URL of the projects will be posted to the discussion board for review and feedback.

Feedback / Grades

Assignments are typically graded within 7-10 days of submission. Grades will become available in the Moodle gradebook and will reflect a running total grade throughout the semester. Feedback will be provided for each assignment both in the discussion board and as comments to graded assignments in the gradebook. Please follow up with me if you posted something that hasn't been graded within 10 days.

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 ASAP. For technical assistance, please contact the following resources:

BroncoMail - <http://helpdesk.boisestate.edu/email/broncomail/>
 Moodle Assistance - EDTECH Admin nelsonbaquero@boisestate.edu

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/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be emailed or posted as an announcement on Moodle course site.

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.	2, 3, 4, 5, 6, 7
1.1.1 Analyzing 1.1.1.b Analyze instructional tasks, content, and context.	2, 4, 5, 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.	2, 4, 5
1.1.3 Developing 1.1.3.a Produce instructional materials which require the use of multiple media.	1, 2, 4, 5
1.2 Message Design	1, 2, 3, 4,

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.	5, 6, 7
1.3 Instructional Strategies 1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.	2, 4, 5
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 and/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, 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 selection of appropriate technological tools and to the development of instructional and professional products.	4, 5, 6, 7
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.	4, 5, 6, 7
2.3 Computer-Based Technologies 2.3.1 Design and produce audio/video instructional materials which use computer-based technologies.	4, 5, 6, 7
2.4 Integrated Technologies 2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.	3, 4, 5, 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 contexts.	2, 4, 5
Standard 5: EVALUATION	
5.1 Problem Analysis 5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (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 and utilization, program management, and evaluation).	4, 5, 6

*The assignments are aligned to the [AECT / NCATE Standards](#)

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.