Hypermedia in Instruction Course Syllabus

Course syllabus for Hypermedia in Instruction- ITC 5320-375.

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Hypermedia ITC-5420

Hypermedia in Instruction

ITC-5420-375

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Spring 2010

An exploration of the various forms of hypermedia available to educators and their role in the learning setting. Particular attention will be given to the development of learning activities that take advantage of the hypermedia environment.

In a time of drastic change it is the learners who survive; the "learned" find themselves fully equipped to live in a world that no longer exists.

Eric Hoffer

"Men have become the tools of their tools."

Henry David Thoreau

Instructor Information
Course Objectives

ITC 5420: Hypermedia in Education

Objectives - Upon completion of the course, students will:

- Understand what hypermedia is and how it relates to business training, working and learning environments.
- Become familiar with current issues and research related to the use of hypermedia in learning settings.
- Become capable of designing effective hypermedia activities and courses for a variety of content areas and uses.
- Become capable of supporting others in their development of effective hypermedia activities for their needs.
- Become familiar with, and be able to use, hypermedia software packages effectively.

Goals, Activities and Dispositions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Understand what hypermedia is and how it relates to business training, working and learning environments. Be disposed to providing choices in media format in learning environments.</td>
<td>Read selected articles and engage in discussion with others on their significance to learning environments.</td>
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<tr>
<td>Become familiar with current issues and research related to the use of hypermedia in learning settings. Be aware of the changing nature of the issues and the tools available and be willing to continually explore them.</td>
<td>Answer questions posed in the class and engage in discussion with others about the different responses provided. Write a paper that defines hypermedia and discusses the role hypermedia plays in teaching and learning.</td>
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Become capable of designing effective hypermedia activities and courses for a variety of content areas and uses. Be disposed to engaging students in developing hypermedia products for capstone experiences.

Convert a paper written to define hypermedia and its role in teaching and learning to a hypermedia product. Explore the difference between learner activities in which they use or create hypermedia products and activities in which they use or create non-hypermedia materials. Design a hypermedia product or activity that can be used in a learning setting.

Become capable of supporting others in their development of effective hypermedia activities for their needs. Read selected articles and engage in discussion with others on the conditions and processes that will best support others.

Become familiar with, and be able to use, hypermedia software packages effectively. Be disposed to continuing developing one's skills, knowledge and applications of hypermedia in teaching and learning environments.

Develop skills in using new software packages, discuss the software packages and their uses, their ease of use, etc.

Course Requirements

ITC 5420: Hypermedia in Education

Class Expectations:

1. **Attend class** - Policy outline on page 67 of the Graduate Bulletin. Class cancellations due to inclement weather or other disasters will be announced through the cohort listserve. Generally, if your school district has closed schools we will not have a class in that district. If we do decide to have a class, please use your own discretion and come only if you are sure of your safety.

2. **Keep current** - Participate in class - demonstrations, discussions, and activities.

3. **Participate** in engaged discussions, Online meetings, Online/on-site field trips and conferences: as mutually agreed to by instructor and students.

4. Successfully **complete all projects and activities** - as outlined in the evaluation section of this class.

5. **Change any assignment** - in such a way that it is meaningful and useful to you and your students.

Evaluation: Students will be evaluated on the successful completion of the following activities:

1. **Participation**: Participate on the class Discussions, class discussion Board and respond to questions in "Café Così che cosa?".

2. **Mapping** (Group Assignment)
   The hypermazes, noting key concepts and the organization of the mazes as they delineate key features of hypermedia. You may use whatever format, software or materials you deem suitable for the task. Each team will create a Wordle concept picture cloud of the key concepts of hypermedia learned from maze to post in Qwaq.

3. **Position Paper** (Group Assignment)
   Demonstration of Your Understanding of the Research and Practice in Using Hypermedia in Learning Environments: Review research and activity reports on the uses of hypermedia in learning settings. Write a paper on what hypermedia is, how it can be used in a learning environment, and what the critical issues are when considering the use of hypermedia. Use tools of choice to collaboration and write paper. Suggested tools: Adobe Buzzword or Google Docs.

   *Final paper must be submitted via AsULearn as a MS Word document.

   *Cite your sources. Utilize APA style for citations. APA Resources & Tutorials

4. **Creation of Hypermedia Version of Your Position** (Individual Assignment)
Using hypermedia software/application of your choice, present the position you established in the above paper on the use of hypermedia in learning settings in a hypermedia format.

5. Establishing of the Difference (Group or Individual Activity)
   Via the class discussion board explain the difference between writing a paper and preparing the same information in a hypermedia format.
   Respond accordingly individually

6. Learning the Tools (Group Assignment)
   Using a variety of hypermedia tools, become familiar with the technologies presently available and ways they can be used to enhance instruction in learning environments. You (and your teammates) will be asked to explore at least two pieces of software with which you are unfamiliar and to share your experiences by responding to questions in the S-Mart and participating on the discussion board.
   *Each team will choose two tools to investigate and later share with class as to use and potential learning activities. Tools are not limited to those found in the S-mart.

7. Completion of Final Project (Group Assignment)
   Prepare and present a full scale, usable, learning activity that can be used for a learner population of your choice. Each project should include a series of learning activities that require students to engage in and use major hypermedia tools.
   These activities should include:
   - A problem to solve
   - Knowledge to structure
   - Assurance that each group member will achieve competence with each type of tool
   - Requirements for collecting, analyzing, and making decisions about the content learned
   - Requirements for active collaboration within and between groups of students
   - Demonstrate a direct connection to the classroom, school, or district goals and state DPI and ISTE standards.
   - Actual topic and scope of each project will be negotiated between participants and the instructor. These projects may be completed in collaborative groups. Projects will be presented to the entire class at the end of the semester. Other educational professionals will be invited to attend these presentations.
   As you develop your project and plan for your presentation please include the following:
   - What you gained, personally, from developing this project.
   - The participants: Reflect on the groups with whom you worked and or discussed issues while developing this project.
   - Identify with whom you interacted in cross-program, cross-cohort and within cohort groups and grade level/subject area and what you gained by working with these different groups and different people.
   - Your team: Reflect on the people, places, tools, and resources you relied upon to complete your project as well as make decisions.
   - The connections between your project and the state DPI and ISTE standards.
   - The impact: reflections on what direct, indirect, observed and/or hidden differences this project has had or will have on your students, parents, colleagues or school leaders - and how you know.
   - Who, outside our program, was involved? Please identify folks who were involved in developing or implementing this project but were not enrolled in our classes. (Your principal, students, parents, superintendent, etc.)
   *Each member of a group developing these projects should achieve competence with the hypermedia tools used. These projects will be presented to the entire class at the end of the semester.

8. Final Reflection Paper (Individual Assignment)
   Complete a reflection paper that includes:
   - a summary of activities undertaken during the class to add to or increase existing skills and knowledge, and an outline of goals and possible activities for continuing to add to or increase existing skills and knowledge
   - a self-analysis of what you have gained personally from the class
- an indication of individuals and groups you have interacted during the course both within and outside your cohort, what you gained by working with these different folks

- reflection upon your contributions to your groups and what, if anything you would do differently

- the impact, direct and indirect that what you have learned and been involved with in the course will influence change in your classroom, school or district

- indication of who, outside our program you contacted or worked with during this course

- a planning proposal that will present a course of action for you as an individual in your efforts to integrate computers and information technologies into future professional roles.

### Class Schedule

#### Hypermedia Schedule

**Spring 2010**

- January 18 | January 25 | February 1 | February 8 | February 15
- February 22 | March 1 | March 8 | March 15
- March 22 | March 29 | April 5 | April 12 | April 19 | April 24

Schedule subject to change; please check back frequently for updates.

#### Week of January 18: Class Meeting

- Introductions
- Introduction to the class
- Complete POS Forms
- Introduction to FDN 5420 in AET Zone

**Activities:**

- **Get acclimated** to FDN 5420 in AET Zone.
- **Introduce** yourself on the class discussion board (Who we are).
- **Update (or create)** your AsULearn profile. If you have not done so already, make sure you add this course (FDN 5420, Hypermedia in Instruction) to your course list.
- **Review team assignments** that you will work with to map the hypermazes, address the questions in the "Café Così che cosa?", and explore the software in the S-Mart.
- **Review team assignments** in which you will read and discuss *Everything is Miscellaneous*, by David Weinberger. As you read, your group will post its thoughts on the discussion board. Remember that this should be substantive discussion, not summary.
- **As a team, respond** to the "What is Hypermedia?" question in the "Café Così che cosa?". Read the answers other teams give and respond to their thoughts on this question and interact with others on these responses on the class discussion board.

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#### Week of January 25:

- What is Hypermedia?
- What is Multimedia?
- What is the difference between Hypermedia and Multimedia?
- How does Hypermedia fit into the learning environment?

**Activities:**
Go through HyperMaze A in AET Zone to explore the information found there. As a team, begin mapping the hypermazes (see course requirements).

Begin reading articles and web pages on Theory and Research associated with the use of hypermedia in learning settings (see Course Outline for possible sources).

As a team, respond to the "What is Hypermedia?" (After HyperMaze A) question on the class discussion board. Use information from the HyperMaze and your readings to support your position. Read the answers others in class give and respond to their thoughts on this question.

As a team, begin looking at the other questions in "Café Così che cosa?" and begin responding to them, reading how others have responded, and sharing your thoughts on the class discussion board.

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Week of February 1

- How does Hypermedia fit into a learning environment?
- Linear vs. non-linear learning environments

Activities:

- Continue reading articles and web pages on Theory and Research.
- As a team, explore HyperMaze B to explore the applications of Hypermedia to Learning settings. Continue mapping the hypermazes (see course requirements).
- Respond to the "How can hypermedia be used to support learning?" question on the class discussion board. Use information from the HyperMaze and your readings to support your position. Read the answers others in class give and respond to their thoughts on this question.
- Continue looking at the other questions in "Café Così che cosa?", responding to them, reading how others have responded, and sharing your thoughts on the class discussion board.

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Week of February 8:

Activities:

- As a team, begin exploring Hypermedia development tools (Shop S-Mart) (see course requirements).
- Continue participating on the discussion board.

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Week of February 15: Class Meeting (20th)

- Discussion of HyperMazes, Theory and Research
- Linear vs. non-linear learning environments (cont.)
- Issues of Hypermedia and non-linear experiences
- Web 2.0: The Read/Write Web
  - Read an overview of issues from Will Richardson.
- Hypermedia tools

Activities:

- Continue exploring Hypermedia development tools.
- Review cross-cohort team assignments in which you will read and discuss Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms, by Will Richardson. As you read, your group will post its thoughts on the discussion board. Remember that this should be substantive discussion, not summary.

Due: HyperMaze map(s) & Wordle (see course requirements). Post in Teleplace. Please submit via AsULearn.
Week of February 22

- Hypermedia tools
- Discussion of potential class projects

Activities:

- **Explore** AET Zone as an environment in which to develop Hypermedia.
- **Continue** exploring Hypermedia development tools (share your thoughts about the tools you are learning on the forms in the S-Mart).
- **Continue** participating on the discussion board.
- **Begin** developing a hypermedia version of your position paper on hypermedia (see course requirements).

Due: Hypermedia Position Paper (Group Activity). (see course requirements).

Week of March 1

- Hypermedia Tools

Activities:

- **Continue** participating on the discussion board.
- **Work** on projects.
- **Look over** digital storytelling resources and projects online
  - Center for Digital Storytelling
  - Educational Uses of Digital Storytelling
- **Create** a non-linear digital story using Web 2.0 tools (see course requirements). Product should be posted in Teleplace prior to March 15.

Due: Hypermedia version of Position Paper (see course requirements). Submit via AsULearn.

Week of March 8: University Break

Week of March 15: Class Meeting (20th)

- Presentation of Hypermedia versions of Position Papers
- The role of Hypermedia in learning settings
- Exploring digital storytelling as a tool for engaging students in reading and writing

Activities:

Week of March 22
The role of Hypermedia in learning settings
Hypermedia tools

Activities:

- Explore others' digital stories in Teleplace. Discussions
- Continue participating on the discussion board.
- Work on projects.

Due: Establishing the Difference (see course requirements). Submit this assignment via AsULearn.

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Week of March 29

- The difference between linear and non-linear formats
- Hypermedia tools

Activities:

- See Copyright/Fair Use assignment in AsuLearn
- Individual/Group: Complete Copyright 101 Tutorial
- Complete 1, 2, 3
- Complete quiz & final game
- Reflect with group about what was learn from this activity
  - What did you learn?
  - Is this relevant to Hypermedia?
- Group Activity:

  Create delegations to research copyright and fair use policies in place in your schools and districts? Do you have copyright policies & procedures in place? Are they easily accessible? Enforceable?
  *Large groups may select a single district/school/university to research.

Each group will share results via class discussion board

Due: Begin Discussion on Class discussion board March 29th

- Begin Work on projects.
- Respond to the "How are linear and non-linear environments different?" question on the class discussion board. Read the answers others in class give and respond to their thoughts on this question.

Due: Make sure you have posted information about the software tools you worked with in the S-Mart and go to the discussion board to expand on what you posted and/or react to what others have said about the tools.

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Week of April 5

Activity:

- Work on Final Projects/Continue participation on discussion board.

Due: Copyright/Fair Use discussion board activity

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Week of April 12

Activity:
Optional: Learning Styles Activity

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Week of April 19

Activity:

- **Work** on Final Projects/Continue participation on discussion board.

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Week of April 24: Final Class Meeting

Activity:

- **Share** Final Projects.

Due: Final Project

Reflection Paper (see course requirements)

Course Evaluation

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### Required Reading

Everything Is Miscellaneous: The Power of the New Digital Disorder  
Author: David Weinberger

Paperback: 288 pages  
Publisher: Holt Paperbacks (April 29, 2008)  
Language: English  
ISBN-10: 0805088113

Listed on Amazon.com

*Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms,* by Will Richardson.

Paperback: 168 pages  
Publisher: Corwin Press; 2nd edition (July 16, 2008)  
Language: English  
ISBN-10: 1412959721  

### Reading Groups

Each student is expected to become an active member of a reading group. Groups should include at least one member of other active LES cohorts. Groups will participate in self-paced discussion of relevant topics discovered in readings. Link to discussion board.
Discussion Board Participation

Rubric for expected discussion board participation

Academic Integrity Code

Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

Individuals with Disabilities Information

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at http://www.ods.appstate.edu/ or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.