

# Syllabus

## EDTECH 574: Interactive Courseware Development in Flash-Summer 2008

Instructor: Jui-long Hung, Ed.D.  
Email: [andyhung@boisestate.edu](mailto:andyhung@boisestate.edu)  
Phone: (208) 426-5542

### EDTECH Conceptual Framework

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing 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, community organizations, and the private sector.

### Introduction

This course is ideal for beginners with little or no prior experience using Flash software, a web animation authoring tool. The class provides experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive components. Students will learn how to:

- Examining and evaluating existing Flash projects
- Gain hands-on experience in Flash and Adobe Captivate through a series of practical skills-building tasks
- Planning and creating a meaningful, and authentic final project such as:
  - An informational or instructional tutorial OR
  - A dynamic simulation, OR
  - An engaging multimedia activity

Regardless of whether you're interested in animation applications in teaching and learning, or other fields, you'll find lots of instructional ideas and develop technical skills.

This course will expand your thinking about animation, interaction, and multimedia projects. It will also build your technical skills in using Adobe Flash. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online activities. EDTECH 574 is structured in such a way to allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

## Course Objectives

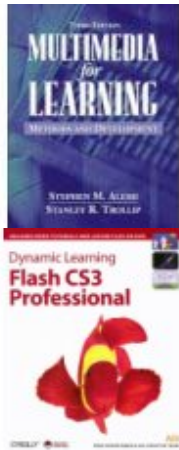
Each student will have the opportunity to:

1. Explore, categorize, and evaluate existing Flash projects.
2. Create basic Flash projects that incorporate animation, interaction, and multimedia elements.
3. Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues.
4. Design and develop an interactive instructional program using Flash.

## Course Materials

### *Books*

Required Text:



1. Alessi, S. M. & Trollip, S. R. (2001). *Multimedia for Learning: Methods and Development* (3rd edition). Allyn & Bacon. ISBN: 0205276911
2. Gerantabee, F. & AGI. (2007). *Dynamic Learning Flash CS3*. O'Reilly Media. ISBN: 0596510586

Suggested Text:

Many great Flash books are available. Since Adobe Flash CS3 just came out in spring 2007, many of the existing books for previous versions of Flash are currently being revised. Each uses different examples and techniques. Some are more focused on using Flash as a tool for animation, while others emphasize web-based applications. Also, keep in mind that you'll want to select a book that matches your version of Flash. Most people will be using the new Flash 8 or the older Flash MX 2004.

The required text contains tutorial videos. It takes you through the software with step-by-step examples. If you prefer a reference format, I recommend one of these books:

1. Anderson, A. & Johnson, S. (2007). *Adobe Flash CS3 Professional on Demand*. Que.
2. Grover, C. & Moore, E. (2007) *Flash CS3: The Missing Manual*. Pogue Press.

3. Ulrich, K (2007). Flash CS3 Professional for Windows and Macintosh (Visual QuickStart Guide). Peachpit Press.
4. Kerman & Phillip (2006). Macromedia Flash 8 in 24 Hours. Sams.
5. Vogelee, Davis, Wilson, Eddie, & Barber, Lou (2006). Macromedia Flash Professional 8 Unleashed. Sams.

### Required Software:

You will need to have access to Adobe Flash CS3.

You might be interested to know that Macromedia is now owned by Adobe. We advise you to purchase the Creative Suite CS3 Web Standard: (Includes Flash CS3 Professional, Dreamweaver CS3, Fireworks CS3, and Contribute CS3). This professional tool suite is available at the [Academic Superstore](#) for \$389.95. You may wish to just purchase Macromedia Flash CS3. If you already have Flash 8 or Flash MX 2004, feel free to use this software however the directions for class are written for Version CS3.

If you don't plan to purchase Flash CS3, a 30 Day Trial Version of the Adobe Flash CS3 software is now available through the Adobe website. However, it cannot work for the whole semester. Here have some options for you:

1. Option 1- Purchase the Macromedia Suite 8.
2. Option 2 - Use Macromedia Flash MX 2004 if you already have it.
3. Option 3 - Install Flash CS3 trial to another computer.

### Student Course Sites

You will develop and display your work on your EDTECH student web site. You will also need a way to "FTP" your assignments to your web site.

### Major Assignments

#### *Final Project Proposal*

You will submit a complete design document outlining the details of your final Flash project.

#### *Final Project*

You will submit an interactive courseware and a user manual based on your project design proposal.

### Course Grade

Assignments are typically due by 11:59 PM Mountain Time on Wednesdays. The course project developed by the student will account for approximately half the course grade; Assignment and participation will account about equally for the remaining half.

<b>Assignment List</b>	<b>Points</b>
Assignment 1	50
Assignment 2	50
Assignment 3	50
Assignment 4	50
Assignment 5	50
Participation	50
Project Design Proposal	100
Final Project & User Manual	200
<b>Total</b>	<b>600</b>

Grades at the end of the course will be determined by the point scale shown in the table below.

Scale:

90 – 99% A

80 – 89% B

70 – 79% C

< 70% F

<b>Point Scale for Final Grades:</b>	
<b>Grade</b>	<b>Points Required</b>
A+	580 – 600
A	560 – 579
A-	540 – 559
B+	520 – 539
B	500 – 519
B-	480 – 499
C+	460 – 479
C	440 – 459
C-	420 – 439
F	0 – 419

### *Late Work Policy:*

Late work will have a penalty of 10 points taken off for each day late. Work that is more than one week late will not be accepted. Due dates falling within the last two weeks of class are final and those assignments may not be submitted late. Plan to spend between 8 - 15 hours per week on this class.

## Standards Addressed

The evaluation criteria are based on AECT standards for students.

Final Project Proposal Evaluation Criteria
<p><b>Content Design (50 %)</b></p> <p><b>1. Goals</b></p> <ul style="list-style-type: none"><li>• Design, produce, and use digital information with computer-based technologies (2.3.2)</li><li>• Write appropriate objectives for specific content and outcome levels (1.1.1a)</li><li>• Select appropriate media to produce effective learning environments using technology resources (2.0.1)</li></ul> <p><b>2. Evaluation Criteria</b></p> <ul style="list-style-type: none"><li>• Objectives clearly stated what was supposed to learn</li><li>• Objectives clearly stated the expected learning outcomes</li><li>• Select appropriate media to produce effective learning environments.</li><li>• Content of the lesson reinforced the objectives</li><li>• Important terms or concepts were emphasized or highlighted</li><li>• Example or practice was adequate and related to the material presented.</li><li>• Contained real simulations to practice concepts and skills</li></ul>
<p><b>Story Board &amp; Flowchart (50 %)</b></p> <p><b>1. Goals</b></p> <ul style="list-style-type: none"><li>• Apply development techniques such as storyboarding and or scriptwriting to plan for the development of audio/video technologies (2.2.2)</li><li>• Apply a planning process for the development using tools such as flowcharts and timelines (4.4.2)</li></ul> <p><b>2. Evaluation Criteria</b></p> <ul style="list-style-type: none"><li>• Directions are clear and easy to follow</li><li>• The lesson content followed a logical sequence</li><li>• Main menu clearly identifies the course layout</li><li>• Clear instructions are associated with menu and navigation.</li><li>• Functions of buttons are easily identified</li><li>• There is a one click access to help, exit, and main menu</li><li>• Location of where you are in the course in easily identified (module/Lesson titles)</li></ul>

## Final Project Evaluation Criteria

### Project (100 %)

#### 1. Goals

- Design, produce, and use digital information with computer-based technologies (2.3.2).
- Produce instructional materials which require the use of multiple media (1.1.3a).
- Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application (1.1.3b).
- Use appropriate digital productivity tools to develop instructional and professional products (2.0.2).
- Use authoring tools to create effective hypermedia/multimedia instructional materials or products (2.4.1)

#### 2. Evaluation Criteria

##### Overall

- The project flows smoothly from start to finish.
- All graphics, animations, text, and other page elements appear in their proper places.
- All transitions are smooth and consistent

##### Technical - Animation

- The animation component contributes to the effectiveness of the project
- The animation component is used in meaningful ways

##### Technical - Interaction

- The interaction component contributes to the effectiveness of the project
- The feedback or the result of interaction is clear and effective

##### Technical - Multimedia

- The multimedia component contributes to the effectiveness of the project
- The media elements addressed alternative learning styles

## Accommodations

To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

## 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.