



**Faculty of Education
Department of Curriculum & Instruction
Fall 2021**

EDCI 337: Interactive and Multimedia Learning

**EDCI 337/A02/CRN: 12111
1.5 credits
September 8 – December 6, 2021**

Territory Acknowledgement

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Nicole Crozier
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Course Website:
<http://edtechuvic.ca/edci337>
Course Video Room:
<https://uvic.zoom.us/j/82657670055>
Meeting ID: 826 5767 0055
Meeting Password: 376034
Join By Phone: +1 778-907-2071

Course Overview

Calendar Description

Introduces multimedia learning theory and the application of various forms of media to teaching and learning contexts. Examines practices for designing and evaluating media rich educational experiences that are textual, audio, visual, interactive, immersive, and/or augmented.

Course Description/Goals

In the creation of instructional content for any learning outcome, it is common to use multiple mediums, including text and images, video with audio, and face-to-face presentations with slides. Why do we do this? Is there a benefit to using multiple mediums? Are there downsides?

In this course, we will answer these questions in the context of multimedia learning theory and more through an exploration of the history and current use of multimedia and digital interaction to augment learning.

At the end of the course, students will be able to:

- Contextualize the history of interactive and multimedia learning
- Contextualize theories and principles that support the use of interactive and multimedia learning
- Create a variety of prototype multimedia learning objects including videos, screencasts, infographics, virtual reality tours, and/or effective face-to-face presentations with slides
- Demonstrate the application of multimedia learning principles and the design thinking process in the creation of multimedia and interactive learning objects
- Evaluate the suitability of multimedia learning objects for specific use cases using relevant multimedia learning principles

Mode of Instruction

This course will be offered online. Activities will occur via various methods of access and may include:

- Accessing the course website to engage with course content
- Participation in regular synchronous video meetings with small groups of peers
- Participation via blog posts, forums, editable online documents, email, text chat, and/or social media
- Creation of multimedia files across a variety of platforms

The course will be supported by a variety of communication tools including: Wordpress, Mattermost, Zoom, and email.

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference, as it is **NOT** required to complete this course.

Text/Reading List

There is no required textbook for this course. Each week, you will be provided with different podcasts, videos, and other multimedia objects to engage with via a blog post on the course website.

You may wish to bookmark [The Cambridge Handbook of Multimedia Learning](#) by Richard Mayer. This is a popular multimedia learning textbook that is available online via the UVic Libraries, and may be referred to throughout the course.

Diversity and Equity Statement

The Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, or espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Course Outline and Schedule

To help you prepare for each class and get the most out of group discussions and activities, here is a tentative list of the scheduled topics. See the current schedule on the course website for the most current updates.

Dates	Topic	Lab	Homework
Week 1 – Sept 8-12	Introduction to EDCI 337 – Orientation & Introduction to Multimedia and Interactive Learning	Wordpress	<ul style="list-style-type: none"> Review videos and readings on course site Organize, create and customize WordPress site Fill out Learning Pathways web form Join Learning Pod & agree on meeting times Join Mattermost
Week 2 – Sept 13-19	How Do We Learn?	Finding and using images	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 1 due prior to Pod meeting
Week 3 – Sept 20-26	Multimedia Design for Learning	Sketchnoting	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 2 due
Week 4 – Sept 26- Oct 3	Accessibility and Equity	Accessibility	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 3 due
Week 5 – Oct 4-10	Design Principles for Multimedia Presentations	Infographics and presentations	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 4 due
Week 6 – Oct 11-17	Instructional Design and Lesson Planning	No lab this week	<ul style="list-style-type: none"> Review videos and readings on course site Meet with Learning Pod Blog Post 5 due Submit blog post to be graded
Week 7 – Oct 18-24	Storytelling with Video	Video	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 6 due
Week 8 – Oct 25-31	How Do We Evaluate Multimedia?	Screencasting	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog Post 7 due
Week 9 – Nov 1-7	Active and Passive Learning	H5P & Twine	<ul style="list-style-type: none"> Review videos and readings on course site Complete lab Meet with Learning Pod Blog post 8 due Assignment 3: Core multimedia skills project due November 7
Week 10 - Nov 8-14	READING BREAK		
Week 11 –	The Future of Multimedia	360° tours	<ul style="list-style-type: none"> Review videos and readings on course site

Nov 15-21			<ul style="list-style-type: none"> • Complete lab • Meet with Learning Pod • Blog Post 9 due
Week 12 – Nov 22-28	Multimedia Tools (exact topic TBD)*	TBD	<ul style="list-style-type: none"> • Review videos and readings on course site • Complete lab • Meet with Learning Pod • Blog Post 10 due
Week 13 – Nov 29- Dec 6	Multimedia Tools (exact topic TBD)*	TBD	<ul style="list-style-type: none"> • Review videos and readings on course site • Complete lab • Assignment 4: Multimedia design group project due December 2 • Submit blog post to be graded

**Prior to Reading Break, we will decide as a class which additional multimedia tools and concepts we want to explore in the last two weeks of class.*

Learning pods: You will work together with a group of four classmates to help one another with the learning process. Groups will be formed the first week of class. You are required to meet synchronously with your group on a weekly basis at a mutually agreed-upon time. You should use your Learning Pod time to discuss the topic and lab for the week and clarify any questions or confusion that you have. You can also use this time to share your blog progress and provide peer feedback.

Assignments

Overview

Due date	Assignment Details	Grade Allotment
Due: Weekly Submit blog post to be graded by December 2 .	Assignment 1: Weekly blog posts (8 total)	25%
Due: Weekly	Assignment 2: Learning Pod Blog Post Feedback	5%
Due: November 7	Assignment 3: Core Multimedia Skills	30%
Due: December 2	Assignment 4: Multimedia Design Group Project	40%

Assignment 1: Weekly blog posts (25% of final grade)

Purpose: Weekly blog posts provide you with an opportunity to critically reflect on the topic of the week, apply multimedia learning principles to different technologies, and engage in asynchronous discussion with your classmates on course topics.

Details: Every week, you will post a blog post on your personal blog reflecting on that week's lecture material and lab. All posts should include multimedia content (e.g. embedded images, videos, podcasts, etc.) to support your reflection. Posts should not be more than 250 words (or

2 minutes of recorded audio or video) and may be written using bullet points or paragraph format.

Submission & grading: Blog posts should be completed on a weekly basis and will be reviewed (not graded) in your Learning Pod meetings to allow you to refine your thinking and clarify any misconceptions (see Assignment 2). Posts must be completed prior to your Learning Pod meeting every week.

- There are 10 blog posts due throughout the term. You are required to complete 8 out of the 10. This means you may choose not to write a blog post on two separate weeks. **5% of your final grade will come from completion of the weekly posts.**
- You will choose one post to be assessed by the instructor at the end of the course. **This post will be due on December 2 and be worth 20% of your final grade.**
- Details on how to submit your blog posts to the instructor for assessment will be provided during the course.

Assignment 2: Learning Pod blog post feedback (5%)

Purpose: Giving feedback on the blog posts of other students in the class, and receiving feedback on your own blog posts, will allow you to consider different perspectives, further explore topics, refine your thinking, and clarify and misunderstandings.

Details: Every week, you are expected to meet with your Learning Pod to discuss course work and assignments. During these meetings, you will also read the blog posts of two of your Learning Pod members and one other classmate (for a total of 3), and provide feedback by commenting on the post. This feedback should be constructive, with the goal of engaging in dialogue, and helping them to improve their future posts and multimedia elements. Feedback should be less than 100 words, and may be in bullet point or paragraph form.

Submission & grading: Feedback on your classmates' blogs posts will be graded as complete/incomplete based on the criteria above. You will be asked to submit the links to the blog posts you have commented on to the instructor on a weekly basis. A form for doing so can be found on the course website.

Assignment 3: Core multimedia skills (30%)

Purpose: This assignment will allow you to demonstrate your ability to perform core skills and techniques in graphic design, video recording/editing, screencasting, and interactive design, and evaluate the effectiveness of the resulting multimedia objects based on multimedia learning principles.

Details: In this assignment, you will select a multimedia object that you have already created (either for this class, or for a different class) and update/upgrade the object to reflect your current understanding of multimedia learning principles. This new updated multimedia object will be part of a new blog post (of no more than 350 words) documenting the process and describing why the multimedia learning object is effective in increasing knowledge transfer based on multimedia learning principles and related learning theories.

Submission & grading: The multimedia learning object should be embedded on your blog post; the blog post can then be submitted via a form on the course website.

- The blog post will be graded based on the application and clear explanation of multimedia learning principles and related learning theories, and will be worth 10% of your final grade.
- The multimedia object will be graded on technique, attention to detail, accessibility, creativity, and overall quality, and will be worth 20% of your final grade. A detailed grading rubric will be provided.

Assignment 4: Multimedia design group project (40%)

Purpose: This major group project provides you with the opportunity to bring together everything you have learned in this course with the goal of teaching others about a topic of your choice.

Details: In this group project, to be completed in groups of 2 or 4 from your Learning Pod, you will create a lesson, using multimedia and interactive learning techniques, to educate/instruct/teach your classmates about a detailed topic of your choice. Project deliverables will include:

- A documented design project plan that includes learning outcomes and objectives
- Multiple examples of multimedia content that have been created by group members (e.g. original videos, a screencast, infographics, mini-website, podcasts, etc.).
- A blog post that includes all of the multimedia content embedded. The blog post should also include text to introduce the multimedia learning objects, provide additional information and help the learner navigate through the lesson. The blog post should also include a section at the end that describes the multimedia learning principles and related learning theories that have been used in designing the lesson.

The blog post should not exceed 800 words; both bullet point and paragraph forms of writing are acceptable.

Submission & grading: While all group members should contribute equally to the creation of the blog post, all group members should post the project to their own individual personal blog. Each group member will be asked to submit a link to the blog post via a form on the course website. The project will be graded by the instructor based on the structure and quality of the design process, and the quality of the content in achieving learning outcomes. A detailed grading rubric will be provided.

Late assignments

Late assignments will not be penalized in this course; I would rather have you enjoy the learning process and take care of your health and well-being rather than stress yourself out trying to meet a deadline. That being said:

- If you are going to miss a major deadline, please consult with me as early as possible **before** the due date. We can then work together to determine a new deadline.
- Missing deadlines for several parts of this course, such as blog post completion prior to Learning Pod meetings and the group project, will impact more than just yourself. Please be considerate of others, and communicative, in these areas so that you don't negatively impact your classmates.

Online Learning

Expectations

- Online learners are expected to connect to any video classes and meetings from a dedicated learning environment (e.g., not connecting from public WIFI at the beach);
- Consider the video conferencing etiquette (e.g., mute your mic in large meetings when not talking to minimize background noise);
- Be aware of your video presence (e.g., the lighting is acceptable and your camera angle is not missing the top half of your head).
- Audio should be clearly audible. Using a dedicated headset with microphone will help to provide better audio.
- Check the course website several times per week for updates and new content.
- Participate in conversations and community building via MatterMost, a team communication platform.
- When you have questions about the course or the course content, reach out to your classmates and/or the instructor with questions. You can use MatterMost for questions, send your instructor an email, attend office hours, or book an appointment with the instructor.
- While this may be an asynchronous course, you are still expected to dedicate a significant amount of time to reviewing course material, writing blog posts, meeting with your Learning Pod and working on assignments every week. This course has been designed to take 7 – 8 hours of effort every week.
- Actively participate in your Learning Pod. Learning Pods should be meeting weekly, and all students should be coming prepared and contributing to the discussion every week.

Required Technology and Connectivity

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
 - A *reliable* 10 MBps (minimum) internet connection for live video sessions
 - Wired connection is preferred over wireless
 - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
 - Successful test of your conference software (Zoom etc.) connection prior to course
- Hardware
 - Using a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
 - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
 - A headset with a microphone and noise cancellation feature is recommended

Remote Access

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

Support

- **[Computer Help Desk](#)**: The computer help desk is open to all UVic students for general technical help.
 - Hours: Monday to Friday (closed statutory holidays)
 - Tel: 250.721.7687
 - Email: helpdesk@uvic.ca
- **[Education Student Tech Support](#)**: Perry Plewes and a co-op student are available for technical help for students in Education courses.
 - Tel: 250.360.6660 (Perry Plewes)
 - Email: felctech@uvic.ca
- **[UVic Libraries](#)**: The Libraries' [Ask Us Website](#) contains resources and information including:
 - Text a Librarian: 250.514.7085
 - Email a Librarian: askref@uvic.ca or use this [form](#)
 - Live Chat with a Librarian via "[AskAway](#)"
 - [Guide to Education Resources in UVic Libraries](#)
- **Education Librarian**: Pia Russell
 - Phone: 250.721.8259
 - Email: prussell@uvic.ca
- **Extra support for distance learners**: UVic's [distance learning and research office](#) is specifically for distance education learners making library requests.
 - Phone: 1.800.563.9494

Important Policies

Department of Curriculum & Instruction Policy on Students' Use of an Editor

We are pleased to allow you to use the following forms of assistance by an editor:

1. **Proofreading** which includes: reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g. headings in APA format); and identifying errors in spelling, punctuation and visual elements; and
2. **Copy editing** which includes: editing work for grammar, spelling, punctuation, usage and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

In addition, BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR, you may seek stylistic editing which includes: clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submissions, and falsifying materials. Further details, including penalties, can be found online via the [Academic Calendar](#). Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

Towards the end of term, as in all courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Additional Resources

Office of the Ombudsperson

The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the [sexualized violence resource office](#) in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out.

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9-point GPA/letter grade system. The 9-point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.