

Recasting of an Existing e-Learning Course
Troy University EDU-6617 —Graphic Design in Multimedia
Paper Prototype
Terri Krause
Purdue University
February 15, 2015

PROJECT SUBJECT AND SCOPE	1
1. Overview	1
1.1 Scope	1
1.2 Learning Context	1
1.3 Need/Benefit	1
1.4 Target Learners Identified	1
1.5 Learning Environment/Proposed Delivery Method	1
1.5.1 Delivery Method.	1
1.5.2 Assessments	1
1.5.3. Technologies:.....	1
1.5.4. Conditions of Instruction:	1
2. OBJECTIVES AND ASSESSMENTS	2
3. INSTRUCTIONAL STRATEGY RATIONALE	4
3.1 Basic Premise.....	4
3.2 Scaffolding.....	5
3.3 Terminology and Prior Knowledge	5
3.4 Student Partnerships	5
3.5 Self-Assessment.....	5
3.6 Portfolio.....	5
3.7 Personal Skills Time	6
3.8 Resource Directory	6
4. THE INSTRUCTIONAL PLAN	7
4.1 Week 1.....	7
4.2 Week 2.....	7
4.3 Assessments	7
4.4 Two simple formative assessments will be administered in Week 1:.....	7
4.5 The Technology and Navigational Structure	7
4.5.1 Technology	7
4.5.2 Structure.....	7
5. LEFT COLUMN NAVIGATIONAL MENU	8
6. DESIGN AND STORY BOARDS	9
7. SITEMAP	10
(Lucid Chart)	12

8. FUNCTIONAL SPEC / TEXT AND IMAGES BY PAGE	13
9. TEXT FOR START HERE PAGE (Main CATEGORY TEXT)	13
10. Text for Meet Your Instructor Page (Main Category Text)	17
11. Text for Latest News Page (MAIN Category)	17
12. TEXT for Static Site Map Page (MAIN Category)	17
13. SYLLABUS (MAIN CATEGORY)	18
14. COURSE OVERVIEW (MAIN CATEGORY)	18
<i>14.1.1. COURSE DESCRIPTION</i>	<i>18</i>
<i>14.5. Description of Weekly Activities</i>	<i>20</i>
15. COURSE SCHEDULE (MAIN CATEGORY LINK to ITEM)	24
16. Lessons by Week (folder)	25
17. STORY BOARDS	51
18. START HERE PAGE	56
19. COURSE CONTENT SECTION	65
20. Course Content > Post Assignments Here	88
21. Course Content > Personal & Group Portfolios	90
22. Course Content > Personal Skills Journal (entry page)	91
23. Course Content > Personal Skills Journal	92
24. Course Content > My Grades	93
25. COLLABORATION SECTION	94
26. Collaboration > Class Glossary	103
27. Collaboration > Resource Directory	105
28. Collaboration > Asynchronous Tools > Voice Podcaster	107
29. Collaboration > Asynchronous Tools > Blackboard Voice Board	107
30. Collaboration > Asynchronous Tools > Send Email	108
31. Collaboration > Synchronous Tools > Blackboard Collaborate	109
32. Collaboration > Synchronous Tools > Blackboard IM	110
33. Tools & Help > Helpful Resources	111

34. Tools & Help > eTROY Policies and Procedures	112
35. MY GROUPS	113
36. SYLLABUS	i
MERRILL'S FIVE STAR INSTRUCTIONAL DESIGN RATING	xii
APPENDIX	xv
FILES BY FOLDER	lxix
Bibliography	lxxi

PROJECT SUBJECT AND SCOPE

1. OVERVIEW

I have outlined the proposed recasting of an existing e-Learning Course written by Dr. Deborah Fortune for Troy University's (Alabama) e-Learning MSAED program. The current course is designed for an eight/nine week, fully online Blackboard delivery system. It consists of readings, PowerPoint slides, videos, quizzes, online discussions, mini-projects, and a final project, all packaged in an "activity, research, and interaction based" format. The course integrates learning theory with principles of graphics design using the text by Linda L. Lohr, *Creating Graphics for Learning Performance*.

Given this is a recasting of an existing course; the overall subject matter (introductory graphics design for learning using multimedia) will remain the same and include the basic principles of good design as they relate to effective use in promoting learning. Currently, each week's module constitutes a lesson per Horton's definition in Chapter 12 (Horton, 2011).

1.1 Scope

Weeks 1 and 2 of a nine week course. I have restructured the material somewhat, so the resulting lesson content does not align exactly with the current first two weeks of the existing course or of week 7 as I moved typography to week 2; but, the length of the course will be unaffected. I have reworked some of the existing content, but, approximately 50% of the content is new to fit the new instructional design.

1.2 Learning Context

This course is a part of the MSAED (Masters in Adult Education) and is required for the Curriculum and Instructional Design and also the Instructional Technology concentrations of the MSAED. It is the first of two courses focusing on the multimedia dimension of the concentration. Students can be expected to meet the criteria for graduate level work.

1.3 Need/Benefit

At most, without formal training, students today have experience posting images, altering images with preset filters, and creating personal websites with preset style sheets. Seldom do principles of good design come into play, nor does learning theory as it interacts with design. This course will prepare students to create effective graphical elements that will aid their learners in the selection, organization and integration of the concepts being presented; and, help them create effective, professional multimedia deliverables.

1.4 Target Learners Identified

The target learners are MSAED students, and thus have at least an undergraduate degree if not more, as well as varying levels of experience in the field. They may be adult students, working part or fulltime and should expect to spend 15-20 hours per week to master the material.

The data suggests this type of online Master's students fit the general profile of an e-Learner: i.e., work well independently; computer savvy; exhibit a strong academic sense of self; strong inner locus of control; possess interpersonal skills; excellent communicators; desire affiliation; and so on (Dabbagh, N., 2007). The students who will take this course must have had at least two other courses: EDU 6613 — Principles of Instructional Design and 6606 — Current and Emerging Instructional Technologies, which focuses on the "instructional use of computers, software, desktop publishing, graphics, hypermedia, and the internet" (Troy Graduate Catalog, 2014-15). Therefore, they will be well prepared to synthesize the incorporation of graphical elements into multimedia deliverables to enhance learning objects.

1.5 Learning Environment/Proposed Delivery Method

This course is a guided online course, with an instructor facilitating the learning.

1.5.1 Delivery Method.

The course will be delivered via BlackBoard over an eight/nine week period. We will use a PBL learning environment which while providing some sequencing, will also encourage student movement freely within the environment as well.

1.5.2 Assessments I plan to use other methods of practice and assessment to determine if students have grasped and internalized the concepts. As in the current course, a small mini-project will be posted on the DQ by the end of each week demonstrating the week's design and/or learning principles. At the end of the week, students will critique their peer's work, offering constructive feedback— reinforcing their prior learning before practicing the concepts for the next week. Students will also self-evaluate their own work after reviewing their peers. While I will use Kirkpatrick's Level 1 formative assessments, the project work will be evaluated for Level 2 learning and modified Level 3 behavior, using the learning objectives as criteria for the weekly rubrics. Discussions will also be evaluated following a rubric. I will not evaluate for Level 4 (Kirkpatrick, D. L., 2012).

1.5.3. Technologies: Because this course is intended to give an introduction to design tools, using them to create multimedia deliverables, basic design software will be introduced including layout/design tools, font utilities, photo editing, image editing, animation tools, audio and video production and editing software, web development, and learning management tools. I will use Adobe Suite, Captivate, presentation software, html editors, and other tools to create content.

1.5.4. Conditions of Instruction: The current syllabus requires students to login to BlackBoard for content retrieval as well as to post assignments and interact with peers for online discussions. I will also recommend students login at least 5-6 days per week.

2. OBJECTIVES AND ASSESSMENTS

OBJECTIVES AND ASSESSMENTS			
Objective	Assessment	Media	Grading Rubric
<p>OBJECTIVE 1 Topic: Universal Design for Performance & Education Short Title: Universal Design</p> <p>After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).</p>	<p>Assessment 1, Part 1a Mini-Portfolio Project: Using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a visual that uses the concepts of Universal Design to present the same message in a performance setting vs an educational setting. Upload your work to My Content/embed it in your Personal Portfolio (not your Master Project folder). Then, upload it under Assignment 1 on the Assignments folder (Post Your Assignments Here).</p> <p>Assessment 1, Part 1b: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment. Upload to Personal Portfolio and Post Assignments Here.</p>	<p>Personal Portfolio / Discussion Board / Individual Work / Peer Review / Will rework this assignment in Week 8 to demonstrate application of principles learned during the course.</p>	<p>1 pt Universal Design elements</p> <p>2 pts for learning vs performance</p> <p>2 pts for written overview</p> <p>Review: 2.5 pts possible</p>
Objective	Assessment	Media	Grading Rubric
<p>OBJECTIVE 2 Topic: Visual Literacy—Use & Create Short Title: <i>Visual Literacy</i></p> <p>After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently demonstrates their ability to understand, use and create with graphics (Braeden, 1996).</p>	<p>Assessment 2, Part 1 / DQ 1 & 2: Working with a partner, and using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a Prezi (Prezi.com) that showcases Levin's (1981) five instructional functions for graphics. Use a concept that is relevant to your daily life and/or work. NOTE: Prezis must be screen captured and uploaded to YouTube, then embedded in each student's DQ 1 to count for credit.</p> <p>Assessment 2, Part 2 / DQ 1: Include your written explanation of your concept, tools used, and design principles included, and how the elements you chose will fulfill the requirements of the assignment. Also, include a breakdown of the work each partner contributed. Both partners must create part of the design. This explanation will be posted along with your Visual in DQ 1.</p> <p>Assessment 2, Part 3 / DQ 2: Review one peer's visual. Each person's visual should only be reviewed by one other person, so please choose someone who has not yet been reviewed. Use Lohr's three criteria for evaluating design: 1) Effectiveness; Efficiency; and, Appeal (see Lohr for more detail). This exercise will take place in DQ 1 by Replying to one post. Use this format for your review.</p>	<p>PREZI / Discussion Board / Group Work / Peer Review</p>	<p>3 pts Successful Completion of Assignment (1pt for successful completion; 1 pt all five functions; 1 pt for embedding as YouTube video)/ 2 pts Concept Presented & Justified / 2.5 pt for peer review.</p>

Objective	Assessment	Media	Grading Rubric
<p>OBJECTIVE 3 Topic: The ACRONYMS of Design Short Title: <i>ACRONYMS</i></p> <p>After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin’s five functions of graphical elements (DROIT).</p>	<p>Assessment 3, Part 1 / DQ 1 & 2: Using Chapters 1 and 4 of the Lohr textbook, and at least one image editing tool of their choice, students will create a conceptual proposal of their master project, demonstrating the key principles of design using at least one Tool, one Action, and one Principle. This is a concept only and will be refined over the course of the next six weeks. Students will follow the ACE methodology in creating the graphic. The concept should be relevant to an aspect at least one member of the team’s daily life and/or work. Please post your work to your Master Project Folder of your portfolio.</p> <p>Assessment 3 Part 2 / DQ 1: Each student will submit a written explanation of the principles used, a description of the steps taken to produce the finished product, a list of their own contribution to the project, and a self-assessment indicating what they learned and what they would do differently. This explanation will be posted along with your Visual in DQ 1.</p>	<p>Master Group Project Portfolio / Group Work / Peer Review</p>	<p>1 pts Successful Completion of Assignment; use of 1 tool, one action and 1 principle; 1 pt for relevance to daily life / 1pt / 2 pts Concept Presented & Justified / 2.5 pt for peer review.</p>
Objective	Assessment	Media	Grading Rubric
<p>OBJECTIVE 4 Topic: Learning Theory Short Title: Learning Theory</p> <p>After reading Chapter 3 and engaging in the weekly activities, students will be able to create a multimedia visual that demonstrates 1) their understanding of learning theory as it relates to instructional message design; and 2) the appropriate use of learner centered design principles.</p>	<p>Assessment 4, Part 1 / DQ 1 & 2 (3 PT / Partners): Using Chapter 3 of the Lohr textbook, and at least one image editing tool of their choice, students will create a multimedia visual using Zaption (see Zaption.com) that demonstrates the relationship of Mayer’s principles of multimedia design to learning theory. NOTE: Look carefully at how to aiding working memory and reducing cognitive load. Post in Week 2 DQ 1.</p> <p>Assessment 4, Part 2 / DQ 1: Each student will submit a written explanation of the principles used, a description of the steps taken to produce the finished product, and a self-assessment indicating what they learned and what they would do differently. How does your design make the information memorable and meaningful? This explanation will be posted along with your Visual in DQ 1.</p> <p>Assessment 4, Part 3 / DQ 2: Review one classmate’s visual by replying to the assignment in DQ2. Directions are included in the assignment. Each individual’s visual should only be reviewed by one other person, so please choose someone who has not yet been reviewed and someone you have not previously reviewed if possible.</p> <p>Use Lohr’s three criteria for evaluating design: 1) Effectiveness; Efficiency; and, Appeal (see Lohr for more detail). This exercise will take place in DQ 2. Use Lohr’s three principles of efficiency, effectiveness and appeal for the criteria for your review.</p>	<p>ZAPTION / Discussion Board / Individual Work / Peer Review</p>	<p>1 pts Successful Completion of Assignment; use of 1 tool, one action and 1 principle; 1 pt for relevance to daily life / 1pt / 2 pts Concept Presented & Justified / 2.5 pt for peer review.</p>

Objective	Assessment	Media	Grading Rubric
<p>OBJECTIVE 5 Topic: Tools of the Trade</p> <p>Short Title: Tech & Objective 5: After reading Chapters 2 and 9, and reviewing the <i>Resources</i> section of the textbook; as well as working through the activities, students will be able to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.</p>	<p>Assessment 5, Part 1a PART 1: Using the principles from chapters 2 and 9, and the Resources Section of the textbook, select a word processor (such as MS Word) and at least one design tool and one action (PAT), and the principles of working with typography from Chapter 9 to create a visual that compares technocentric thinking to learner-centered thinking. Be sure to incorporate typography into your visual. You may find an example of technocentric design to serve as your starting point if you wish; but, be sure to cite it properly using APA.</p> <p>Save your work as a PDF and upload it to My Content and embed it in your <u>Personal Portfolio</u>. Finally, upload it under Assignment 3 on the Assignments folder (Post Assignments Here).</p> <p>PART 2: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment. Include as text in your <u>Personal Portfolio</u> and as a Comment on the <u>Assignments</u> page.</p> <ol style="list-style-type: none"> 1. Create your design 2. Upload your work to My Content 3. Embed it in your Personal Portfolio (Not the Master Project Portfolio) 4. Upload it to Assignment 2 Week 2 <p>Assessment 5, Part 1b: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment.</p>	<p>PORTFOLIO/ Individual Work / Portfolio / Peer Review</p>	<p>1 pts Universal Design elements / 2 pts for Learning vs Performance. 2pt for written overview. Review: 2.5 pts possible.</p>

3. INSTRUCTIONAL STRATEGY RATIONALE

3.1 Basic Premise

3.1.1 Skill Because good graphics design is a skill that must be practiced and because constructive feedback is a useful tool in helping designers see their work from the vantage point of the user, this course is structured to provide a creative environment with opportunities for self-assessment and peer feedback.

3.1.2 Visual Literacy Lohr writes that visual literacy means one can recognize and understand the principles and tools of graphic design, use them effectively, and create (or oversee the creation of) instructional messages that aid learning or enhance performance (Lohr, 2008)The primary goal of this course is to facilitate every student’s successful quest for visual literacy.

Multimedia Instructional design often requires or lends itself to the use of multimedia. Knowledge of available media and how best to utilize them in creating effective educational messages is a key component of this course. Students will be encouraged to test new hardware and software tools, and to share their experiences with classmates.

3.2 Scaffolding

The course concepts are more complex due to the integration of three separate areas of expertise: 1) graphics design; 2) multimedia; and 3) learning theory. For that reason, providing scaffolding in an effort to reduce cognitive load and allow the learners more time and clarity of mind to focus on the doing of design is considered indispensable.

3.3 Terminology and Prior Knowledge

Terminology is also an important part of this study. Depending on where the students are in their program, they may have very little background in learning theory, which in itself is a lot to grasp in an accelerated program. Some of the concepts will be familiar from introductory psychology courses, which should allow for forming some connections with prior learning.

The terminology specific to graphics design will be for the most part unfamiliar in context for most of the students. We can, however, introduce the simple formatting concepts inherent in using a Word Processing program (such as MS Word) to help bridge the gap for some of the design terms.

To facilitate developing a working vocabulary quickly, we will provide a **Class Glossary** in Wiki format. Students will rework two Key Terms each week and add them to the Glossary. In Week 8, students will take the Glossary and use it to create a multimedia training tool.

3.4 Student Partnerships

Design is often carried out in teams in the real world. Designers must interface with clients, programmers, SME's, database engineers, and so on. The proof of the design is in the effectiveness and efficiency of the design to accomplish its task and free up as much working memory as possible, while being inviting and aesthetically appealing. For this reason, each week student designers will be paired with a partner for at least one project; and, they will review/critique a peer and a provided graphic, and have at least one of their own designs peer reviewed weekly. The rubric they will use will assess the designs (not the designers) for their effectiveness, efficiency and appeal.

3.5 Self-Assessment

Student designers will also provide rationale for each of their own designs and give a self-assessment of at least one finished project per week.

3.6 Portfolio

Portfolios are an important part of a designer's Vitae and can reinforce both the value of the work as well as offer a venue for monitoring progress. A personal portfolio will be provided as well as a portfolio to house the working files for the group Master Project.

3.7 Personal Skills Time

Creativity is fostered in a relaxed and carefree environment. Skills can be honed without fear of making mistakes. Students can take chances with tools and concepts that they might not otherwise try. A Personal Skills Journal has been provided for students who wish to "play" with the tools and concepts they are learning. This will not be graded; but, feedback will be provided by the instructor. Students can opt to have their Journals available for other students to view and comment on, or to keep them private for Instructor feedback only.

3.8 Resource Directory

A final tool that is being provided is a Class Resource Directory. This Wiki will be a place students can begin to build a list of websites and tools that will help them in the class and in their future careers. The Resource Directory will be converted to a PDF at the end of class for download.

3.9 Group Project

The Master Design Project will be a group project. While weekly work will be individual or in teams of two, the Group Master Design Project will consist of teams of three (3) students. Collaborative tools provided by BlackBoard will be enabled and will provide multiple ways for students to work together to complete the deliverables.

4. THE INSTRUCTIONAL PLAN

4.1 Week 1 will focus on establishing the parameters of Visual Literacy (Lohr, Chapter 1) and the concept of Universal Design. Students will have an opportunity to begin to understand the basics of design, to use some of the techniques and tools, and to create one individual and one team multimedia deliverable. The team deliverable will be created as a Prezi, recorded, uploaded to YouTube and embedded in the Discussion Board. *This will need scaffolding for each of the technical requirements.*

Week 1 will also introduce the main principles and concepts of sound design (Lohr, Chapter 4). An interactive *Zaption* will be used as a demo, with pop-up quiz questions to help focus students on the important concepts of ACE.

4.2 Week 2 introduces Learning Theory (Lohr, Chapter 3) and the importance of designing to optimize cognitive load. Students will be tasked with creating an asset that demonstrates the relationship of Mayer's principles of multimedia design to learning theory. Students will be asked to select a software tool and to use *Zaption* to create an instructional message.

Week 2 also looks at Typography (Lohr, Chapter 9). Typography is one of the most readily available and effective methods of creating instructional messages. For that reason, we will introduce it early rather than later.

Week 2 wraps up with a look at the technology (Lohr, Chapter 2) involved in multimedia design, and introduces some tools of the trade. Students will begin to interact with their group, selecting the concept for the Group Master Design Project.

4.3 Assessments

This course will not have quizzes or tests (other than the ungraded, formative evaluations). Rather, the assessments will be based on the completion of assigned tasks, and the deliverables and methodology used will serve as the basis for assessment.

4.4 Two simple formative assessments will be administered in Week 1:

1. A learning styles inventory from which we will select the pairings for the first challenge
2. A Student Survey to gather background information on the student's level of knowledge and experience as well as their hopes for the class and their goals for the future

4.5 The Technology and Navigational Structure

4.5.1 Technology The site will be constructed in BlackBoard on the <http://troy.blackboard.com> server.

4.5.2 Structure The structure is somewhat linear, in that the lessons are constructed as self-contained modules that are numbered ordinally.

That being said, however, users can freely move between sections to gather information, watch videos, and so on. Nothing other than announcements will be date-locked. Numerous collaborative tools will be enabled, including BB Collaborate, BB Voice Board, and BB Voice Podcaster as well as the wiki's, discussion boards, and email functionality.

5. LEFT COLUMN NAVIGATIONAL MENU

5.1 Main Navigation The navigational menu can be seen in the Prototype as well as in the Site Map.

- 1) The menu system will be grouped by type. Information that needs to be readily at hand such as instructor contact information, a site map, and the latest announcements head the left navigational menu under the **Course Name** section header (this header is provided by the BlackBoard system) and in this case is **Graphics Design in Multimedia**.

Menu Items Include:

Start Here

Meet your Instructor

Latest News (Also Cross-linked as Announcements/News on the Start Here page)

Static Site Map (This name may change if it is determined working hyperlinks can be added)

- 2) The next section is the **Course Content** section header, with course and lesson information listed first, followed by the tools required for posting assignments.

COURSE CONTENT

Menu Items Include:

Syllabus (Cross-linked from Getting Started and Course Overview)

Course Overview (Cross-linked from Getting Started)

Lessons by Week (Cross-linked from Course Overview)

Post Assignments Here (Cross-linked from each lesson as appropriate)

Personal Portfolios (Cross-linked from each lesson as appropriate)

Personal Skills Journal

My Grades (Content Generated by the System; but, menu item must be created)

- 3) The next section header is the **Collaboration** section, with group tools critical to assignments listed first; followed by Asynchronous and Synchronous tools that students may choose to use to enhance their user experience.

COLLABORATION

Menu Items Include:

Group Work Space

Class Roster

Class Discussions

Class Glossary

Resource Directory

—Asynchronous Tools (Menu Sub-header)

Voice Podcaster

Blackboard Voice Board

Send Email

—Synchronous Tools (Menu Sub-header)

BB Collaborate Scheduling

Blackboard Collaborate

Blackboard IM

- 4) A **Tools and Help** section header completes the site, with resources that scaffold both the student's course experience and overall educational experience. Because two of the assignments require 3rd party design tools, links to those tools will be included at the bottom of the Navigation for ease of use. These links are Prezi and Zaption.

TOOLS AND HELP

Menu Items Include:

Helpful Resources
Student User Guide
eTroy Policies and Procedures (Cross-linked from the Getting Started page)
BB Help & Training
Prezi
Zaption

- 5) The System will generate the **My Groups** Section and section header.

MY GROUPS

Menu Items Include (Cross-linked from the Weekly Lessons page as appropriate):

Interviews, Bios, Photos and Learning Styles (Wiki & all collaboration tools / no grading)
Week 1 Group 1 Wiki Workspace for the Prezi assignment (Wiki and all collaboration tools / No grading)
Week 2 Group 1 Wiki Workspace for the Zaption assignment (Wiki and all collaboration tools / No grading)
Group Master Design Project (Wiki and Blog and all collaboration tools / No grading)

5.2 Level 2/3 pages

The **Lessons by Week** section is really the only part of the site that goes deeper than two levels. All other functionality is only 1 or 2 clicks away from the main menu. There is cross-linking from within pages to reduce cognitive load and stress in navigation.

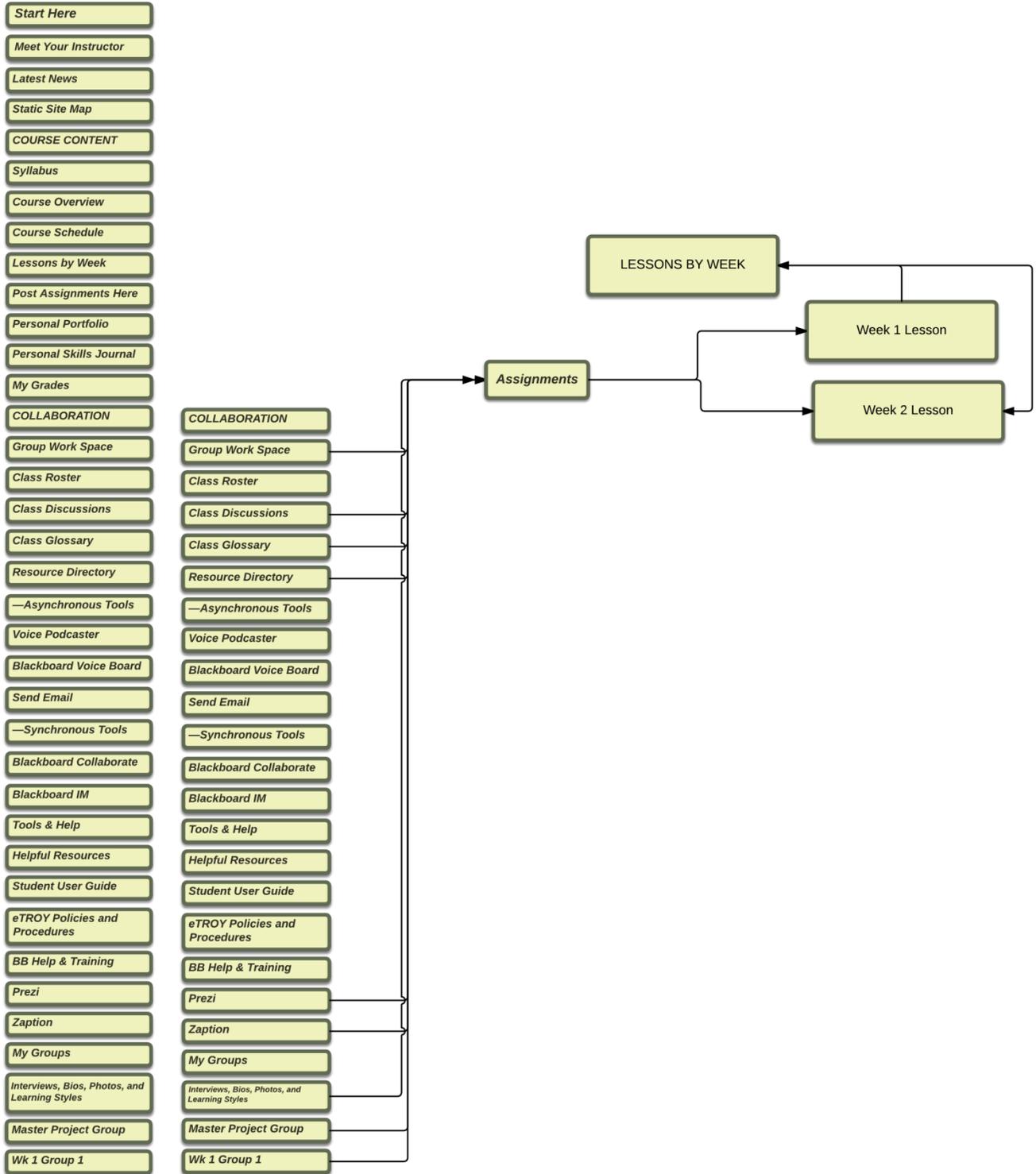
6. DESIGN AND STORY BOARDS

6.1 Components The artifacts needed for each week are organized by folders for ease of implementation; and, mock-ups are provided to show placement and style. NOTE: I used the Blackboard interface in most cases as it is easier to style quickly than creating mock-ups in Photoshop.

6.2 Style The menu is text only. Helvetica/Arial Italicized

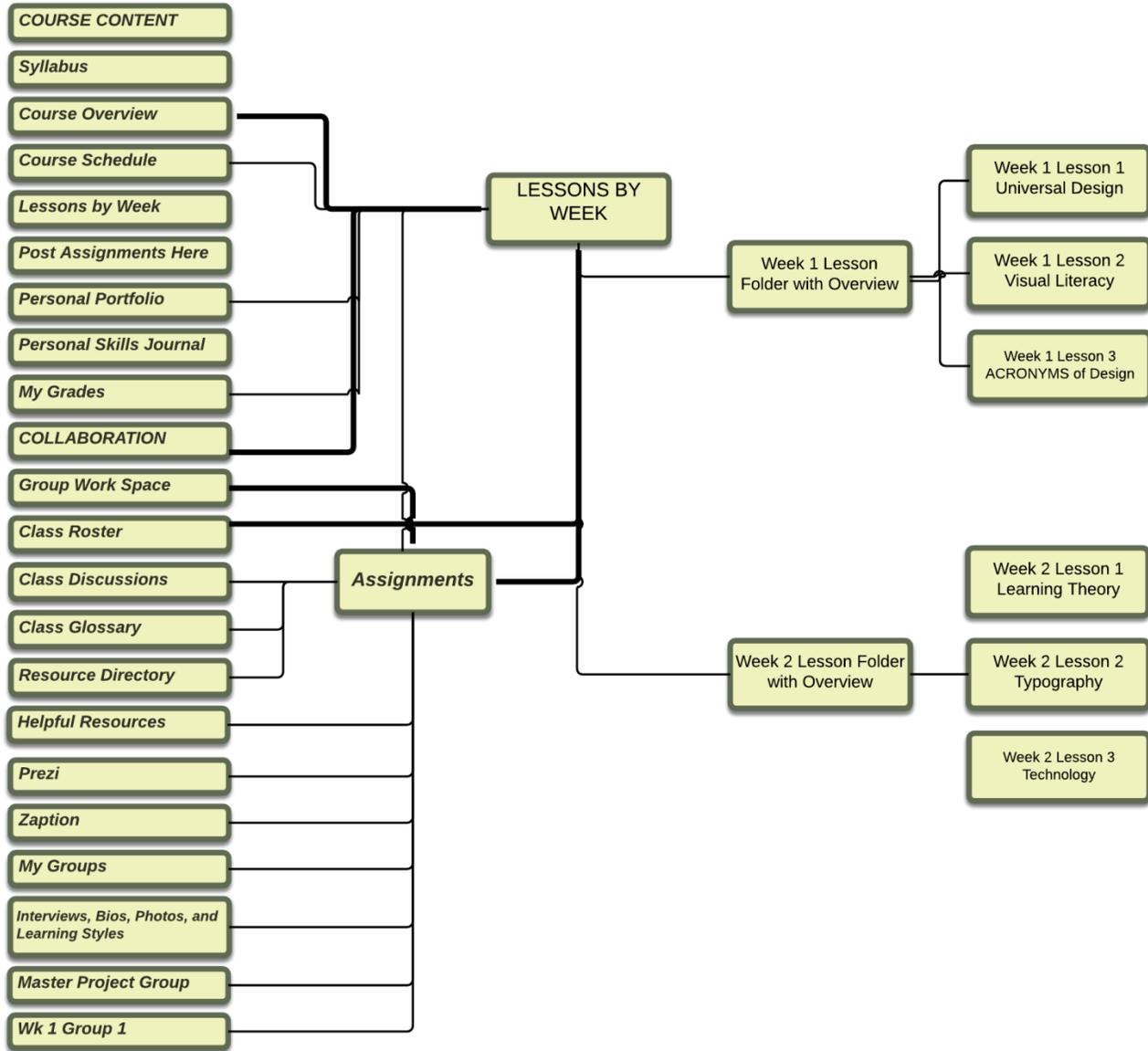
The body font is Helvetica, 3pt. Full black may be used for body text, although #333333 grey is the preferred body text color. The header color is #777777 when possible. When the header font can be specified, please use Helvetica 4 or 5 pts as determined by space.

SITEMAP, continued
7.2 Collaboration



SITEMAP, continued

7.3 Lessons Level



(Lucid Chart)

8. FUNCTIONAL SPEC / TEXT AND IMAGES BY PAGE

9. TEXT FOR START HERE PAGE (MAIN CATEGORY TEXT)

9.1. Audio Welcome Message

Text for Welcome Message (Blackboard Voice Authoring Message)

Welcome to EDU 6617 Graphic Design in Multimedia

This is a design class as you know, and while some of you do not intend to become professional graphic designers, if you do go into instructional design you will find it very helpful to be visually literate, especially as you work with graphic designers, multimedia teams, web developers, animators and so on.

Design is a skill that improves only with practice. For that reason, this course will provide many opportunities for you to practice the craft as well as to look with a critical eye at your own and other's work.

I look forward to spending the next nine weeks with you and it is time to get started!

9.2 Text for Announcements/News Category

Access the latest course news and/or announcements from this link, or click the link in the left menu titled Latest News.

Text for Initial Announcement

WELCOME to EDU 6617, Graphics Design in Multimedia

This course is one of the core requirements in the Curriculum and Instructional Design and the Instructional Technology program at Troy University. Over the next nine weeks, you will gain knowledge and skills that will help you succeed as an instructional design professional.

During this course, here are a few of the topics we will cover

Multimedia Technologies
Graphics Design and Learning Theory
The ACE Method of Learning Message Design
Tools of the Trade: Technologies and Typography

Our text for this term is Linda Lohr's book, *Creating Graphics for Learning and Performance* (Lohr, 2008).

Your **Start Here** page will help guide you as you begin your first steps as a student of design. There you will find the **Syllabus** which serves as your contract with the University. It gives you assignment information and course expectations as well as information on how to succeed in the class. When you are finished, check out the rest of the site. You will see some tools you may not have been able to use before. Play with them. They may make the next 9 weeks more enjoyable and enriching!

I am here to help you as we cover the topics in this class. Please don't hesitate to contact me with questions or concerns. Best wishes in

EDU 6617 and throughout your entire TROY experience! Go TROJANS!

9.3 Text for Student Survey Category

Please take a few minutes to complete this short survey. We will use the data to help create a better individualized experience for each student. We have also included this link in the Lesson Folder for Week 1 if you prefer to wait to take it then. But, please take it before you begin your readings or assignments. Thank you!

9.3.1 Survey Questions Text

9.3.1.1. Description

This is a short seven question survey to enable us to possibly personalize your learning experience. Please take time to fill it out and let us know what we can do to help you achieve your maximum potential in this course.

9.3.1.2. Instructions

Please answer each question to the best of your ability. If you have things you would like to elaborate on or explain, you will find an open ended comment question at the end (Question #7). Please always feel comfortable reaching out to me to discuss issues that may impact your learning. When you are finished, click Submit and you a screen will load confirming your responses. Should you not see the confirmation page, verify you do not have pop-ups blocked from the troy.blackboard.com website. You can find help with Blackboard under the Tools & Help section of the left navigational menu. Thank you for your time and assistance!

9.3.3. Questions: 7 Total

9.3.3.1. Multiple Answer: Reason for Taking EDU 6617

What is the main reason you are taking EDU 6617?

Answer

- A. To help me in my career.
- B. I have always been interested in how visuals affect learning.
- C. It is required for my degree.
- D. Other. I will explain in the comments field at the end of the survey.

9.3.3.2 Multiple Choice: Prior knowledge and/or experience.

Do you have any prior knowledge and/or experience in graphic design?

Answer

- A. Not a lick.
- B. I create graphic for work, but, have no formal training.
- C. I use some graphics editors to create personal visuals for myself and/or my family/friends.
- D. I have formal training in graphics design. Please expound on this in the Comments area at the end of the survey.

9.3.3.3. Multiple Choice: Multimedia software / hardware used.

I have used multimedia hardware and/or software.

If you answer "Yes" to this question, please expound on our answer in the Comments section at the end of the survey.

Answer

- A. I have used multimedia hardware to create at least basic multimedia.
- B. I have used multimedia software to create at least basic multimedia.
- C. I have not used multimedia hardware or software.

9.3.3.4. True/False: Confidence in ability.

I feel confident I can learn and navigate this course.

Answer

- True
- False

9.3.3.5. True/False: I have some hesitation about how successful I can be in this course.

I have some hesitation about how successful I can be in this course.

Please expound on your answer in the Comments section at the end of the survey if you choose "Yes".

Answer

- True
- False

9.3.3.6. Opinion Scale/Likert: Desire to become skilled in graphics design.

On a scale of 1 to 5 with 1 being Strongly Disagree and 5 being Strongly Agree, respond to the following statement:

This course will help me develop expertise in graphics design using multimedia for learning and performance.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

9.3.3.7. Short Answer: Comments:

Please use this space to expound on your background and experience in graphics design and/or designing multimedia for performance or learning.

Also, please indicate what hardware and/or software you have used to create media/multimedia. Word processing software is considered a design tool.

Please share any worries you may have about your ability to successfully complete this course, or any concerns you have about external factors that may bear on your ability to meet deadlines or produce high quality assignments.

9.4. Text for Interviews, Bios, Photos, and Learning Styles Category

Instead of posting your own bio, you will:

1. Select another student (put your name in the interviewer column of the chart);
2. Reach out to them through one of the collaboration tools in the left menu;
3. Interview them; and,
4. Write a short (100 word) biography showcasing them.

But, that is not the end of the assignment.

1. Find your name, and place your photo (no more than 150px wide) in the column for photographs.
2. Then, take the Learning Styles Inventory quiz; and
3. Paste your Learning Style in the Learning Styles column.

I will be using your learning styles results to match you up with a partner for your first team project.

Links to: [Interviews, Bios, Photos, and Learning Styles Wiki](#)

9.5. Text for Course Syllabus Category

No section category text for Printable Course Syllabus

Link1: Syllabus in both Word and PDF format.

Link 2: Folder (provided by template) linking to eTroy Policies and Procedures

9.6. Text for Course Overview Category

9.6.1. EDU 6617 Overview Category Text

See Full Course Overview Page and Text Here

First, we start out with a short survey to help us make this a better learning experience for every student.

Then, interview a classmate and write a short bio.

Take the Learning Styles Inventory and post your photo and your quiz results to your own bio.

You will find the Syllabus, textbook info, the Course Description, Objectives and Outcomes, a Course Schedule and of course a folder with all of your Lessons by Week.

If you see something missing that you think would improve the user experience (or even just your personal experience, please let me know)! I am looking forward to learning with you!

This links to the [Course Overview Page](#)

9.7. Course Textbook Information Category

This section will have the upright version of the book cover on this page with no additional text and links to the Course Overview page to display the text information.

It links to Home > Course Overview > [Textbook Information](#).

9.8. Site Map (item)

This item features the text and image from the top of the [Static Site Map](#) page.

/courses/Graphic_Design_in_Multimedia/dynamiccoursemap.png
(Graphic Design in Multimedia, 2015)

10. TEXT FOR MEET YOUR INSTRUCTOR PAGE (MAIN CATEGORY TEXT)

Image: Files by Folder> [Dr Deb Fortune Photo](#)

Dr. Deb Fortune
Email dfortune@troy.edu (make link)
Work Phone 334.808.6166
Office Location Troy, Alabama
Office Hours Office Hours Monday - Thursday from 10:00 AM CST to 2:00 PM CST

Dr. Fortune is an instructor for the College of Education. She earned her Ed.D in instructional technology and distance learning from Nova Southeastern University, Fort Lauderdale, FL., 2001, M.Ed. in Educational Technology from Troy University, Troy, AL 1996, and a BA in Human Resource Management from Troy University, Montgomery, AL, 1992. Dr. Fortune is currently the Director of the Center for Excellence in eTeaching for Troy University's Distance Learning. She has over 20 years of experience in teaching, training, instructional design, and program planning and management.

Dr. Fortune's focus areas are instructional design, web-based instruction, research, teaching effectiveness and faculty training and development.

A Message from Dr. Deb: Please call or e-mail me, if you would like to schedule a conference call or virtual meeting.

11. TEXT FOR LATEST NEWS PAGE (MAIN CATEGORY)

Links to [Announcements](#)

12. TEXT FOR STATIC SITE MAP PAGE (MAIN CATEGORY)

The site map below shows the structure of this EDU 6617 course. If you would like a dynamic site map, click the small icon to the left of the refresh button beneath the Troy Logo in the left menu header as shown in the image to the right.



2 Images with Citations

/courses/Graphic_Design_in_Multimedia/dynamiccoursemap.png

(Graphic Design in Multimedia, 2015)

/courses/Graphic_Design_in_Multimedia/sitemap.png
(Lucid Chart)

The page is available for review in the [Story Boards](#).

13. SYLLABUS (MAIN CATEGORY)

Text for Course Overview Page Category

None

14. COURSE OVERVIEW (MAIN CATEGORY)

14.1. Text for Course Description / Learning Outcomes and Objectives

14.1.1. COURSE DESCRIPTION

This is the content when you click the link to open the Course Description/Learning Outcomes and Objectives Page

EDU 6617 is study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics, authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams.

Prerequisites: EDU 6613 and EDU 6606

14.2. LEARNING OBJECTIVES AND OUTCOMES

OBJECTIVE 1 / Topic: Universal Design for Performance & Education

Objective 1: Universal Design | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).

OBJECTIVE 2 / Topic: Visual Literacy—Use & Create

Objective2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1996).

OBJECTIVE 3 / Topic: The ACRONYMS of Design / Ch 4

Objective 3: ACE/PAT/SOI/CSSDT/CARP/DROIT / After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin's five functions of graphical elements (DROIT).

OBJECTIVE 4 / Topic: Learning Theory / Ch 3

Objective 4: After reading Chapter 3 and engaging in the weekly activities, students will be able to create a multimedia visual that demonstrates 1) their understanding of learning theory as it relates to instructional message design; and 2) the appropriate use of learner centered design principles.

OBJECTIVE 5 / Topic: Tools of the Trade / Tech & Type / Ch 2, 9 & Resources Section

Objective 5: After reading Chapters 2 and 9, and reviewing the Resources section of the textbook; as well as working through the activities, students will be able to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.

14.5. Description of Weekly Activities

Introductory Text

Each week you will have a series of activities to perform that will lead you toward a working knowledge of educational multimedia graphics design and visual literacy. If you will apply yourself to the activities, you will be able to see yourself move along the novice to expert continuum.

WEEKLY ACTIVITIES

Readings:	Read the assigned readings from the text and supplemental materials. The first two weeks, you will have several chapters of the text to get through in order to learn the underlying theory and principles you will need for the rest of the course. Beginning in the third week, you will usually only have one or at most two chapters to read in addition to some supplemental readings or short PowerPoint presentations.
Videos, Tutorials, and/or PowerPoint Presentations:	In the Lessons by Week folder, you will find links to supplemental readings, videos, tutorials, websites, and/or PowerPoint presentations related to the week's instruction. Please review them thoroughly. Your design work and self-assessments and peer reviews will depend on how well you understand the principles, concepts and tools presented.
Terminology:	Getting a working knowledge of the terminology of a domain is critical to literacy. Graphics design, multimedia and learning theory all have their own vocabularies and this makes it even more difficult to get quickly up to speed. For that reason, I have created a group Wiki for you entitled Class Glossary . Each week, you will choose two Key Terms from the assigned chapter(s) by placing your name on the Wiki in the Author column next to the terms you want to define. Then, you will study the terms, and rework the definition, adding meaning for the rest of the class. You will also look for a visual example of the term (or create one) and post it in the Wiki in the column titled Visual. During Week 8, half of the class will be organizing and styling the Glossary and converting it to a PDF for the class to download.
Resource Review:	Each week, you will be asked to recommend a tool or resource related to graphics design, multimedia or the integration of design and instruction. Your review does not need to be extensive, but, should include the name of the product, website, purpose, your experience, and why you recommend it. In Week 8, half of our class will be organizing and styling the Directory and converting it to a PDF for the class to download. View the Resource Directory
Weekly Critique:	Each week, you will find a graphic in the Discussion Board entitled Weekly Critique . Please post a reply by Wednesday night at 11:59pm in which you address the effectiveness, efficiency and appeal of the graphic (Lohr, 2000, p. 93). Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol: FirstName_LastName_Wk#_DQ#_Weekly_Critique Please be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.
Individual Design Challenge:	Working on your own, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. You will find your individual design challenge in the Lesson 1 folder for each week.
Team Design Challenge:	Working with a teammate, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. You will find your individual design challenge in the Lesson 2 folder for each week.
Group Master Design Project:	In teams of 3, you will create a multimedia Master Design Project. This is due at the end of Week 7. You may read more about it in the Master Design Group Project Folder .

14.6. Software, Utilities and Tutorials (item)

Links to the [Helpful Resources Page](#) which is System generated but updateable.

Introductory Text

Wonderful free and/or cheap graphics and video software and great utilities to help make your job easier. Also, tutorials that can get you designing like a pro in no time! Check them out!

14.7. Lessons by Week (Course Link to Main Category Folder)

Introductory Text

14.8. Group Master Design Project (Folder)

Introductory Text

Week 1

Individually **create a concept visual** and post to your Group Master Project Wiki.

Week 2

Collaborate with your team to **review the concepts** and **select** one or a combination for your **Group Project Concept**.

Week 3

Final Project Proposal (Due the end of Week 3)

Your Final Project Proposal is due on Sunday by 11:59pm Midnight EST.

The Proposal is worth 2.5 points (12.5%) of your final project grade, or 2.5% of the final grade. For your proposal, you need to choose a subject or topic that you are interested in and knowledgeable about, and/or related to your work or profession. Your project should be instructional in nature or a tutorial. Therefore, please select your topic carefully!

Week 8

Final Project (Due Date: Week 8)

The Final Project will be a group instructional presentation. If you use PowerPoint, it will be at least 25 slides in length and must be converted either to a Prezi or Zaption. If you choose to use Prezi, Zaption, Captivate, Articulate, etc., your project must be at least ten minutes in length. It will be an instructional presentation of a group topic and contain the following structural elements:

- An introduction, body, and conclusion
- Stated goals and objectives that are addressed by the presentation
- Instructional in nature
- Contain descriptions, explanations, and/or details in the PowerPoint notes section for each design element used on each slide.

14.8.1. Group Master Design Project

Master Design Project Examples (File)

Files Name; Matthews_Master_Design_Project_Examples.pdf

Link: https://troy.blackboard.com/bbcswebdav/pid-9235627-dt-content-rid-63512154_2/xid-63512154_2?target=blank

This file is included in [APPENDIX III](#) in Word Format.

14.8.2. Project Overview

I have changed the project to be a Group project with both the Group work and the individual work being graded. For the purposes of this project, however, I left the Project including the points as is, only adding the Collaboration elements (Wiki / Group Master Project Folder) for continuity.

Week 1

Individually create a concept visual and post to your Group Master Project Wiki.

Week 2

Collaborate with your team to review the concepts and select one or a combination for your Group Project Concept.

Week 3

Final Project Proposal (Due the end of Week 3)

Your Final Project Proposal is due on Sunday by 11:59pm Midnight EST.

The Proposal is worth 2.5 points (12.5%) of your final project grade, or 2.5% of the final grade. For your proposal, you need to choose a subject or topic that you are interested in and knowledgeable about, and/or related to your work or profession. Your project should be instructional in nature or a tutorial. Therefore, please select your topic carefully!

Proposal must include:

1. Introduction (Describe the need for the instruction)
 2. Justification of the need for the proposed learning topic (with support of Research/Studies/Statistics, Facts, etc.)
 3. Description of the target learners (education, background, skill level, gender, etc..)
 4. Learning Objectives
 5. Instructional Approach (Learning Outlines. How graphics will be used to teach the learning objectives)
 6. Conclusion
 7. References (must be listed in an APA Style. Web Resources should also be APA Style and listed along with active links)
- Use the Project Proposal Rubric found in the file below to guide your work.
 - Post the first draft of your project proposal on your group's discussion board for discussion and feedback from your group members
 - Finalize and Submit proposal for approval/grading and feedback by posting it to the Project Proposal Link found in the "Assignments" folder.

This file contains a template for your project storyboard. However, this is only an example template and is not an exact model. You will have artistic latitude in creating your storyboard. Also, please remember that I do not want a draft of your tutorial, just the "visual outline". The required storyboard for this project is only a "Visual Outline" that can be utilized later as a "Blue Print " for the development of your final project. Therefore, it must be constructed based on the project proposal. Mainly, on the instructional objectives and the instructional approach (learning outlines). It should provide a visual outline of what you plan to include in your Learning Module or Tutorial. Please see Storyboard example below. Please use the Storyboard Rubric below to guide your work.

Week 8

Final Project (Due Date: Week 8)

The Final Project will be a group instructional presentation. If you use PowerPoint, it will be at least 25 slides in length and must be converted either to a Prezi or Zaption. If you choose to use Prezi, Zaption, Captivate, Articulate, etc., your project must be at least ten minutes in length. It will be an instructional presentation of a group topic and contain the following structural elements:

- An introduction, body, and conclusion
- Stated goals and objectives that are addressed by the presentation
- Instructional in nature
- Contain descriptions, explanations, and/or details in the PowerPoint notes section for each design element used on each slide.

It will contain the following graphic design elements (each design element must be identified and explained in the defense/rationale to receive full credit):

1. The ACE model
2. TAP building blocks
3. Good Typography Elements used
4. Good Shape Tools used
5. Good Color Tools used
6. Good Depth Tools used
7. Good Space Tools used
8. Good use of Contrast
9. Good use of Alignment
10. Good use of Repetition
11. Good use of Proximity
12. Good use of Figure/Ground Perceptions
13. Good use of Hierarchy Perceptions
14. Good use of Gestalt Perceptions
15. Good use of Multimedia components (sound, animations, etc)

Additionally, the Instructional Presentation will contain no spelling or grammar errors.

Include a defense/rationale for the concept, elements you chose, tools, actions, methodologies, and principles and how you incorporated the principles of cognitive load in your design and construction. Also explain what makes your project meaningful and memorable.

Note: The Project will also be graded on creativity and originality as well as efficiency, effectiveness and aesthetic appeal; as well as your defense of the concept, tools, techniques, methodologies and principles you choose to incorporate and how they serve to fulfill the requirements of the assignment and adhere to best practices of graphics design for multimedia.

(Fortune, 2014)

14.8.3. FINAL PROJECT RUBRICS & FORMS

14.8.3.1. Storyboard Rubric & Feedback Table

14.8.3.2. Final Project Checklist

14.8.3.3. Week 8 Final Project Rubric

(Fortune, 2014)

15. COURSE SCHEDULE (MAIN CATEGORY LINK TO ITEM)

TABLE: The Course Schedule page is a simple table 10 rows by 2 columns. The first row is the header row. Column 1 Header: Week/Dates. Column 2 header: Assignments

Each subsequent row lists the Week # and the date range. Alternate rows are shaded to help data stand out. The Assignments must be entered in the right column.

Course Schedule Text**Week 1**

- 7 Question Formative Survey
- Interview a Classmate and write and post their bio to the Interviews Group Wiki
- Take the Learning Styles Inventory
- Post Photo and Learning Styles Inventory Results to the Wiki
- Review Course materials
- Add four terms to the Class Glossary
- Review a graphics software tool and post to the Resource Directory Wiki
- Post your response for the Weekly Critique for Week 1 to the Discussion Board.
- Read the Preface and Chapters 1 and 4 of our textbook (Lohr).
- Watch the videos for each Lesson in the Week 1 Lessons, Activities, and Resources Folder.
- Create your three design challenges:
 - Individual Design Challenge (See Week 1, Lesson 1 Folder)
 - Team Design Challenge (See Week 1, Lesson 2 Folder)
 - Group Master Design Project Week 1 Activity (See Week 1, Lesson 3 Folder)
 - Group Master Design Project (See Group Master Design Project Folder)

Course Schedule Text**Week 2**

- Add four terms to the Class Glossary
- Review a graphics software tool and post to the Resource Directory Wiki
- Post your response for the Weekly Critique for Week 1 to the Discussion Board.
- Read Chapters 2 and 9 of our textbook (Lohr).
- Watch the videos for each Lesson in the Week 2 Lessons, Activities, and Resources Folder.
- Create your three design challenges:
 - Individual Design Challenge (See Week 2, Lesson 1 Folder)
 - Team Design Challenge (See Week 1, Lesson 2 Folder)
 - Group Master Design Project Week 2 Activity (See Week 2, Lesson 3 Folder)
 - Group Master Design Project (See Group Master Design Project Folder)

The text for the schedule will be derived from the weekly plan and also used in the Syllabus.

16. LESSONS BY WEEK (FOLDER)

16.1. Master Group Design Project Folder (Link)

16.2. Wk 1 Visual Literacy and Universal Design (folder)

Folder Intro Text

Folder 1: Wk 1 Visual Literacy and Universal Design

Table:

4 Columns

4 Rows

Top Row Header

WEEK 1 TOPICS / READINGS / ACTIVITIES / ASSIGNMENTS



Column 1 Schematic Image Thumbnail

Citation Levin’s Five Functions of a Graphic (Lohr, 2008)

	Column	Column 2	Column 3
Row 2	Topic 1	Preface / Chapter 1	Universal Design for Performance & Education
Row 3	Topic 2	Chapter 1	Principles of Visual Literacy—Use & Create
Row 4	Topic 3	Chapter 4	The ACRONYMS of Design

16.3. Wk 1 Visual Literacy and Universal Design (folder)

Folder Intro Text

Folder 2: Wk 2 Learning Theory and Tools of the Trade

Table:

4 Columns

4 Rows

Top Row Header

WEEK 2 TOPICS / READINGS / ACTIVITIES / ASSIGNMENTS



Column 1 Word as Image Thumbnail

Citation: (Lee)

	Column 1	Column 2	Column 3
Row 2	Topic 1	Chapter 3	Learning Theory
Row 3	Topic 2	Chapter 2	Tools of the Trade / Technology
Row 4	Topic 3	Chapter 9	Tools of the Trade / Typography

16.1.1. Project Overview

Week 1

Individually create a concept visual and post to your Group Master Project Wiki.

Week 2

Collaborate with your team to review the concepts and select one or a combination for your Group Project **Concept**.

Week 3

Final Project Proposal (Due the end of Week 3)

Your Final Project Proposal is due on Sunday by 11:59pm Midnight EST.

The Proposal is worth 2.5 points (12.5%) of your final project grade, or 2.5% of the final grade. For your proposal, you need to choose a subject or topic that you are interested in and knowledgeable about, and/or related to your work or profession. Your project should be instructional in nature or a tutorial. Therefore, please select your topic carefully!

Proposal must include:

1. Introduction (Describe the need for the instruction)
2. Justification of the need for the proposed learning topic (with support of Research/Studies/Statistics, Facts, etc.)
3. Description of the target learners (education, background, skill level, gender, etc..)
4. Learning Objectives
5. Instructional Approach (Learning Outlines. How graphics will be used to teach the learning objectives)
6. Conclusion
7. References (must be listed in an APA Style. Web Resources should also be APA Style and listed along with active links)

Use the Project Proposal Rubric found in the file below to guide your work.

Post the first draft of your project proposal on your group's discussion board for discussion and feedback from your group members

Finalize and Submit proposal for approval/grading and feedback by posting it to the Project Proposal Link found in the "Assignments" folder.

This file contains a template for your project storyboard. However, this is only an example template and is not an exact model. You will have artistic latitude in creating your storyboard. Also, please remember that I do not want a draft of your tutorial, just the "visual outline". The required storyboard for this project is only a "Visual Outline" that can be utilized later as a "Blue Print " for the development of your final project. Therefore, it must be constructed based on the project proposal. Mainly, on the instructional objectives and the instructional approach (learning outlines). It should provide a visual outline of what you plan to include in your Learning Module or Tutorial.

Please see Storyboard example below.

Please use the Storyboard Rubric below to guide your work.

16.1.1.1. Week 8 Final Project (Due Date: Week 8)

The Final Project will be a group instructional presentation. If you use PowerPoint, it will be at least 25 slides in length and must be converted either to a Prezi or Zaption. If you choose to use Prezi, Zaption, Captivate, Articulate, etc., your project must be at least ten minutes in length. It will be an instructional presentation of a group topic and contain the following structural elements:

An introduction, body, and conclusion

Stated goals and objectives that are addressed by the presentation

Instructional in nature

Contain descriptions, explanations, and/or details in the PowerPoint notes section for each design element used on each slide.

It will contain the following graphic design elements (each design element must be identified and explained in the defense/rationale to receive full credit)

- The ACE model
- TAP building blocks
- Good Typography Elements used
- Good Shape Tools used
- Good Color Tools used
- Good Depth Tools used
- Good Space Tools used
- Good use of Contrast
- Good use of Alignment
- Good use of Repetition
- Good use of Proximity
- Good use of Figure/Ground Perceptions
- Good use of Hierarchy Perceptions
- Good use of Gestalt Perceptions
- Good use of Multimedia components (sound, animations, etc)

Additionally, the Instructional Presentation will contain no spelling or grammar errors.

Include a defense/rationale for the concept, elements you chose, tools, actions, methodologies, and principles and how you incorporated the principles of cognitive load in your design and construction. Also explain what makes your project meaningful and memorable.

Note: The Project will also be graded on creativity and originality as well as efficiency, effectiveness and aesthetic appeal; as well as your defense of the concept, tools, techniques, methodologies and principles you choose to incorporate and how they serve to fulfill the requirements of the assignment and adhere to best practices of graphics design for multimedia.

16.1.1.2. Storyboard Rubric & Feedback Table

Student: _____ Grade: _____

EDU-6617		
Storyboard Rubric & Feedback Table		
Story Board:		
	Possible Points	Points Earned
Presentation Template: Has the storyboard used a proper template?	5	
Graphic Areas: Are graphic areas included and properly placed on the slides/boards?	15	
Navigation Areas & Logo: Are the navigation areas and logo properly presented?	10	
Instructional/Content Areas: Are the content areas included and properly sequenced?	15	
Number of Slides: Does the storyboard include a minimum of 12 slides/boards?	10	
Originality: Are the images original in design?	10	
Overall Aesthetic Design: Is the image design appealing?	10	
Text: Is the text easy to read and communicates the intended message?	10	
Spelling & Grammar: Is the storyboard free of spelling and grammatical errors?	3	
Goal: Does the storyboard accomplish what is trying to communicate?	10	
Proper File Name: Is the storyboard file saved properly? MJordan_ EDU 6617 _Storyboard_	2	
Late Submission: – 10% per week late		
Total:	100	
Feedback Comments:		

16.1.1.3. Week 3 Final Project topic Proposal

EDU-6617 Proposal Rubric

Topic: **Group Master Design Project Topic**

Proposal Due Date: **End of Week 3, at 12 Midnight on Sunday EST**

Percent of Grade: **12. 5% of the final grade**

Directions: Prepare a 100 to 300 word essay, in APA format, proposing the topic title and purpose the topic of your final project for this course.

The proposal will be approved or disapproved according to the rubric below. Include the conceptual your group decided on in Week 2.

Attributes	Approved	Approved with Conditions	Disapproved	Points Earned
	90 to 100 Points	70 to 89 points	0 to 69 points	
Topic Title	Identified a topic of an interest and appropriate as for PowerPoint Instructional Project for the course, EDU 6617 Graphic Design in Multimedia Instruction.	Identified a related topic which the student found interesting and somewhat educationally useful for this course.	The topic is incomplete, too easy to attain, or is not appropriate for the EDU 6617 course.	
Purpose	The topic purpose and idea are well-developed, purposeful, and educationally useful. Proposal included clear learning objectives and an instructional approach to address them.	The topic purpose and idea are somewhat developed, purposeful, and educationally useful. Learning objectives are somehow clear and instructional approach is somehow included.	The topic purpose and idea are incomplete, too easy to attain, or does not flow logically, or is not appropriate for the EDU 6617 course. No instructional objectives are presented and/or no instructional approach is included.	
Graduate Work	Proposal reflects graduate work. Well written with 3-part APA style; free of grammatical and, spelling mistakes. References listed properly in the end.	Proposal somehow reflects graduate work, but needs some adjustments	Proposal does not reflect graduate work.	
Comments	Total Points Earned			

16.1.1.5. Week 8 Final Project Rubric

Student _____ Project Title _____
 Evaluator _____ Grade _____

EDU-6617 Graphic Design in Multimedia Instructional PowerPoint Final Project Rubric		
Topic:	Points Possible	Points Earned
Prerequisites: - Final Project covers approved topic from Proposal (5) and is based on the topic storyboarded (5)?	10	
- Project utilizes prescribed template / 25 slides	10	
Structure: - Tutorial includes easily identified introduction, body, and conclusion	6	
- Instruction addresses stated goals/objectives	5	
- Materials are instructional in nature	2	
Graphic Design Elements: - ACE model properly used and identified in the notes section	5	
- PAT principles properly used and identified in the notes section	2	
- Typography Elements properly used and identified in the notes section	4	
- Shape Tools properly used and identified in the notes section	2	
- Color Tools properly used and identified in the notes section	2	
- Depth Tools properly used and identified in the notes section	2	
- Space Tools properly used and identified in the notes section	2	
- Contrast principle properly used and identified in the notes section	2	
- Alignment principle properly used and identified in the notes section	2	
- Repetition element properly used and identified in the notes section	2	
- Proximity element properly used and identified in the notes section	2	
- Figure/Ground Perceptions properly used and identified in the notes section	5	
- Hierarchy Perceptions properly used and identified in the notes section	5	
- Gestalt Perceptions properly used and identified in the notes section	5	
- Multimedia components (sound, slide transitions, animations, etc) properly used and identified in the notes section	5	
Creativity & Originality: Is the Tutorial original and creative in design	5	
Overall Aesthetic Design: Is the design of the Tutorial appealing?	10	
Spelling/Grammar: Is the Tutorial free of spelling and grammatical errors?	5	
Late: Penalty of 10% for late submission	0	
TOTAL:	100	
Comments:		

16.2.1. Wk 1 Visual Literacy and Universal Design (folder contents)

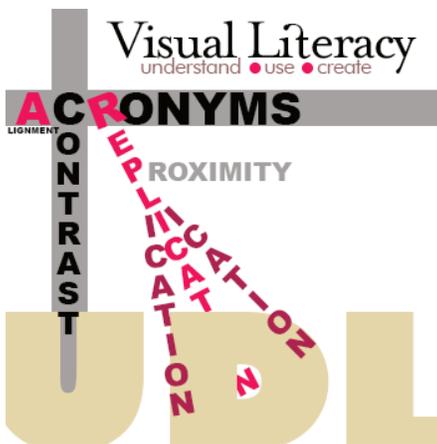
16.2.1.1. Week 1 Text for Welcome Message (Blackboard Voice Authoring Message)

The goal of this graphic design introductory model is to help you define (a) what skills that you need to learn to be a graphic designer, (b) what skills that you need to incorporate to be a graphic designer who is designing using an electronic medium and (c) how those skills fit into an educational context.

The goals of this course in general are broad. It is an education course that is constructed within the educational context using pedagogy as its basis. It is a distance learning course, delivered via the internet and consists of a multimedia component. Therefore, working with technology and delivering electronic product is also important. The main focus of this course will be in gaining an understanding of the importance of visual literacy and developing the skills that will help you support your instructional goals by incorporating appropriate graphics.

This module lays the groundwork in all of the above areas as we begin to define the various principles and theories associated with graphic design and multimedia and the instructional theories that underline each. The following week we will begin to look a little more in depth into some of the cognitive theories that are the foundation to developing skills in visual literacy and graphic design, but this week will be focused on more of an overview of the different areas that we will be studying.

16.2.1.2. Week 1 Learning Objectives



LEARNING OBJECTIVES AND OUTCOMES (Text Only)

OBJECTIVE 1: Universal Design | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).

Sub-Objective 1.1 | Students will be able to use basic design principles, concepts and tools to create visuals according to the principles of universal design.

Sub-Objective 1.2 | Students will be able to accurately review a fellow student's work using basic definitions and principles related to visual literacy, graphic design, and instructional message design based on Loh's criteria of efficiency, effectiveness, and appeal.

OBJECTIVE 2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1996).

Sub-Objective 2.1 | Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.

OBJECTIVE 3: ACE/PAT/SOI/CSSDT/CARP/DROIT | After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin's five functions of graphical elements (DROIT).

Sub-Objective 3.1 | Students will be able to incorporate basic understanding of educational multimedia into their plan and proposal for their final group project.

Week 1 Lessons, Activities, and Resources, continued

16.2.1.3. Week 1 Introduction Text

Graphics design is fun! Truly it is! So, in the spirit of having fun, we are going to begin with some icebreakers that will set the stage for all of our work over the next nine weeks.

SURVEY: We start out with a short 7 Question formative survey that will help us make this a better learning experience for you.

INTERVIEW: Next, interview a classmate and write a short bio about them. Then, post it on the Interview, Bio, Photos, and Learning Styles Wiki. Directions for this learning activity are posted on the Wiki page.

LEARNING STYLES INVENTORY: The next order of business is to take the Learning Styles Inventory. When you have your results, go to the Interview, Bio, Photos and Learning Styles Wiki and find your record (row with your name). Post your photo and Learning Styles Inventory results to your own record in the appropriate columns.

REVIEW THE COURSE: You will want to look through the course and pay special attention to the Syllabus, Textbook Info, Course Description, Outcomes and Objectives, Course Schedule and of course this folder with all of your Lessons by Week.

This week, we will take a look at Universal Design and what it means for instructional designers. Then we will examine the Principles of Visual Literacy. While we are only listing the USE and CREATE concepts in our opening visual, UNDERSTANDING is where it all begins. We will practice these principles by creating design assets, reviewing our peers and critiquing designs from the internet. Finally, we will look at the ACRONYMS of design that our author presents as well as two that she does not use but that help with the overall process of remembering the plethora of principles, concepts and tools you will encounter this week.

There is a lot more to do to become visually literate, so enough of this chatter. When you finish activities 1 through 4 above, click the Week 1 Lessons, Activities, and Resources folder to begin your adventure into the world of design.

If you see something missing that you think would improve the user experience (or even just your personal experience, please let me know)! I am looking forward to learning with you!

16.2.1.4. 6617 Student Survey (survey)

Survey Intro Text

If you have not already done so, please take this short seven question survey before you begin the rest of the activities for this week! It is important that we know your thoughts prior to you beginning the learning activities. Thank you!

Survey Text

16.2.1.5. Interview a Classmate and write their Bio (item)

Please do not wait to start this project as we want this completed by Wednesday night at 11:59 pm.

Select a classmate to interview by looking at the Group Wiki page entitled Interviews, Bios, Photos, and Learning Styles. Place your name in the Interviewer column of their record (row with their name) to indicate your choice. Each person will only interview one other classmate.

Use the Collaboration Tools in the left menu to reach out to your classmate and set a time to talk. Create your list of interview questions ahead of time. You may want to include (but are not relegated to):

Home town/State | Undergrad Degree | Current Work | Goals for this Course | Quick Quote (one liner on any topic)
Interview your classmate and then write a short (100 word) bio about them.

Post it on the [Interview, Bio, Photos, and Learning Styles Wiki](#). A sample post has been created for you. This should be fun!

16.2.1.6. What is your Learning Style (item)

This links to the following and has not introductory text. It does however have an introductory graphic.
<http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

IMAGE: [Learning Styles Screen Shot](#)

16.2.1.7. Weekly Lessons, Activities, and Resources (Folder)

WEEK ONE – UNIVERSAL DESIGN, VISUAL LITERACY, AND ACRONYMS (folder)

Week 1 Visual Literacy and Universal Design folder text

Readings, external resources, directions for how to take your first step toward becoming visually literate.

Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images. –Roberts Braden

16.2.1.7.1. Readings

Read the Preface and Chapters 1 and 4 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

16.2.1.7.2. Week 1 Introduction Visual Literacy To Do List

INTRO Text for Visual Literacy To Do List Item (item)

ATTACHMENTS

Wk1_ToDoList.doc

Wk1_ToDoList.docx

Wk1_ToDoList.pdf

Week1CompleteToDoList.doc

Week1CompleteToDoList.docx

Week1CompleteToDoList.pdf

Welcome Student Designers! This is going to be a fast-paced week, but, one in which you will find yourself quickly gaining a working knowledge of some of the basic graphic design concepts. This week we will study visual literacy and what it means to understand, be able to use and create with graphics. We will also look at the importance of creating designs that are universally effective. Finally, we will look at our author's approach to graphic design using multimedia for performance and educational purposes, and analyze the tools she offers to help us remember the principles, concepts and tools and to make them our own. Whether you intend to design or to spec design, this week's materials will get you started on your way to visual literacy!

WEEKLY ACTIVITIES (You will find the items you need for this Week's activities in the folders below)

1. **Readings:** Lohr, Preface, Chapters 1 and 4
2. **Supplemental Learning Activities:** Watch videos in the Week 1 Lessons, Activities, and Resources folder and topic folders. There are three topics for the week:
 - a. Universal Design
 - b. Visual Literacy
 - c. ACRONYMS of Design
3. **Videos, Tutorials, and/or PowerPoint Presentations:** Located below and in the sub-folders, you will find helpful videos and slideshows that are chosen and/or designed to help integrate the key design concepts into your

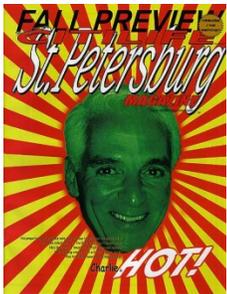
existing background of knowledge and experience (schema). Most are fairly short, but are highly effective and efficient.

4. **Terminology:** Getting a working knowledge of the terminology of a domain is critical to literacy. Choose two Key Terms from chapter 1 and two terms from Chapter 4 (a total of four), by placing your name on the [Class Glossary Wiki](#) in the Author column next to the terms you want to define. Study the terms through the course of the week, and rework the definition, adding meaning for the rest of the class. Also look for a visual example of the term (or create one) and post it in the Wiki in the column titled Visual. This assignment is due by Sunday night at 11:59pm.
5. **Resource Review:** Each week, you will be asked to recommend a tool or resource related to graphics design, multimedia or the integration of design and instruction. Your review does not need to be extensive, but, should include the name, website, purpose, your experience, and why you recommend it. In Week 8, half of our class will be organizing and styling the Directory and converting it to a PDF for the class to download.

For Week 1, review a **graphics software tool** and post it to the [Resource Directory](#).

6. **Weekly Critique:** Each week, you will find a graphic in the Discussion Board entitled [Weekly Critique](#).

Please post a reply by Wednesday night at 11:59pm in which you address the effectiveness, efficiency and appeal of the graphic (Lohr, 2000, p. 93). Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol:



FirstName_LastName_Wk#_DQ#_Weekly_Critique

Please be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.

NOTE to Developers: [Link to Graphic for Week One Critique Citation](#) (Lin)

7. **Individual Design Challenge:** Working on your own, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. See [Lesson 1 — Universal Design Folder](#) Below for Details on this week's challenge.
8. **Team Design Challenge:** Working with a teammate, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. See [Lesson 2 — Visual Literacy Folder](#) below for Details on this week's Team Challenge.
9. **Group Master Design Project:** In teams of 3, you will create a multimedia Master Design Project. This is due at the end of Week 7. For Week 1, you will work alone to create a Conceptual Proposal which you will evaluate next week with your team to choose one concept for your Group Master Design Project. See [Lesson 3 — The ACRONYMS of Design](#) folder for details on this week's Master Group Design project.

[View Master Group Design Project Folder](#)

END INTRO Text-----

16.2.1.7.3. Week 1 Preface and Chapter 1—Universal Design (folder)



Week 1 Lesson 1 Preface and Chapter 1

Universal Design

YouTube Video:

<https://www.youtube.com/watch?v=aaSZqgr2eUM>

Text for Lesson 1 Entry Page

Universal Design is the art and science of "making information and learning accessible in the broader sphere of life for all people" (Lohr, p. 8).

This folder contains the instructional tools you will need to master the topic of Universal Design. Start by watching the video by Maryland Learning Links. Then, click the heading above to find the rest of the materials.

Citation (Universal Design for Learning (UDL))

Retrieved from <https://www.youtube.com/watch?v=aaSZqgr2eUM>

transcriptMarylandLearningLinkUDL.txt

A link to the following text and should appear below the video.

If there is one fact that all classrooms have in common it is that they're filled

0:13with a variety of learners

0:15some students learn best by hearing information in others need to see an

0:19image

0:19some students process best when they can touch what they're talking about

0:24while others need to read about it despite this fact some classroom

0:28teachers present their Richard Allen

0:29only one way which works well for only some students

0:33while leaving others behind

0:36fortunately a clearly defined approach has been developed that helps to reach

0:41the divers Steve learners

0:42in today's classrooms

0:45the approach is called Universal Design for Learning

0:4 DL is a way to build and implement a curriculum

0:53that provides acceptable alternatives for students individual learning styles

0:58to support each student's achievement one well-known example love universal

1:03design is automatic doors

1:05which provide easier access for wheelchair users

1:08the surprise in this used to be universal design

1:11was that not only will to users benefited from this

1:14accommodation but automatic doors were also a boon to home improvement stores

1:19other big-box retailers and parents pushing strollers

1:23so universal design has been shown to be a good thing for everyone

1:28researchers have found that just as with universal design in architecture

1:33and product development

1:35you deal helps all students in a classroom regardless I'm ability

1:39or disability the first step in applying you deal principles

1:44is to not expect your diverse learners to adjust to the curriculum

1:48instead use you DL as a framework for adjusting the curriculum

1:53to the need to your students that means giving your students

1:56multiple ways of learning what they need to learn and multiple ways of showing

2:01what they've learned

2:02for example miss smith is presenting Sheila burn for words

2:06the incredible journey her class while teaching unit on wilderness biodiversity

2:11apply new deal principles miss smith still offers to students the chance to
2:16read the print version of the book
2:18but she also gives them the opportunity to access relevant content
2:23on the Canadian wilderness any number of other formats:
2:26such as an audiobook digital taxed
2:30video or images to suit their personal abilities and learning styles
2:36in every case all students are finding ways to engage with the material
2:42to process and master the content likewise
2:46well miss smith had previously assessed her students with a short written
2:50assignment she now gives them additional ways to demonstrate their learning
2:54all based on the student's abilities learning styles and preferences
2:59some students do still choose to write a paper but others give oral presentations
3:04some make a video some create a short drama and some even draw comic strip
3:09you DL empowers teachers and students
3:12by creating an environment that respects and accommodates all learning styles
3:17by teaching to the strength of the individuals you deal
3:21open stores and enriches the learning up every student in the classroom

16.2.1.7.3.1. Text for Week 1 Lesson 1 Preface & Chapter 1 – Universal Design (folder)

WEEK 1 Lesson 1 Objectives (item)

OBJECTIVE 1: Universal Design | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).

Sub-Objective 1.1 | Students will be able to use basic design principles, concepts and tools to create visuals according to the principles of universal design.

Sub-Objective 1.2 | Students will be able to accurately review a fellow student's work using basic definitions and principles related to visual literacy, graphic design, and instructional message design based on Lohr's criteria of efficiency, effectiveness, and appeal.

Readings

Read the Preface and Chapters 1 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

Individual Design Challenge Week 1 item

Mini-Portfolio Project:

PART 1: Using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a visual that uses the concepts of Universal Design to present the same message in a performance setting vs an educational setting.

PART 2: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment. Include as text in your [Personal Portfolio](#) and as a Comment on the [Assignments](#) page.

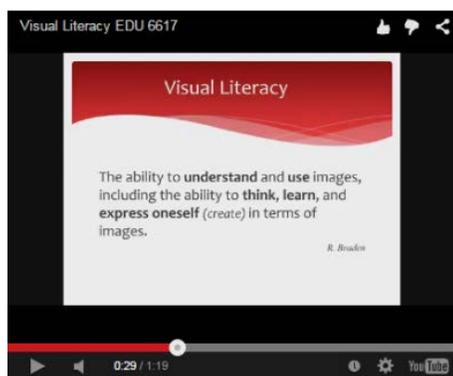
Create your design

Upload your work to My Content

Embed it in your Personal Portfolio (Not the Master Project Portfolio)

Upload it to Assignment 1 Week 1

16.2.1.7.4. Week 1 Lesson 2 Chapter 1 – Visual Literacy (folder)



Lesson 2 Visual Literacy: YouTube Video:
<https://www.youtube.com/watch?v=WolbRmZFpBs>
This is a recast of Dr. Deb Fortune’s PowerPoint

Text for Lesson 2 Preface and Chapter 1 – Visual Literacy Lesson Plan

Week 1 Lesson 2 Objectives (item)

OBJECTIVE 2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week’s resources; students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with

graphics (Visual Literacy, Braeden, 1996).

Sub-Objective 2.1 | Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.

A WORD OF CAUTION

This slideshow has music. Please be prepared to turn it off or down if it is not to your liking.

Also...

music has been found to be distracting; so, as you play through the various videos in this section, note which ones keep you interested, which distract, which put you to sleep, and which you remember.

We are talking about graphical elements in this class; but, we are also talking about multimedia which includes audio tracks. I was getting a little sleepy, and I found this song on YouTube entitled Atlanta by Jingle Punks. It just happened to be the right length and I loved the banjo. If you find yourself at the end of the presentation and realize you can't remember any of the concepts, you may want to turn off the music and watch it again. Wink

Citation
(Punks)

Text for Lesson 2 Preface & Chapter 1 – Visual Literacy page Design Challenge Week 1

Week 1 Lesson 2 Objectives

OBJECTIVE 2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week’s resources; students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1996).

Sub-Objective 2.1 | Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.

Readings (item)

Read the Preface and Chapters 1 and 4 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

Week 1 Lessons, Activities, and Resources, continued

ITEM TITLE Directions: Partner Design Challenge Week 1

Working with a partner, and using the Chapter 4 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a [Prezi](https://prezi.com) (Prezi.com) that showcases Levin's five instructional functions for graphics. Use a concept that is relevant to your daily life and/or work.

NOTE: Look carefully at how you incorporate or demonstrate the differences in presentation of the content based on the stated function of the visual. Refer to Posting Instructions for help. See Rubric for grading information. **NOTE:** Your Prezi must be screen captured and uploaded to YouTube, then embedded in each team member's DQ 1 to count for credit.

PART 2 / DQ 1: Include your written explanation of your concept, tools used, and design principles included, and how the elements you chose will fulfill the requirements of the assignment. Also, include the steps you took to complete the finished product (ACE), and each team member should write a self-assessment of what you learned from the process and what you would do differently.

Also, include a breakdown of the work each partner contributed. Both partners must create part of the design. This explanation will be posted with your Visual in Week 1 DQ 1.

PART 3 / DQ 2: Review one peer's visual. Each person's visual should only be reviewed by one other person, so please choose someone who has not yet been reviewed.

Use Lohr's three criteria for evaluating design: 1) Effectiveness; 2) Efficiency; and, 3) Appeal (see Lohr for more detail). This exercise will take place in DQ 1 by Replying to one post. Use this format for your review.

STEPS to Complete this assignment:

To review a visual, locate the post in the Week 1 DQ 1 thread you wish to review and click QUOTE.

When the window opens, click HTML and copy the code to your clipboard (in the tools menu, bottom row, second icon in from the right, next to CSS).

Navigate back to the Week 1 DQ 2 thread and click REPLY.

When the window opens, click HTML and paste the contents of your clipboard into the window and click UPDATE. You should see the visual of the person you are going to review.

NAMING PROTOCOL: Save your DQ with both your name and the name of the person you are reviewing:

FirstName_LastName_PeerFirstName_PeerLastName_Peer_Review

When you are ready to complete the review, click REPLY to your post to write your review

A Group Workspace has been created for you to collaborate with your teammate. Look under My Groups in the left navigational menu. Please stay within Blackboard so that your contribution will be evident.

16.2.1.7.5. Week 1 Lesson 3 The ACRONYMS of Design (folder)



Lesson 3 The ACRONYMS of Design: Zaption Video:

<https://www.zaption.com/tours/54de429969e820f04f860931/iframe/embed>

Lesson 3 has no entry text on the Weekly Lessons, Activities, and Resources page; only the Zaption as it extends to 800px wide when it opens fully.

Week 1 Lesson 3 Objectives (item)

OBJECTIVE 3: ACE/PAT/SOI/CSSDT/CARP/DROIT | After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin’s five functions of graphical elements (DROIT).

Sub-Objective 3.1 | Students will be able to incorporate basic understanding of educational multimedia into their plan and proposal for the final group project.

Readings (item)

Read Chapter 4 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

PAT Principles, Tools and Actions (item)

Alignment: <http://www.printwand.com/blog/basic-alignment-principles-in-graphic-design-with-examples>

Contrast: <http://www.webdesignerdepot.com/2010/09/fully-understanding-contrast-in-design/>

Contrast Rebellion: <http://contrastrebellion.com/>

Color-contrast analyzing tool: <http://www.accesskeys.org/tools/color-contrast.html>

Text for the Week 1 Group Master Design Project item (NOTE: underlined words should be links)

Using Chapters 1 and 4 of the Lohr textbook, and at least one image editing tool of their choice, students will create a conceptual proposal of their master project, demonstrating the key principles of design using at least one Tool, one Action, and one Principle. This is a concept only and will be refined over the course of the next six weeks. Students will follow the ACE methodology in creating the graphic. The concept should be relevant to an aspect at least one member of the team’s daily life and/or work.

Please post your work to your Master Project Folder of your portfolio. You will have a Group Wiki (located under Group Work Space) to use when you begin to collaborate on your Group project. But, this week, you will simply create a conceptual proposal.

Please be sure to submit:

A written explanation of the principles used;

A description of the steps taken to produce the finished product; and,

A self-assessment indicating what you learned and what you would do differently.

This explanation will be posted along with your Visual in the Master Project Portfolio Folder.

16.3. Week 2 Learning Theory and Tools of the Trade (folder)

16.3.1. Week 2 Text for Welcome Message (Blackboard Voice Authoring Message)

Welcome to Week 2 of EDU 6617. Because you are listening to this message, you must have survived last week! This week we will be look at Chapters 2, 3, and 9 of our textbook. We begin in Chapter 3 with Learning Theory. Then, we'll look at some technical tools of the trade in Chapter 2, and a specific Tool from Chapter 9, Typography.

Last week was our introductory week; this week is more our "nuts -n- bolts" week, but also placing us within an educational context. We will look at introductory concepts and theories related to creating graphics for instruction.

Beginning next week, we'll get into creating specific graphics and begin to apply some of those skills to the development of the final project. The process of designing instruction is important within the field of instructional technology as it speaks to the procedures for developing instruction and training in a variety of settings. This module will hopefully provide you with a basic understanding of the instructional design process, how it will apply to you as a professional, and, more specifically, how it will help you incorporate solid design principles into your graphics and multimedia to create an effective unit of instruction .

16.3.2. Week 2 Learning Objectives

OBJECTIVE 4: Learning Theory | After reading Chapter 3 and engaging in the weekly activities, students will be able to create a multimedia visual that demonstrates 1) their understanding of learning theory as it relates to instructional message design; and 2) the appropriate use of learner centered design principles.

OBJECTIVE 5: Tools of the Trade – Tech & Type | After reading Chapters 2 and 9, and reviewing the Resources section of the textbook; as well as working through the activities, students will be able to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.

Week 2 Lesson Introduction

What do you think after creating at least three designs in one week? Are you enjoying the process or is there too much to do to experiment and play with the tools and concepts? This week, we will be looking at Learning Theory (Chapter 3) and how cognitive processing and working memory can be enhanced through solid design. You may wonder if your course developers read this chapter, given all we are asking you to do.

Next we will look at how the ACE process fits into the ADDIE model, and how the processes of analyzing, creating, and evaluating work together to produce effective, efficient and appealing designs that can help make learning memorable and meaningful.

We will also look at some of the tools of the trade: technology (Chapter 2) and typography (Chapter 9).

There is a lot more to do to become visually literate, so enough of this chatter. When you finish activities 1 through 4 above, click the [Week 2 Lessons, Activities, and Resources folder](#) to begin your adventure into the world of design.

Again, if you see something missing that you think would improve your experience please don't hesitate to reach out to me. I am so enjoying working with you all!

Citation

(Lohr, Second best practices: Facilitating learner integration)

Designer Tasks [Image of Cognitive Load]. (n.d.).

Retrieved February 21, 2015, from http://www.lindallohr.com/Taiwan_Presentations/SecondBestPractice/index.html

16.3.3. Week 2 Lessons, Activities, and Resources (folder)

Folder Text

WEEK TWO – Learning Theory and the Tech & Type Tools of the Trade

Readings, external resources, directions to continue you down the road to visual literacy and becoming proficient in graphics design.

Perceiving and thinking are indivisibly intertwined.

– Rudolf Arnheim (Lohr, *Creating Graphics for Learning and Performance*, 2008)

Week 2 Lessons, Activities, and Resources (folder contents)

16.3.3.1. Readings (item)

Read Chapters 2, 3 and 9 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

16.3.3.2. Introduction: Week 2 Learning Theory & Tools of the Trade (item)

Welcome back Student Designers! Since you are visiting this module, I am assuming you made it through last week intact. You probably found that being creative is very hard work, so I have included a few things this week that are a little lighter to offset the stress levels.

WEEKLY ACTIVITIES

Readings: Lohr, Chapters 2, 3 and 9

Videos, Tutorials, and/or PowerPoint Presentations: ADDIE and Instructional Design (PowerPoint/video item)

Supplemental Learning Activities: Web Links / Resources

Instructional Design Theories: <http://www.indiana.edu/~idtheory/home.html>

Instructional System Design (ISD) Models: <http://mathcs.wilkes.edu/~rpryor/ed589/isd.html>

Dick & Carey's ISD Model: http://www.umich.edu/~ed626/Dick_Carey/dc.html

ASSURE & ADDIE Models: <http://www.oswego.edu/~burrell/addiemodel.htm>

Grabbing and Keeping Attention

Selection / Attention <http://youtu.be/TxgWHsfk6Zg> Awareness Test (Awareness Test)

Selection / Attention <https://www.youtube.com/watch?v=QdwDOL34LIA> Awareness Test (Text) (Productions)

Terminology: We will be focusing on Chapter 2 which focuses on some technical aspect of the industry. You'll see that there are very few Key Terms, so my first gift to you is to have you only rework one term from Chapter 2. Unfortunately, we have three chapters to cover this week, and Chapter 3 has a lot of very dense concepts. Please select two or three terms from Chapter three to add to the Class Glossary. Chapter nine only has 13 terms, so one from there should be sufficient to get most of the main terms in. Be sure to pick your terms early and secure them by placing your name on the Wiki in the Author column next to the terms you want to define. Study the terms through the course of the week, and rework the definition, adding meaning for the rest of the class. Also look for a visual example of the term (or create one) and post it in the Wiki in the column titled Visual. This assignment is due by Sunday night at 11:59pm.

Resource Review: This week, please find and recommend another tool or resource related to graphics design, multimedia or the integration of design and instruction. Your review does not need to be extensive, but, should follow the rubric. In Week 8, half of our class will be organizing and styling the Directory and converting it to a PDF for the class to download.

[View the Resource Directory](#)



Weekly Critique: The graphic for this week is in the Discussion Board entitled Weekly Critique Week 2. Please post a reply by Friday night at 11:59pm in which you address the effectiveness, efficiency and appeal of the graphic (Lohr, 2000, p. 93). Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol:

FirstName_LastName_Wk#_DQ#_Weekly_Critique

Be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.

NOTE to Developers: [Link to Graphic for Week Two Critique](#)

Citation:

(Blogspot.com)

Individual Design Challenge: .

Team Design Challenge: .

Group Master Design Project: In teams of 3, you will create a multimedia Master Design Project. This is due at the end of Week 7. You may read more about it in the Master Design Project Folder.

16.3.3.3. Free PDF Writers (item)

[Cute PDF](#) (free) (CUTE PDF)

[PDF Lite](#) (PDF Lite)

[PDF995](#) (requires installation of two files) \$29 for full version. (PDF 995)

END INTRO Text-----



16.3.3.4. Week 2 Lesson 1 Chapter 2 Learning Theory

Graphic: https://troy.blackboard.com/bbcswebdav/pid-9225232-dt-content-rid-63500669_2/xid-63500669_2

Text for Lesson 1 Entry Page

This image is one our author uses to show the three types of memory and how the principles of Selection, Organization and Integration give insight into ways instructional designers can help minimize extraneous cognitive load and increase germane load.

Citation

(Lohr, Second best practices: Facilitating learner integration)

16.3.3.4.1 Text for Week 2 Lesson 1 Chapter 3 – Learning Theory

16.3.3.4.1.1. Week 2 Lesson 1 Learning Objectives (item)

OBJECTIVE 4: Learning Theory | After reading Chapter 3 and engaging in the weekly activities, students will be able to create a multimedia visual that demonstrates 1) their understanding of learning theory as it relates to instructional message design; and 2) the appropriate use of learner centered design principles.

16.3.3.4.1.2. Videos, Tutorials, and/or PowerPoint Presentations:

Graphic Link Address:

https://troy.blackboard.com/bbcswebdav/courses/Graphic_Design_in_Multimedia/Week3Lesson1ADDIE.PNG
ADDIE and Instructional Design (PowerPoint/video item)



16.3.3.4.1.3. Supplemental Learning Activities: Web Links / Resources

Instructional Design Models

Instructional Design Theories: <http://www.indiana.edu/~idtheory/home.html>

Instructional System Design (ISD)

Models: <http://mathcs.wilkes.edu/~rpryor/ed589/isd.html>

Dick & Carey's ISD Model: http://www.umich.edu/~ed626/Dick_Carey/dc.html

ASSURE & ADDIE Models: <http://www.oswego.edu/~burrell/addiemodel.htm>

Grabbing and Keeping Attention

Selection / Attention <http://youtu.be/TxgWHsfk6Zg> Awareness Test Selection/Attention

<https://www.youtube.com/watch?v=QdwDOL34LIA> Awareness Test (Text) (Awareness Test)

16.3.3.4.1.4. Directions: Partner Design Challenge Week 2 (item)

Working with a partner, and using the Chapter 4 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a **Zaption** (Zaption.com) that demonstrates the relationship of Mayer's principles of multimedia design to learning theory.

NOTE: Look carefully at how you aid working memory and reduce cognitive load. Use a concept that is relevant to your daily life and/or work. Refer to Posting Instructions for help. See Rubric for grading information. **NOTE:** Your Zaption must be screen captured and uploaded to YouTube, then embedded in each team member's DQ 1 to count for credit.

PART 2 / DQ 1: Include your written explanation of your concept, tools used, and design principles included, and how the elements you chose will fulfill the requirements of the assignment. Also, include the steps you took to complete the finished product (ACE), and each team member should write a self-assessment of what you learned from the process and what you would do differently. Finally, tell how your design makes the information more meaningful and memorable, and how it works to reduce cognitive load. Also, include a breakdown of the work each partner contributed. Both partners must create part of the design. This explanation will be **posted with your Visual in Week 2 DQ 1**.

PART 2, Part 3 / DQ 2: Review one peer's visual. Each person's visual should only be reviewed by one other person, so please choose someone who has not yet been reviewed. Use Lohr's three criteria for evaluating design: 1) Effectiveness; 2) Efficiency; and, 3) Appeal (see Lohr for more detail). This exercise will take place in DQ 1 by Replying to one post. Use this format for your review.

STEPS to complete this assignment:

To review a visual, locate the post in the Week 1 DQ 1 thread you wish to review and click **QUOTE**. When the window opens, click **HTML** and copy the code to your clipboard (in the tools menu, bottom row, second icon in from the right, next to **CSS**).

Navigate back to the Week 1 DQ 2 thread and click **REPLY**. When the window opens, click **HTML** and paste the contents of your clipboard into the window and click **UPDATE**. You should see the visual of the person you are going to review.

NAMING PROTOCOL: Save your DQ with both your name and the name of the person you are reviewing:
FirstName_LastName_PeerFirstName_PeerLastName_Peer_Review

When you are ready to complete the review, click **REPLY** to your post to write your review
A Group Workspace has been created for you to collaborate with your teammate. Look under My Groups in the left navigational menu. Please stay within Blackboard so that your contribution will be evident

(Burrell)
(Common Instructional Systems Design Models)
(Lee H.-S. &.-Y.)
(Pryor)

16.3.3.5. Text for Week 2 Lesson 2 Chapter 9 –Tools of the Trade: Typography

Lesson 2 Tools of the Trade Technology: YouTube Video:

https://troy.blackboard.com/bbcswebdav/pid-9224782-dt-content-rid-63447956_2/xid-63447956_2



16.3.3.5.1 Text for Lesson 2—Tools of the Trade: Typography

16.3.3.5.1.1. Week 2 Lesson 2 Objectives (item)

OBJECTIVE 5: Tools of the Trade – Typography | After reading Chapters 2 and 9, and reviewing the Resources section of the textbook; as well as working through the activities, students will be able to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.

16.3.3.5.1.2. Readings (item)

Read Chapter 9 in the textbook: Getting Started.

16.3.3.5.1.3. Introduction to Desktop Publishing Typography (item)

[Type_style.pdf](#) Download

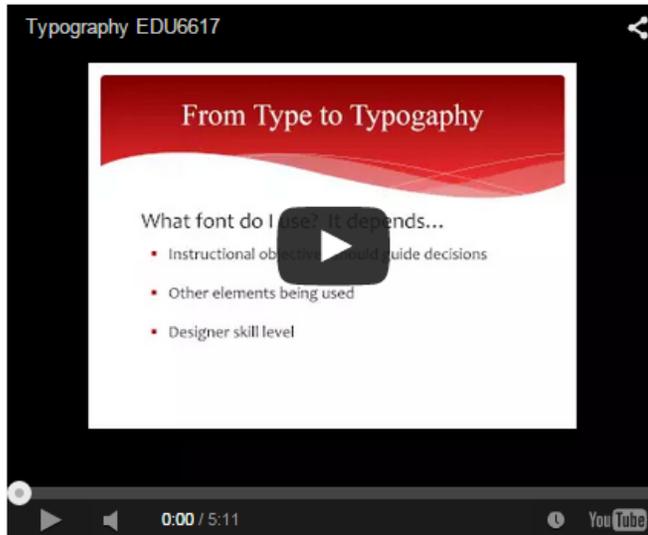
Typography Resources
[Typography by Microsoft](#)
[TrueType](#)
[CounterSpace](#)
[Clear Type](#)
[Fonts.com](#)
[WhatTheFont](#)
[CoffeeCup](#)

(Microsoft, Typography)
(Microsoft, What is TrueType?)
(Typography)
(Microsoft, ClearType Information)
(fonts.com)
(WhatTheFont)

(CoffeeCup) (Lee J.)

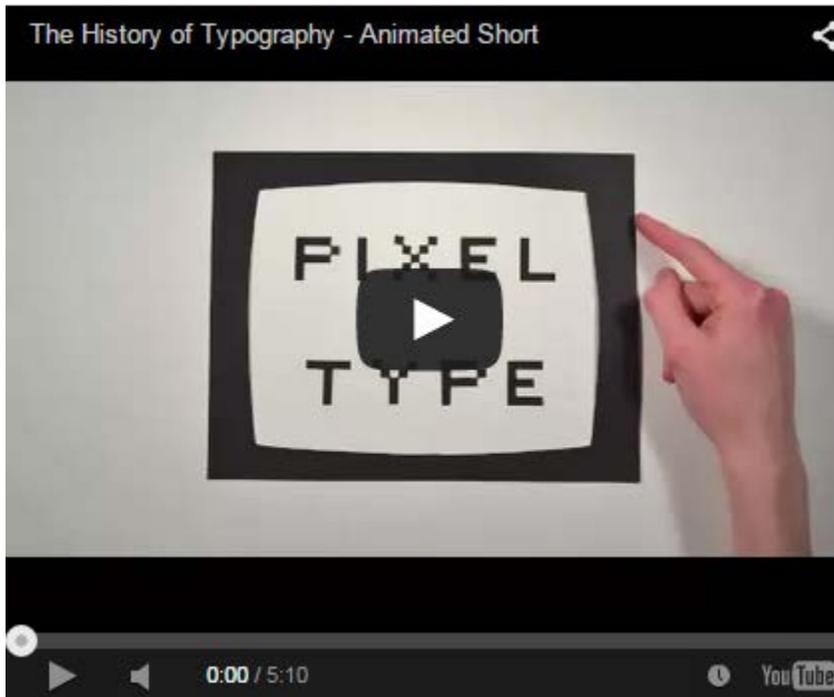
16.3.3.5.1.4. From Type to Typography (item)

PowerPoint Video file location: <https://www.youtube.com/watch?v=W7Uvw2vLBrI>
(Fortune, From type to typography)



16.3.3.5.1.5. The History of Typography (item)

PowerPoint File Location: <https://www.youtube.com/watch?v=wOglkxAfJsk>
(The history of typography-Animated short)



16.3.3.5.1.4. A Lesson on Typography (item)

File Location: <https://www.youtube.com/watch?v=Ki6rcXvUWP0>
(fatxican)



16.3.3.5.1.5. Individual Design Challenge Week 2 item

Mini-Portfolio Project:

PART 1: Using the principles from chapters 2 and 9, and the Resources Section of the textbook, select a word processor (such as MS Word) and at least one design tool and one action (PAT), and the principles of working with typography from Chapter 9 to create a visual that compares technocentric thinking to learner-centered thinking. Be sure to incorporate typography into your visual. You may find an example of technocentric design to serve as your starting point if you wish; but, be sure to cite it properly using APA.

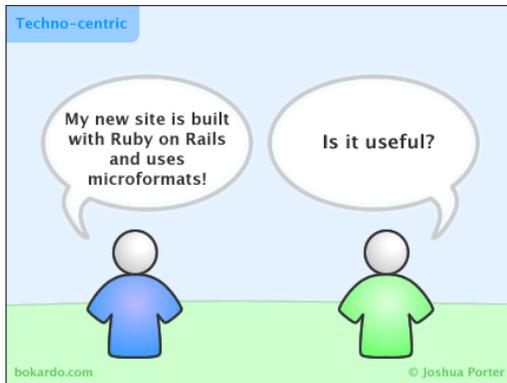
Save your work as a PDF and upload it to My Content and embed it in your Personal Portfolio. Finally, upload it under Assignment 3 on the Assignments folder (Post Assignments Here).

PART 2: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment. Include as text in your Personal Portfolio and as a Comment on the Assignments page.

- Create your design
- Upload your work to My Content
- Embed it in your Personal Portfolio (Not the Master Project Portfolio)
- Upload it to Assignment 1 Week 1

16.3.3.6. Week 2 Lesson 3 Chapter 2—Tools of the Trade: Technology (folder)

Image location: <http://prodinstres.pbworks.com/f/1287101969/techno-centric.gif>
(Porter)



Lesson 3 Tools of the Trade: Technology
Graphic Techno-centric by Josh Porter

No text for Entry Screen

Citation

Porter, J. (n.d.). Techno-centric [Digital image]. Retrieved February 13, 2015, from <http://prodinstres.pbworks.com/>

16.3.3.6.1. Week 2 Lesson 3 Objectives (item)

OBJECTIVE 5: Tools of the Trade – Tech & Type | After reading Chapters 2 and 9, and reviewing the Resources section of the textbook; as well as working through the activities, students will be able to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.

16.3.3.6.2. Software, Utilities and Tutorials (item)

HTML in Appendix / Page is in the Resources Folder / This is a Course Link

16.3.3.6.3. Readings (item)

Read Chapter 2 in the textbook: Getting Started.

16.3.3.6.4. File Formats and Extensions (item)

File Types Table (html in Appendix 2)

Attachment: [FilesTypes.pdf](#)

16.3.3.6.5. Five Free Utilities to make your Design Life Easier (item)

YouTube Video Tutorial Link: <https://www.youtube.com/watch?v=zYvXOzf3r5o>
(Krause)



16.3.3.6.6. Text for the Week 1 Group Master Project item (NOTE: underlined words should be links)

This assignment requires you meet with your Master Design Project Group. Look at the designs each of you did last week. Discuss your concepts. Choose one concept (or a combination of more than one if appropriate) for your Group Project.

Then, using Chapter Chapters 9 of the Lohr textbook, and at least one image editing tool of their choice, each student will create a word cloud using only typography to represent the concepts that emerge from their brainstorming session with their Master Project team mates.

When you are finished, go to: Wordle.com and generate a word cloud using the same input. Please wait to do this until you have created your own graphic. Post both graphics to the Master Project Folder of your portfolio. In the description, explain your process for creating your visual.

You also have a [Group Wiki](#) (located under Group Work Space) to use as you begin to collaborate on your Group project.

Please be sure to submit:

- A written explanation of the principles used;
- A description of the steps taken to produce the finished product; and,
- A self-assessment indicating what you learned and what you would do differently.

This explanation will be posted along with your Visual in the [Master Project Portfolio Folder](#).

17. STORY BOARDS

Graphic Design In Multimedia Section

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Graphic Design In Multimedia > [Start Here](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Graphic Design In Multimedia > [Meet Your Instructor](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Graphic Design In Multimedia > [Latest News](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Graphic Design In Multimedia > [Static Site Map](#)

17.1 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Graphic Design In Multimedia > Start Here

The screenshot shows a Blackboard course page for 'Graphic Design in Multimedia'. The page has a dark red header with the Troy University logo and the course title. A left-hand navigation menu is visible, containing sections for 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOLS & HELP', and 'My Groups'. The main content area is titled 'Start Here' and contains several sections: 'Announcements/News', 'Student Survey', 'Interviews, Bios, Photos, and Learning Styles', 'Printable Course Syllabus', 'Course Overview', and 'Textbook Information'. The 'Textbook Information' section contains a large grey box with the text 'Place Textbook Image Here'.

TROY START HERE Graphic Design in Multimedia

Start Here

Announcements/News
Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta

Student Survey
Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta

Interviews, Bios, Photos, and Learning Styles
Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis eum vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae

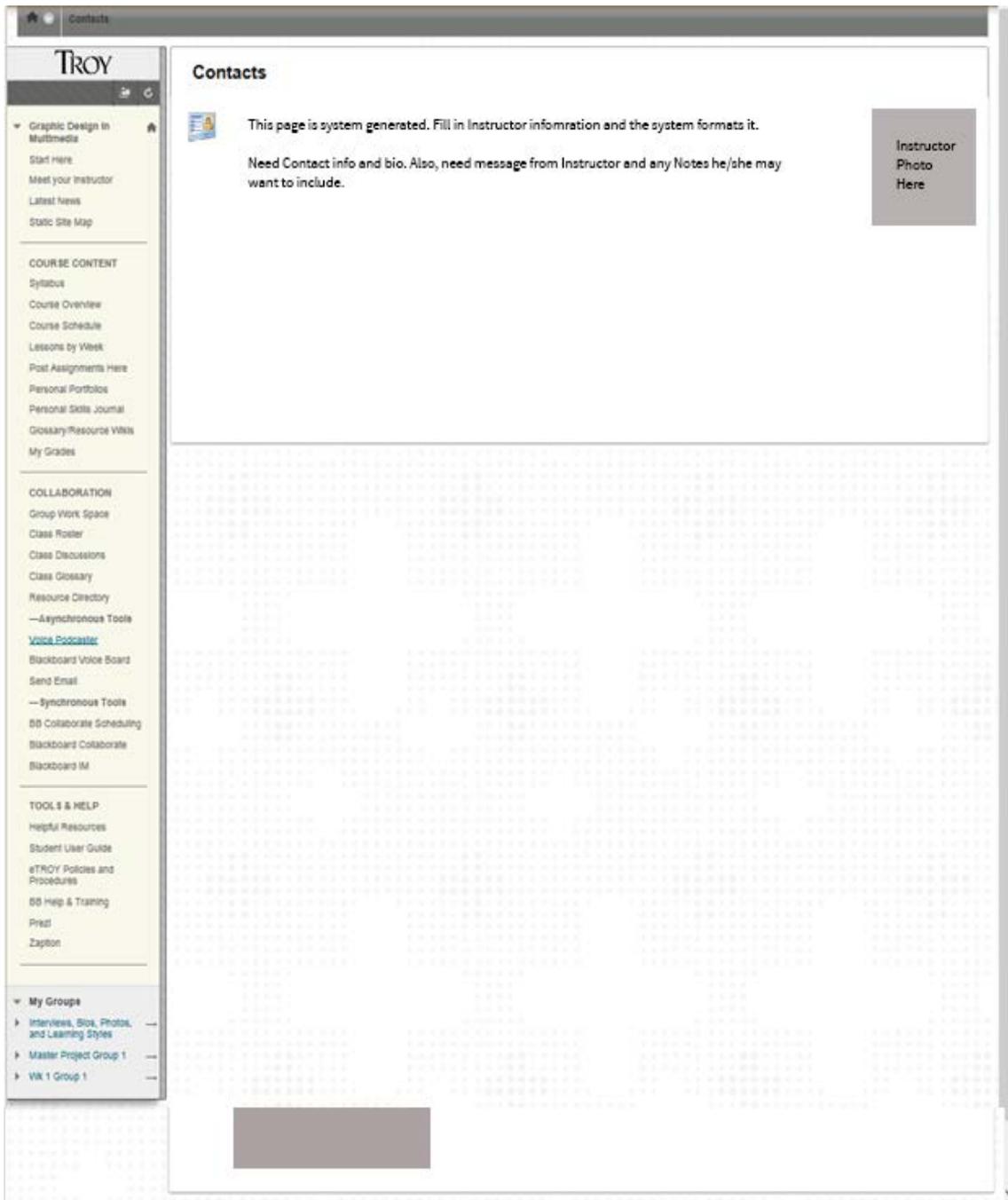
Printable Course Syllabus

Course Overview
EDU 6617 Overview. Start with a short survey to help us make this a better learning experience. Then, interview a classmate and write a short bio.
Take the Learning Styles Inventory and post your photo and your quiz results to your own bio.
You will find the Syllabus, textbook info, the Course Description, Objectives and Outcomes, a Course Schedule and of course a folder with all of your Lessons by Week.
If you see something missing that you think would improve the user experience (or even just your personal experience, please let me know)! I am looking forward to learning with you!

Textbook Information
Place Textbook Image Here

17.2 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Graphic Design In Multimedia > Meet your Instructor



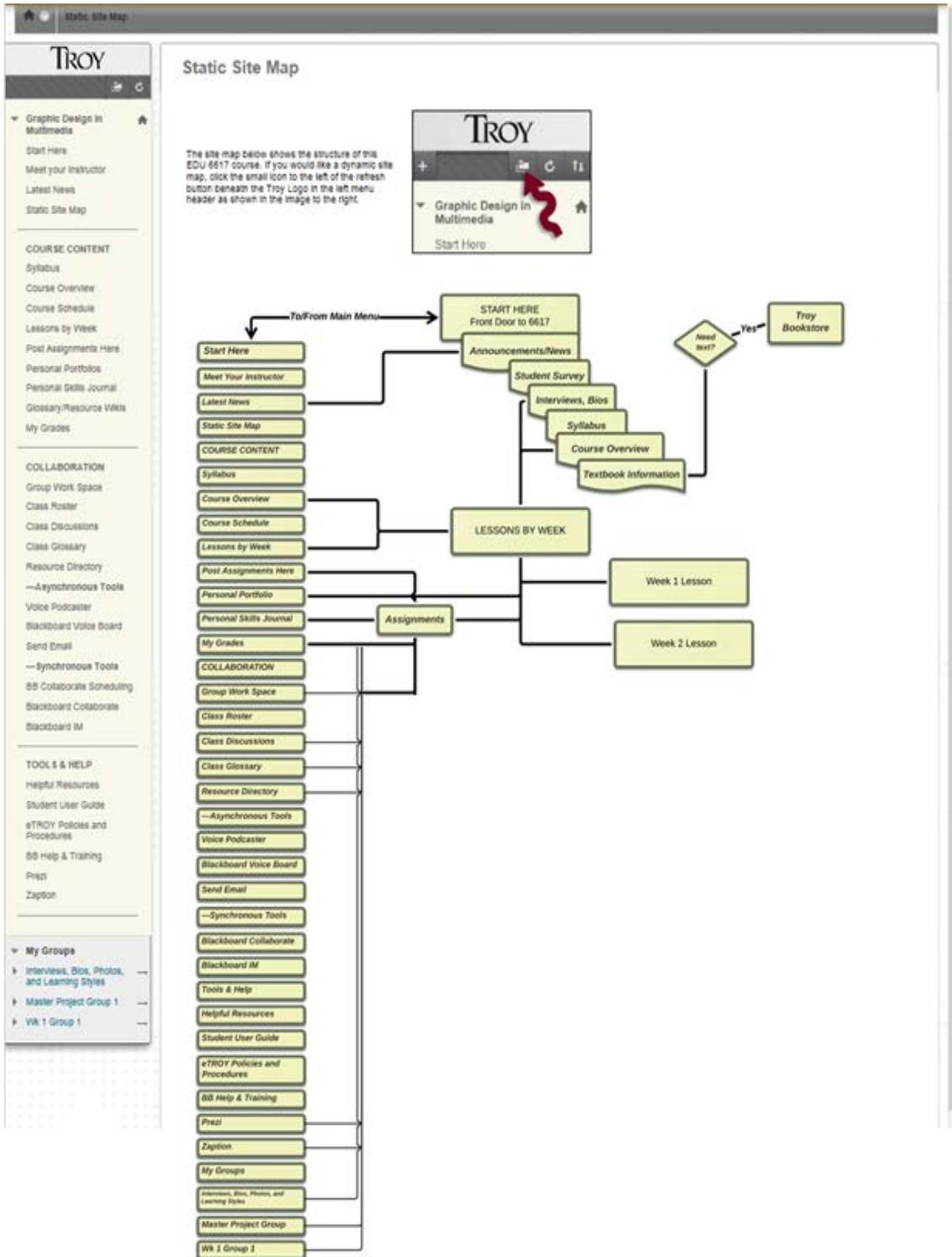
17.3 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Graphic Design In Multimedia > Latest News

The screenshot displays a Blackboard course interface. At the top, there is a navigation bar with a home icon, the text 'Announcements', and tabs for 'Institution' and 'Course'. Below this is a sidebar on the left with the 'TROY' logo and a search icon. The sidebar contains several sections: 'Graphic Design In Multimedia' with links like 'Start Here', 'Meet your instructor', 'Latest News', and 'Static Site Map'; 'COURSE CONTENT' with links like 'Syllabus', 'Course Overview', 'Course Schedule', 'Lessons by Week', 'Post Assignments Here', 'Personal Portfolios', 'Personal Skills Journal', 'Glossary/Resource Wikis', and 'My Grades'; 'COLLABORATION' with links like 'Group Work Space', 'Class Roster', 'Class Discussions', 'Class Glossary', 'Resource Directory', and various asynchronous and synchronous tools; 'TOOLS & HELP' with links like 'Helpful Resources', 'Student User Guide', 'eTROY Policies and Procedures', 'BS Help & Training', 'Prezi', and 'Zaption'; and 'My Groups' with links like 'Interviews, Bios, Photos, and Learning Styles', 'Master Project Group 1', and 'Wk 1 Group 1'. The main content area is titled 'Announcements' and contains two posts. The first post is titled 'Survey Posted', dated 'Tuesday, February 17, 2015 9:56:47 AM CST', and states 'The following survey has been made available in Course Overview: Student Survey.' The second post is titled 'WELCOME!!', dated 'Sunday, February 15, 2015 6:32:16 PM CST', and contains a Latin paragraph: 'Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae'.

17.4 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Graphic Design In Multimedia > Static Site Map



18. START HERE PAGE

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Audio Welcome](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Announcements / News](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Student Survey](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Interviews, Bios, Photos, and Learning Styles](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Syllabus](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Course Overview](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > [Textbook Information](#)

18.1 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Announcements / News

The screenshot displays a Blackboard course interface. At the top, there is a navigation bar with 'Announcements' and tabs for 'Institution' and 'Course'. The left sidebar contains a navigation menu for 'TROY' with categories: 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOLS & HELP', and 'My Groups'. The main content area is titled 'Announcements' and contains two posts:

- Survey Posted**: Posted on Tuesday, February 17, 2015 9:56:47 AM CST. The text states: "The following survey has been made available in Course Overview: Student Survey."
- WELCOME!!**: Posted on Sunday, February 15, 2015 6:32:16 PM CST. The text is a Latin-style welcome message: "Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae"

At the bottom of the main content area, there is a large grid of small, light-colored icons arranged in a regular pattern.

18.2 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Student Survey

TROY UNIVERSITY | Live Chat | Test Klausur | Courses | Student Resources | Blackboard Store

Take Survey: Student Survey

Survey Information
Description
Instructions
Multiple Attempts: Not allowed. This survey can only be taken once.

Question Completion Status:
Moving to another question will save this response. Question 1 of 7

Question 1 Save Answer

What is the main reason you are taking EDU 6617?

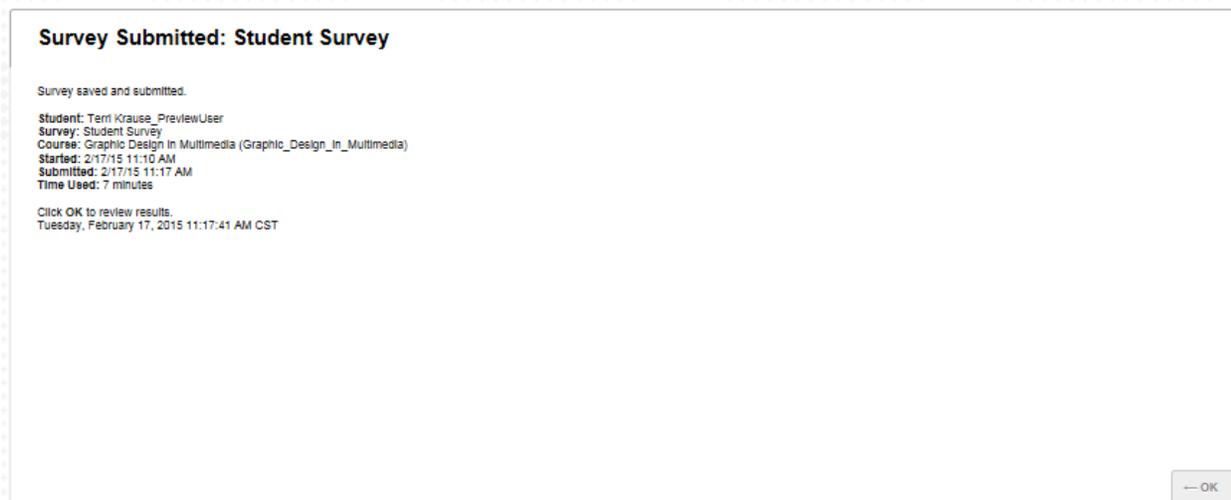
- A. It is required for my degree.
- B. I have always been interested in how visuals affect learning.
- C. To help me in my career.
- D. Other. I will explain in the comments field at the end of the survey.

Moving to another question will save this response. Question 1 of 7

Continue for Questions 2 through 7

18.3 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > Student Survey

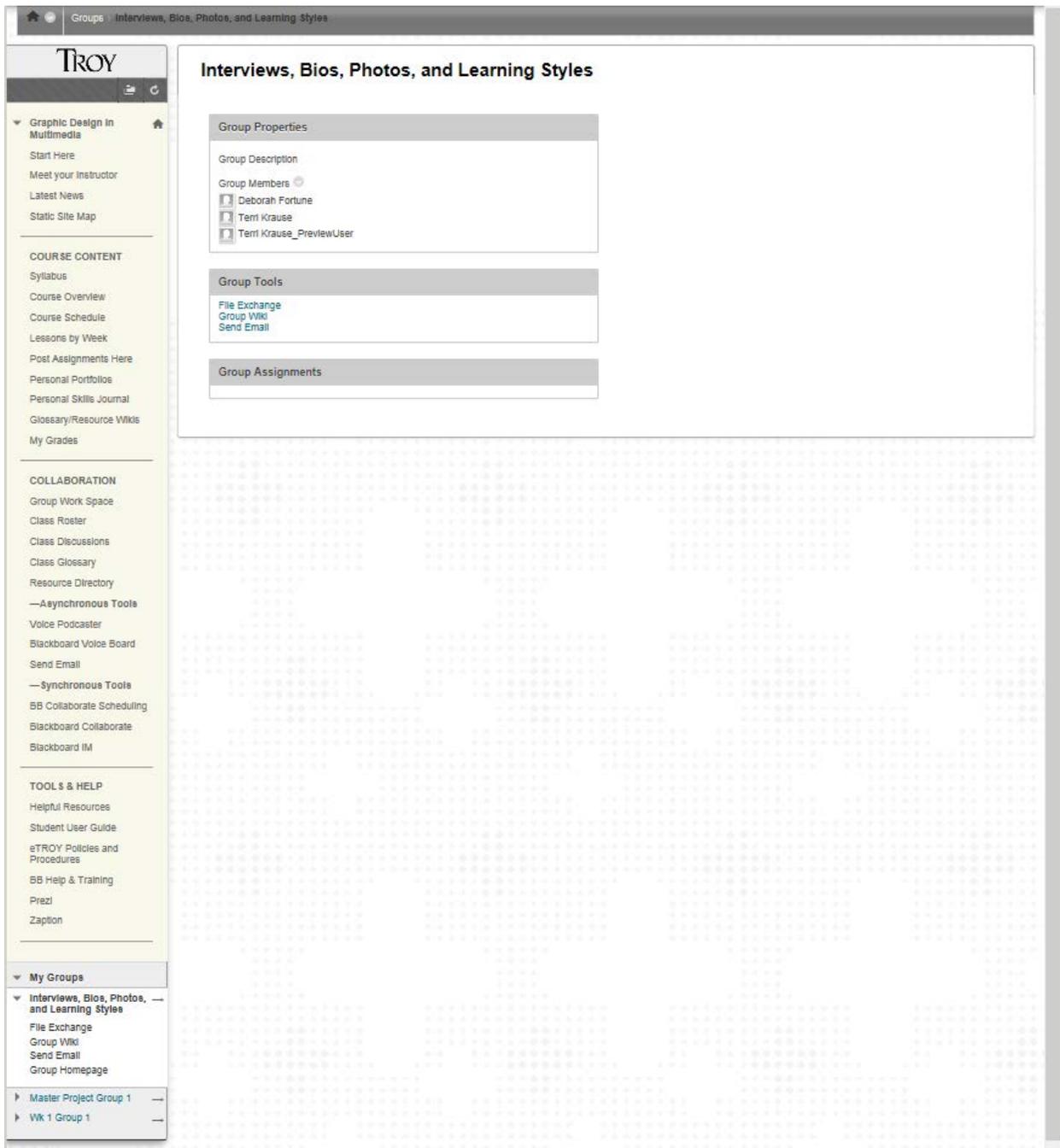
NOTE: This screen self-generates upon submission—Set to display results.



18.4 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Interviews, Bios & Learning Styles

This screen self generates when the Group is created. The settings should be turned off for all functionality except File Exchange, Group Wiki and Send Email. The Wiki functionality will be enabled; but, the Wiki will need to be created.



18.5 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Course Syllabus

This page will have a link to the word document of the Course Syllabus as well as a PDF version. The eTroy policies and Procedures folder is also cross-linked from here.

The Syllabus Text is at the end of this document.

TROY

▼ Graphic Design In Multimedia

- Start Here
- Meet your instructor
- Latest News
- Static Site Map

COURSE CONTENT

- Syllabus
- Course Overview
- Course Schedule
- Lessons by Week
- Post Assignments Here
- Personal Portfolios
- Personal Skills Journal
- Glossary/Resource Wikis
- My Grades

COLLABORATION

- Group Work Space
- Class Roster
- Class Discussions
- Class Glossary
- Resource Directory
- Asynchronous Tools
- Voice Podcaster
- Blackboard Voice Board
- Send Email
- Synchronous Tools
- BB Collaborate Scheduling
- Blackboard Collaborate
- Blackboard IM

TOOL S & HELP

- Helpful Resources
- Student User Guide
- eTROY Policies and Procedures
- BB Help & Training
- Prezi
- Zaption

▼ **My Groups**

- ▶ Interviews, Eios, Photos, and Learning Styles
- ▶ Master Project Group 1
- ▶ Wk 1 Group 1

Syllabus

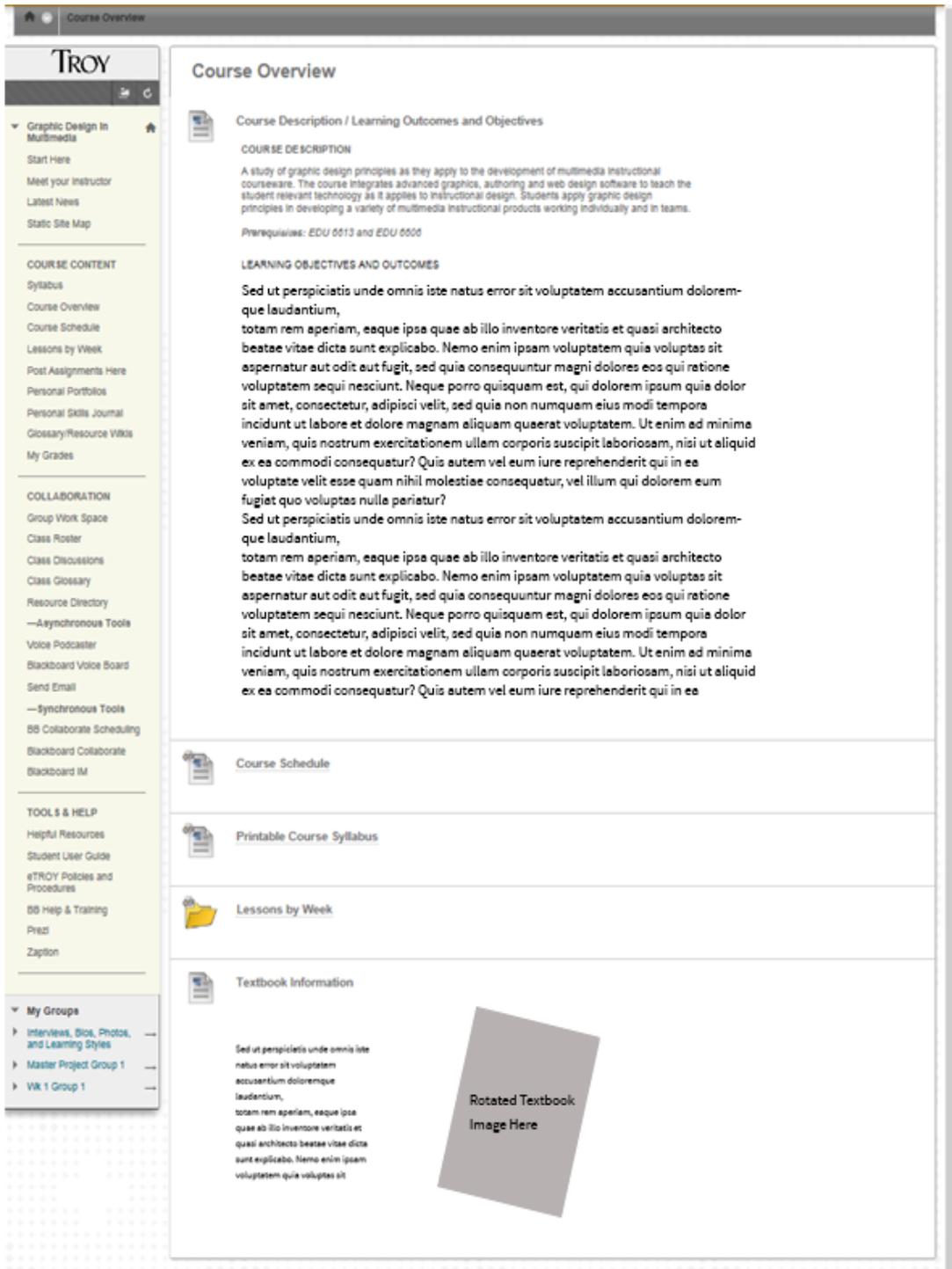
Printable Course Syllabus

Attached Files: syllabusEDU6617.docx (503.288 KB)

Click on the attached document for a printable version of the eTROY base syllabus.

eTROY Policies and Procedures

18.6 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > Course Overview



18.6.1 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Start Here > Course Overview

Text for Course Overview Link
EDU 6617 Overview.

We start out with a short [7 Question formative survey](#) to help us make this a better learning experience for you.

Then, you will interview a classmate and write a short bio, posting it on the [Interview, Bio, Photos, Learning Styles Wiki](#).

The next order of business is to take the [Learning Styles Inventory](#). When you have your results, go to the [Interview, Bio, Photos and Learning Styles Wiki](#), find your record and post your photo and Learning Styles Inventory results to your own record.

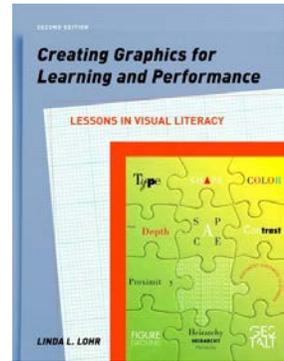
You will find the [Syllabus](#), [Textbook Info](#), the [Course Description](#), [Objectives and Outcomes](#), a [Course Schedule](#) and of course a folder with all of your [Lessons by Week](#).

If you see something missing that you think would improve the user experience (or even just your personal experience, please let me know)! I am looking forward to learning with you!

18.7 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Textbook Information

Large Upright Image links to Textbook Information Item on Course Overview Page



18.7.1 Textbook Information Item from Start Here Page

This is the way the item should appear on the Course Overview Page



Textbook Information

[Creating Graphics for Learning and Performance](#)

molestiae consequatur, vel illum qui dolo
Sed ut perspiciatis unde omnis iste natus
totam rem aperiam, eaque ipsa quae
voluptatem quia voluptas sit aspernat
nesciunt. Neque porro quisquam est,
modi tempora incidunt ut labore et dolore
tionem ullam corporis suscipit laboriosam



TEXT for Textbook Information

Textbook Information

Image: [Textbook Rotated](#)

Creating Graphics for Learning and Performance

Links to Home > Course Overview > Textbook Information

Author: Lohr, Linda L.

Edition: 2ND 08

ISBN-10: 0-13-219158-X

ISBN-13: 978-0-13-219158-6

Publisher: Merrill Education/Prentice Hall

18.8 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Start Here > Site Map

The static site map shows the structure of this EDU 6617 course. But, if you would like a dynamic site map that functions like an accordion menu, click the small icon to the left of the refresh button beneath the Troy Logo in the left menu header as shown in the image to the right.

Image Location:

https://troy.blackboard.com/bbcswebdav/pid-9236277-dt-content-rid-63438743_2/xid-63438743_2



19. COURSE CONTENT SECTION

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > [Syllabus](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [Course Overview](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > [Course Schedule](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [Lessons by Week](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [Post Assignments Here](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [Personal Portfolio](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [Personal Skills Journal](#) / [Personal Skills Journal Level 2](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > [My Grades](#)

19. COURSE CONTENT > SYLLABUS

19.1 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

This page will have a link to the word document of the Course Syllabus as well as a PDF version. The eTroy policies and Procedures folder is also cross-linked from here.

The screenshot shows a Blackboard course interface. On the left is a navigation menu with the following sections:

- Graphic Design in Multimedia**
 - Start Here
 - Meet your Instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT**
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal Portfolios
 - Personal Skills Journal
 - Glossary/Resource Wikis
 - My Grades
- COLLABORATION**
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Voice Podcaster
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - BB Collaborate Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP**
 - Helpful Resources
 - Student User Guide
 - eTROY Policies and Procedures
 - BB Help & Training
 - Prezi
 - Zaption
- My Groups**
 - Interviews, Bios, Photos, and Learning Styles
 - Master Project Group 1
 - Wk 1 Group 1

The main content area is titled "Syllabus" and contains:

- A document icon for "Printable Course Syllabus".
 - Attached Files: [syllabusEDU6617.docx](#) (503.288 KB)
 - Click on the attached document for a printable version of the eTROY base syllabus.
- A folder icon for "eTROY Policies and Procedures".

19.2 COURSE OVERVIEW PAGE

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview

Text can be viewed here.

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > Course Schedule

Links to Course Schedule Page

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > Syllabus

Links to Syllabus Page

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > Lessons by Week

Folder for Lessons by Week

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Course Overview > Textbook

Links to Syllabus Page

19.2b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Course Overview > Course Overview Inside Page

TROY

Course Overview

Build Content - Assessments - Tools - Partner Content

Course Description / Learning Outcomes and Objectives

Course Schedule

Course Syllabus

Feedback Information
 Enabled: None, Statistics Tracking

Creating Credits for Learning and Performance

Author: Lutz, Linda L.
 Edition: 2ND US
 ISBN-10: 0-321-27158-X
 ISBN-13: 978-0-321-27158-6
 Publisher: Merrill Education/Prentice Hall

Description of Weekly Activities

Each week you will have a series of activities to perform that will lead you toward a working knowledge of educational multimedia graphics design and visual literacy. If you will apply yourself to the activities, you will be able to see yourself move along the route to expert performance.

WEEKLY ACTIVITIES

Readings	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Videos, Tutorials, and/or PowerPoint Presentations	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Terminology	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Resource Review	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Weekly Critique	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Individual Design Challenge	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Team Design Challenge	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?
Group Master Design Project	Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

Software, Utilities and Tutorials
 Wonderful free and/or cheap graphics and video software and great utilities to help make your job easier. Also, tutorials that can get you designing like a pro in no time! Check them out!

Lessons by Week

Group Master Design Project
 Week 1

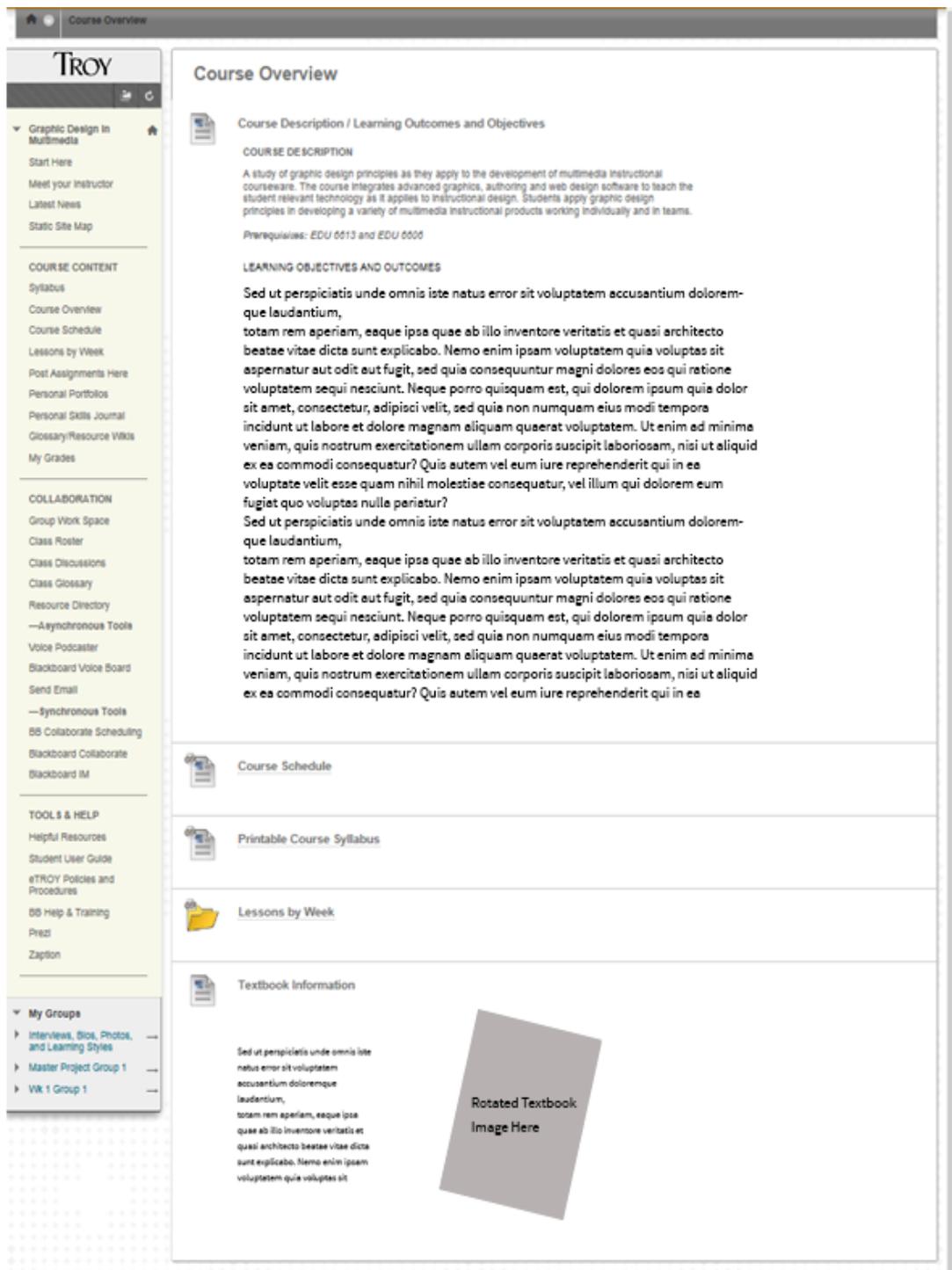
Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quiquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum lure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

My Groups

19.2.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Course Overview > Course Overview Inside Page



19.2.2. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Course Overview > Course Schedule

Simple two column table. First column is the Week and Dates. The second column is the Assignments. The Rows Have Week # and the Date Range.

The screenshot shows a Blackboard course interface. On the left is a sidebar with the 'TROY' logo and navigation links categorized into 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOLS & HELP', and 'My Groups'. The main content area is titled 'Course Schedule' and contains a document icon and the text 'EXAMPLE Course Schedule - Term'. Below this is a table with two columns: 'Week/Dates' and 'Assignments'. The table lists 9 weeks, each with a 'Date to Date' range in the first column and an empty 'Assignments' column.

Week/Dates	Assignments
Week 1 Date to Date	
Week 2 Date to Date	
Week 3 Date to Date	
Week 4 Date to Date	
Week 5 Date to Date	
Week 6 Date to Date	
Week 7 Date to Date	
Week 8 Date to Date	
Week 9 Date to Date	

19.2.3. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Lessons by Week

The screenshot displays a web-based course management system interface. On the left is a vertical navigation menu with the 'TROY' logo at the top. The menu is organized into several sections: 'Graphic Design in Multimedia' (with links for Start Here, Meet your Instructor, Latest News, and Static Site Map), 'COURSE CONTENT' (with links for Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal & Group Portfolios, and Personal Skills Journal), 'COLLABORATION' (with links for Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, Asynchronous Tools, Voice Podcaster, Blackboard Voice Board, Send Email, Synchronous Tools, BB Collaborate Scheduling, Blackboard Collaborate, and Blackboard IM), 'TOOLS & HELP' (with links for Helpful Resources, Student User Guide, eTROY Policies and Procedures, Prezi, and Zapton), and 'My Groups' at the bottom.

The main content area is titled 'Lessons by Week' and features a breadcrumb trail: 'Lessons by Week' > 'Master Group Design Project Folder' > 'Wk 1 Visual Literacy and Universal Design'. Below this, there are two main sections for weekly content:

- Wk 1 Visual Literacy and Universal Design**: This section has a header 'WEEK 1 TOPICS / READINGS / ACTIVITIES / ASSIGNMENTS' and a large grey placeholder box on the left. To the right, the following topics are listed:
 - Topic 1: Chapter Preface Universal Design for Performance & Education
 - Topic 2: Chapter 1 Principles of Visual Literacy—Use & Create
 - Topic 3: Chapter 4 The ACRONYMS of Design
- Wk 2 Learning Theory and Tools of the Trade**: This section has a header 'WEEK 2 TOPICS / READINGS / ACTIVITIES / ASSIGNMENTS' and a large grey placeholder box on the left. To the right, the following topics are listed:
 - Topic 1: Chapter 3 Learning Theory
 - Topic 2: Chapters 2 Tools of the Trade / Tech
 - Topic 3: Chapters 9 Tools of the Trade / Typography

The bottom portion of the page is filled with a faint, repeating pattern of small text, likely a watermark or a placeholder for additional content.

19.2.3.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Lessons by Week > Master Group Design Project Folder

The screenshot shows a Blackboard LMS interface. The top navigation bar includes 'Lessons by Week' and 'Master Group Design Project Folder'. The left-hand navigation menu is organized into several sections:

- Graphic Design in Multimedia:** Start Here, Meet your Instructor, Latest News, Static Site Map.
- COURSE CONTENT:** Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal & Group Portfolios, Personal Skills Journal, My Grades.
- COLLABORATION:** Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, —Asynchronous Tools (Voice Podcaster, Blackboard Voice Board, Send Email), —Synchronous Tools (BB Collaborate Scheduling, Blackboard Collaborate, Blackboard IM).
- TOOLS & HELP:** Helpful Resources, Student User Guide, eTROY Policies and Procedures, Prezi, Zaption.
- My Groups:** (indicated by a right-pointing arrow)

The main content area, titled 'Master Group Design Project Folder', contains the following text:

Group Master Design Project

Week 1
 Individually create a concept visual and post to your Group Master Project Wiki.

Week 2
 Collaborate with your team to review the concepts and select one or a combination for your Group Project Concept.

Week 3
Final Project Proposal (Due the end of Week 3)
 Your Final Project Proposal is due on Sunday by 11:59pm Midnight EST.
 The Proposal is worth 2.5 points (12.5%) of your final project grade, or 2.5% of the final grade. For your proposal, you need to choose a subject or topic that you are interested in and knowledgeable about, and/or related to your work or profession. Your project should be instructional in nature or a tutorial. Therefore, please select your topic carefully!

Week 8
Final Project (Due Date: Week 8)
 The Final Project will be a group instructional presentation. If you use PowerPoint, it will be at least 25 slides in length and must be converted either to a Prezi or Zaption. If you choose to use Prezi, Zaption, Captivate, Articulate, etc., your project must be at least ten minutes in length. It will be an instructional presentation of a group topic and contain the following structural elements:

- An introduction, body, and conclusion
- Stated goals and objectives that are addressed by the presentation
- Instructional in nature
- Contain descriptions, explanations, and/or details in the PowerPoint notes section for each design element used on each slide.

Appendix IV
Master Design Project Example Files

19.2.3.2. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Lessons by Week > Wk 1 Visual Literacy and Universal Design

Lessons by Week > Wk 1 Visual Literacy and Universal Design

TROY

Graphic Design in Multimedia

Start Here

Meet your Instructor

Latest News

Static Site Map

COURSE CONTENT

Syllabus

Course Overview

Course Schedule

Lessons by Week

Post Assignments Here

Personal & Group Portfolios

Personal Skills Journal

My Grades

COLLABORATION

Group Work Space

Class Roster

Class Discussions

Class Glossary

Resource Directory

—Asynchronous Tools

Voice Podcaster

Blackboard Voice Board

Send Email

—Synchronous Tools

[BB Collaborate Scheduling](#)

Blackboard Collaborate

Blackboard IM

TOOLS & HELP

Helpful Resources

Student User Guide

eTROY Policies and Procedures

Prezi

Zaption

My Groups

Wk 1 Visual Literacy and Universal Design

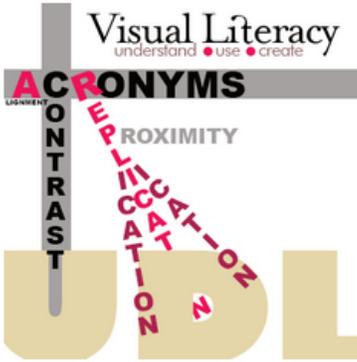


Welcome to Week One of EDU 6617

[Play >>](#)



Week 1 Learning Objectives



OBJECTIVE 1: Universal Design | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources, students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).

Sub-Objective 1.1 | Students will be able to use basic design principles, concepts and tools to create visuals according to the principles of universal design.

Sub-Objective 1.2 | Students will be able to accurately review a fellow student's work using basic definitions and principles related to visual literacy, graphic design, and instructional message design based on Lortz's criteria of efficiency, effectiveness, and appeal.

OBJECTIVE 2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources, students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1998).

Sub-Objective 2.1 | Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.

OBJECTIVE 3: ACE/PAT/SO/CSSDT/CARP/DROIT | After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin's five functions of graphical elements (DROIT).

Sub-Objective 3.1 | Students will be able to incorporate basic understanding of educational multimedia into their plan and proposal for their final group project.



Week 1 Introduction

Graphics design is fun! Truly it is! So, in the spirit of having fun, we are going to begin with some icebreakers that will set the stage for all of our work over the next nine weeks.

1. **SURVEY:** We start out with a short [7 Question formative survey](#) that will help us make this a better learning experience for you.
2. **INTERVIEW:** Next, interview a classmate and write a short bio about them. Then, post it on the [Interview, Bio, Photos, and Learning Styles Wiki](#). Directions for this learning activity are posted on the Wiki page.
3. **LEARNING STYLES INVENTORY:** The next order of business is to take the [Learning Styles Inventory](#). When you have your results, go to the [Interview, Bio, Photos and Learning Styles Wiki](#) and find your record (row with your name). Post your photo and Learning Styles Inventory results to your own record in the appropriate columns.
4. **REVIEW THE COURSE:** You will want to look through the course and pay special attention to the [Syllabus, Textbook Info, Course Description, Outcomes and Objectives, Course Schedule](#) and of course this folder with all of your [Lessons by Week](#).

This week, we will take a look at Universal Design and what it means for instructional designers. Then we will examine the Principles of Visual Literacy. While we are only listing the USE and CREATE concepts in our opening visual, UNDERSTANDING is where it all begins. We will practice these principles by creating design assets, reviewing our peers and critiquing designs from the internet. Finally, we will look at the ACRONYMS of design that our author presents as well as two that she does not use but that help with the overall process of remembering the plethora of principles, concepts and tools you will encounter this week.

There is a lot more to do to become visually literate, so enough of this chatter. When you finish activities 1 through 4 above, click the [Week 1 Lessons, Activities, and Resources](#) folder to begin your adventure into the world of design.

If you see something missing that you think would improve the user experience, or even just your personal experience, please let me know! I am looking forward to learning with you!



6617 Student Survey

If you have not already done so, please take this short seven question survey before you begin the rest of the activities for this week! It is important that we know your thoughts prior to you beginning the learning activities. Thank you!

19.2.3.2b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Course Content > Lessons by Week > Wk 1 Visual Literacy and Universal Design, continued

Interviews, Bios, Photos, and Learning Styles

What is your Learning Style?

Click the image below to launch the Learning Styles Inventory. Once you have taken the short 20 question quiz and received your results, please post the results on the [Interviews, Bios, Photos and Learning Styles Wiki](#) page.

Home | Contact Us | About Us | Site Map

EDUCATION PLANNER STUDENTS PARENTS COUNSELORS

Career Planning

Preparing for School

Paying for School

Self-Assessments

What Kind of Student Are You?

What's Your Learning Style?

Which Study Habits Can You Improve?

What's Your Learning Style?

Have you ever wondered why you do better in some classes than others? It may depend on your individual learning style. Your learning style influences the way you understand information and solve problems.

There are three primary learning styles:

- Visual
- Auditory
- Tactile

Many people use a combination of learning styles, whereas others learn best by using just one. Want to know your learning style? You're just 20 questions away from finding out!

[Answer the 20 Questions](#) | [Just Show Me the Results](#)

Week 1 Lessons, Activities, and Resources

WEEK ONE – UNIVERSAL DESIGN, VISUAL LITERACY, AND ACRONYMS

Readings, external resources, directions for how to take your first step toward becoming visually literate.

Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images.

—Roberts Braden

(What's Your Learning Style?)

19.2.3.2.7. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Course Content > Lessons by Week > Wk 1 Learning Theory and Tools of the Trade

Week 1 Lessons, Activities, and Resources

Lessons by Week > Wk 1 Visual Literacy and Universal Design > Week 1 Lessons, Activities, and Resources

TROY

Graphic Design in Multimedia

Start Here

Meet your Instructor

Latest News

Static Site Map

COURSE CONTENT

Syllabus

Course Overview

Course Schedule

Lessons by Week

Post Assignments Here

Personal & Group Portfolios

Personal Skills Journal

My Grades

COLLABORATION

Group Work Space

Class Roster

Class Discussions

Class Glossary

Resource Directory

—Asynchronous Tools

Voice Podcaster

Blackboard Voice Board

Send Email

—Synchronous Tools

BS Collaborate Scheduling

Blackboard Collaborate

Blackboard IM

TOOLS & HELP

Helpful Resources

Student User Guide

TROY Policies and Procedures

Print

ZipIt

My Groups

Week 1 Lessons, Activities, and Resources

Readings

Read the Preface and Chapters 1 and 4 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.

Visual Literacy To Do List

Attached Files:

- WK1_ToDoList.doc (24.5 KB)
- WK1_ToDoList.docx (15.083 KB)
- WK1_ToDoList.pdf (77.887 KB)
- Week1CompleteToDoList.doc (31.5 KB)
- Week1CompleteToDoList.docx (18.394 KB)
- Week1CompleteToDoList.pdf (91.972 KB)

Welcome Student Designers! This is going to be a fast-paced week, but, one in which you will find yourself quickly gaining a working knowledge of some of the basic graphic design concepts. This week we will study visual literacy and what it means to understand, be able to use and create with graphics. We will also look at the importance of creating designs that are universally effective. Finally, we will look at our author's approach to graphic design using multimedia for performance and educational purposes, and analyze the tools she offers to help us remember the principles, concepts and tools and to make them our own. Whether you intend to design or to spec design, this week's materials will get you started on your way to visual literacy!

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam tempus aliquam metus, sed consectetur nisi suscipit a. Mauris eget porta nibh. Etiam sollicitudin eros nec odio accumsan cursus. Integer luctus dictum fringilla. Sed gravida enim ex, eu volutpat lorem pretium ac. Suspendisse a dui a urna mattis vestibulum at quis ipsum. Vestibulum at arcu nunc. Pellentesque pretium pharetra scelerisque. Aenean consectetur nisi vitae urna porta tincidunt. Vestibulum leo sem, pharetra in est et, posuere commodo massa. Quisque et maximus augue. Vivamus mattis, orci vehicula varius sollicitudin, massa velit congue libero, et tristique nisi nulla et sapien. Duis lacinia urna velit, ut facilisis magna faucibus quis.

Etiam eget nisi a lectus volutpat pulvinar. In tempor consectetur justo. Nulla ornare facilisis lacus non mollis. Nulla accumsan justo neque, vitae sagittis purus posuere eu. Mauris efficitur aliquam velit et tincidunt. Vivamus placerat, turpis id convallis suscipit, arcu ligula faucibus nibh, ac tincidunt arcu mi facilisis magna. Quisque at augue vitae felis egestas iaculis nec et mi. Vivamus ac blandit purus. Donec interdum, ante pulvinar feugiat blandit, massa dui molestie tellus, id bibendum urna erat vel ante. Nulla ac lacus urna.

Duis nec erat auctor, dapibus ante sed, congue nunc. Vestibulum purus nibh, egestas et urna ut, ornare elementum lacus. Quisque commodo facilisis molestie. Donec lobortis elit id tortor fermentum, eget porta lectus posuere. Aliquam sed neque ut elit ultrices dictum at sit amet turpis. Donec mollis nisi at ultricies dignissim. Aenean nec finibus nisi, nec scelerisque risus. Integer auctor suscipit massa a aliquam. Nulla id nisi venenatis, molestie dui sit amet, rhoncus libero. Vivamus eu mauris dolor.

Nulla efficitur malesuada consequat. Pellentesque tempus tortor id augue consectetur, ac pretium ipsum elementum. Ut venenatis risus erat, laoreet suscipit dui efficitur sed. Sed ut molestie massa, vitae malesuada tortor. Fusce ac posuere massa. Integer finibus id erat ac consequat. Pellentesque velit leo, cursus vel malesuada ac, suscipit sit amet erat. Nullam tristique augue a lacus efficitur pharetra. Nunc quis gravida arcu. Aliquam nec varius quam. Praesent cursus pharetra dolor, nec lacinia diam semper mattis.

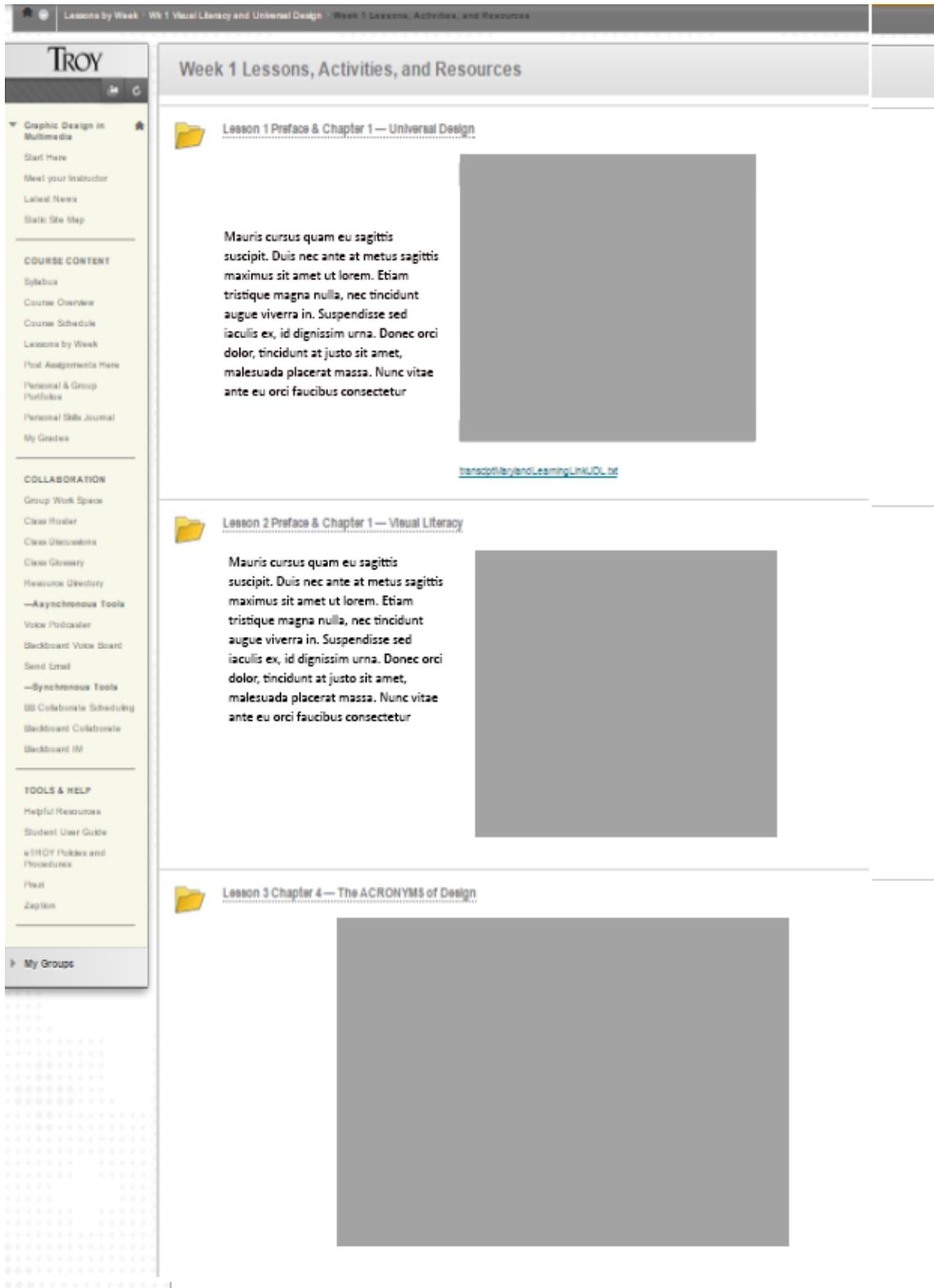
Quisque euismod, nibh non vestibulum egestas, magna nibh interdum urna, ut feugiat odio odio blandit ligula. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent ac libero at velit venenatis fringilla. Nam sapien leo, malesuada eu dapibus a, pulvinar aliquet enim. Praesent vestibulum massa ultrices velit luctus, ac molestie est faucibus. Quisque purus ipsum, imperdiet vitae lorem quis, imperdiet volutpat leo. Maecenas elementum imperdiet dui, vitae facilisis nibh ullamcorper quis. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos.

Etiam non dui id elit suscipit sagittis at eget est. Mauris in ultrices ante. Nullam maximus velit mauris, non porttitor nisi condimentum quis. Duis pellentesque et velit eget tempor. Etiam sodales velit non ante iaculis tincidunt ac cursus leo. Vivamus ultrices convallis ipsum, nec cursus eros bibendum vel. Vestibulum ultrices nunc urna, nec fermentum lorem egestas sit amet. Suspendisse lectus nisi, commodo eget arcu sed, faucibus lobortis leo. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras ut consequat magna.

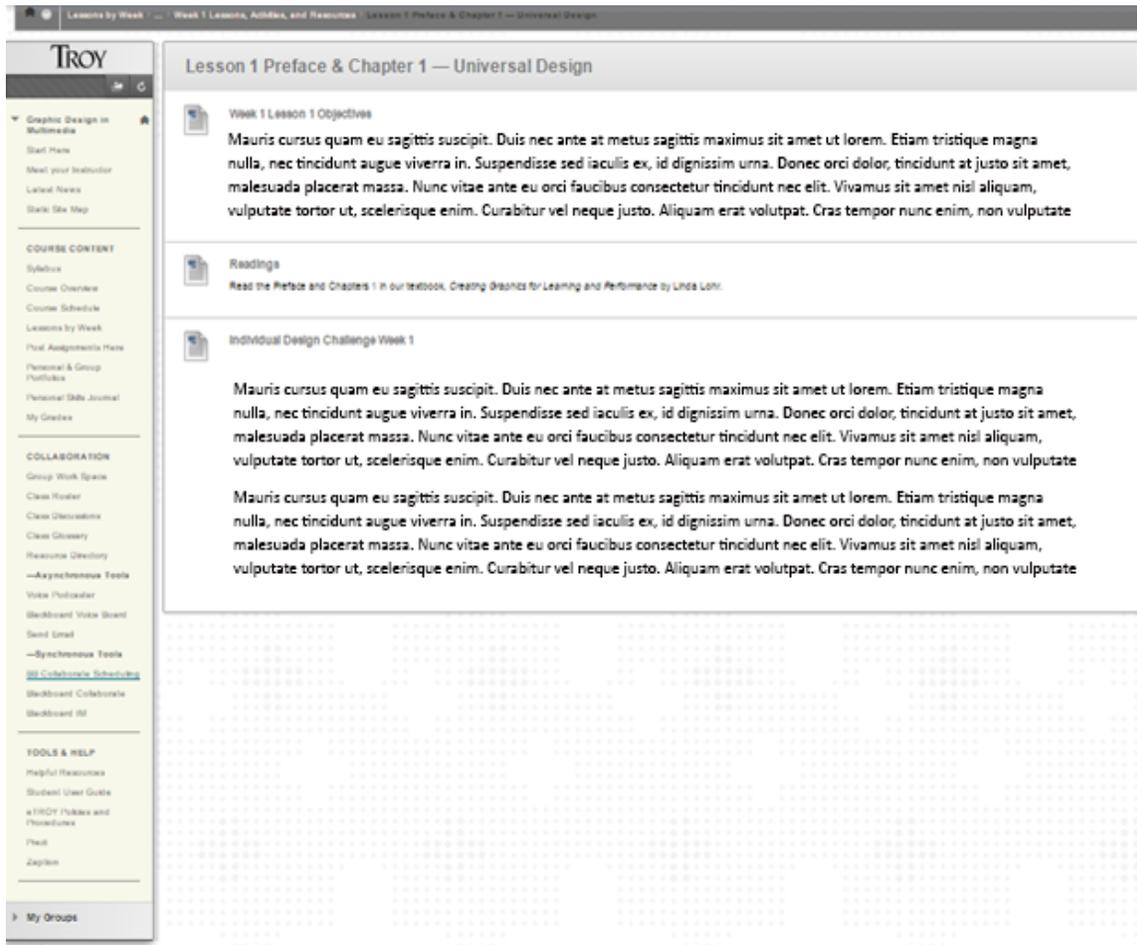
Phasellus quis mollis arcu, vehicula aliquet urna. Sed leo est, hendrerit ut consequat at, tristique id velit. Donec ultrices id sapien eget tempus. Nunc vel varius nisi, at ultrices odio. Nam tincidunt lacus id arcu convallis, rhoncus scelerisque ex malesuada. Cras blandit diam enim, mollis euismod sem sollicitudin ac. Vivamus justo felis, rhoncus sed ultrices et, consequat sit amet erat. Nullam neque diam, auctor non tellus a, feugiat posuere

75

19.2.3.2.7b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
 Course Content > Lessons by Week > Wk 1 Learning Theory and Tools of the Trade>
Week 1 Lessons, Activities, and Resources, continued



19.2.3.2.7.1. Course Content > Lessons by Week > Wk 1 Learning Theory and Tools of the Trade> Week 1 Lessons, Activities, and Resources > Lesson 1 Preface & Chapter 1 – Universal Design



19.2.3.2.7.2. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Week 1 Lessons, Activities, and Resources > Lesson Chapter 1 – Visual Literacy

The screenshot shows a web-based learning management system (LMS) interface. At the top, there is a navigation bar with the course title "Lesson 2 Preface & Chapter 1 — Visual Literacy" and a breadcrumb trail: "Lessons by Week > WK 1 Visual Literacy and Universal Design > Week 1 Lessons, Activities, and Resources".

On the left side, there is a sidebar menu with the following sections:

- Graphic Design in Multimedia**
 - Start Here
 - Meet your instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT**
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal & Group Portfolios
 - Personal Skills Journal
 - My Grades
- COLLABORATION**
 - Group Work Space
 - Class Roster
 - Class Decisions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Video Podcasts
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - 3D Collaborative Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP**
 - Helpful Resources
 - Student User Guide
 - » TROY Policies and Procedures
 - Print
 - Caption
- My Groups**

The main content area on the right is titled "Lesson 2 Preface & Chapter 1 — Visual Literacy" and contains the following sections:

- Build Content** (dropdown menu)
- Assessments** (dropdown menu)
- Tools** (dropdown menu)
- Partner Content** (dropdown menu)
- 11** (page indicator)
- Week 1 Lesson 2 Objectives**
 - OBJECTIVE 2: Visual Literacy** | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources, students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1999).
 - Sub-Objective 2.1 |** Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.
- Readings**
 - Read the Preface and Chapters 1 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr.
- Directions: Partner Design Challenge Week 1**
 - Enabled: Statistics Tracking
 - Working with a partner, and using the Chapter 4 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a [Prezi](#) (Prezi.com) that showcases Levin's five instructional functions for graphics. Use a concept that is relevant to your daily life and/or work.
 - Meaurio cursus quem eu sagittis suscipit. Duis nec ante et metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tristique augue viverra in. Suspendisse sed laculis ex, id dignissim urna. Donec orci dolor, tristique sit justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tristique nec elit. Vivamus sit amet nisl aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate sapien fringilla et. Praesent euismod
 - Meaurio cursus quem eu sagittis suscipit. Duis nec ante et metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tristique augue viverra in. Suspendisse sed laculis ex, id dignissim urna. Donec orci dolor, tristique sit justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tristique nec elit. Vivamus sit amet nisl aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate sapien fringilla et. Praesent euismod congue nisl e mollis.
 - Meaurio cursus quem eu sagittis suscipit. Duis nec ante et metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tristique augue viverra in. Suspendisse sed laculis ex, id dignissim urna. Donec orci dolor, tristique sit justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tristique nec elit. Vivamus sit amet nisl aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate sapien fringilla et. Praesent euismod congue nisl e mollis.
 - Duis neque risus, tempor id feugiat in, fribus et nunc. Etiam malesuada est eget mauris aliquam commodo agestas quis est. Nem rutrum

19.2.3.2.7.3. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
 Week 1 Lessons, Activities, and Resources > Lesson 3 Chapter 4 – The ACRONYMS of DESIGN

The screenshot shows a web-based learning management system (LMS) interface. At the top, there is a navigation bar with the following items: "Lessons by Week", "Week 1 Lessons, Activities, and Resources", "Lesson 2 Preface & Chapter 1", and "Visual Literacy". Below this is a header for the current page: "Lesson 3 Chapter 4 — The ACRONYMS of Design".

On the left side, there is a sidebar menu with the following sections:

- Graphic Design in Multimedia**
 - Start Here
 - Meet your Instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT**
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal & Group Portfolios
 - Personal Skills Journal
 - My Grades
- COLLABORATION**
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Voice Podcaster
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - BB Collaborate Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP**
 - Helpful Resources
 - Student User Guide
 - eTROV Policies and Procedures
 - Print
 - ZipIt
- My Groups**

The main content area on the right contains the following sections:

- Text Block:** A paragraph of placeholder text: "Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate".
- Readings:** A section titled "Readings" with a sub-link: "Read Chapter 4 in our textbook, *Creating Graphics for Learning and Performance* by Linda Lohr."
- PAT Principles, Tools and Actions:** A section titled "PAT Principles, Tools and Actions" containing the same placeholder text as the first section.
- Week 1 Group Master Design Project:** A section titled "Week 1 Group Master Design Project" containing the same placeholder text as the first section.

Below the text blocks, there is a large area filled with a grid of small, light-colored icons, likely representing a gallery or a collection of resources.

19.2.3.2.8.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Week 1 Lessons, Activities, and Resources

The screenshot displays a web application interface for 'TROY'. The top navigation bar includes 'Lessons by Week' and 'Wk 2 Learning Theory and Tools of the Trade'. The main content area is titled 'Wk 2 Learning Theory and Tools of the Trade' and contains three sections:

- Welcome to Week Two of EDU 6617**: A section with a play button icon and a 'Play' button.
- Week 2 Learning Objectives**: A section with a document icon and a paragraph of placeholder text: 'Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consetetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate'.
- Week 2 Introduction**: A section with a document icon and two paragraphs of placeholder text, identical to the one above.

At the bottom of the main content area, there is a section titled **Week 2 Lessons, Activities, and Resources** with a folder icon and a paragraph of placeholder text, also identical to the one above.

The left sidebar contains a navigation menu with the following categories and items:

- Graphic Design in Multimedia**: Start Here, Meet your Instructor, Latest News, Static Site Map.
- COURSE CONTENT**: Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal & Group Portfolios, Personal Skills Journal, My Grades.
- COLLABORATION**: Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, —Asynchronous Tools: Voice Podcaster, Blackboard Voice Board, Send Email; —Synchronous Tools: BB Collaborate Scheduling, Blackboard Collaborate, Blackboard IM.
- TOOLS & HELP**: Helpful Resources, Student User Guide, aTROY Policies and Procedures, Feedback, Zaption.
- My Groups**

19.2.3.2.8.1.4. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources

The screenshot displays a Blackboard LMS interface. On the left is a navigation sidebar for 'TROY' with categories: 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOLS & HELP', and 'My Groups'. The main content area is titled 'Week 2 Lessons, Activities, and Resources'. It includes a 'Readings' section with a link to 'Read Chapters 2 and 9 in our textbook, Creating Graphics for Learning and Performance by Linda Lohr'. Below is a section for 'Week 2 Learning Theory and Tools of the Trade' with three attached files: 'WK2_ToDoLat.doc (25 KB)', 'WK2_ToDoLat.docx (15.338 KB)', and 'WK2_ToDoLat.pdf (75.863 KB)'. The main text area contains several paragraphs of placeholder text (Lorem Ipsum). At the bottom, there is a 'Free PDF Writers' section with links for 'Cute PDF (free)', 'PDF Lite', and 'PDF995 (requires installation of two files) \$29 for full version.'

19.2.3.2.8.1.4b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources, continued

Lessons by Week · Wk 2 Learning Theory and Tools of the Trade

TROY

Graphic Design in Multimedia

- Start Here
- Meet your Instructor
- Latest News
- State Site Map

COURSE CONTENT

- Syllabus
- Course Overview
- Course Schedule
- Lessons by Week
- Post Assignments Here
- Personal & Group Portfolios
- Personal Skills Journal
- My Grades

COLLABORATION

- Group Work Space
- Class Roster
- Class Discussions
- Class Glossary
- Resource Directory
- Asynchronous Tools
- Voice Podcaster
- Blackboard Voice Board
- Send Email
- Synchronous Tools
- BB Collaborate Scheduling
- Blackboard Collaborate
- Blackboard IM

TOOLS & HELP

- Helpful Resources
- Student User Guide
- eTROY Policies and Procedures
- Press
- Zipkin

My Groups

Week 2 Lessons, Activities, and Resources

Lesson 1— Chapter 3 Learning Theory

Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo.

Lesson 2— Tools of the Trade: Typography

Lesson 3— Tools of the Trade: Technology

Citation
Porter, J. (n.d.). Techno-centric [Digital Image]. Retrieved February 13, 2015, from <http://prodinstres.ploverworks.com/>

19.2.3.2.8.1.4.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources > Lesson 1 Chapter 3– Learning Theory

The screenshot shows a web-based learning management system (LMS) interface. On the left is a navigation sidebar with the 'TROY' logo at the top. The sidebar is divided into several sections: 'Graphic Design in Multimedia' (with links for Start Here, Meet your Instructor, Latest News, and State Site Map), 'COURSE CONTENT' (with links for Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Page, Personal & Group Portfolios, Personal Skills Journal, and My Grades), 'COLLABORATION' (with links for Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, Asynchronous Tools, Video Production, Blackboard Voice Board, Send Email, Synchronous Tools, 3D Collaborative Scheduling, Blackboard Collaborate, and Blackboard IM), 'TOOLS & HELP' (with links for Helpful Resources, Student User Guide, & TROY Policies and Procedures, Feedback, and Login), and 'My Groups' at the bottom.

The main content area is titled 'Lesson 1— Chapter 3 Learning Theory'. It contains several sections:

- Week 2 Lesson 1 Objectives:** A document icon followed by the text: 'OBJECTIVE 4: Learning Theory | After reading Chapter 3 and engaging in the (weekly) activities, students will be able to create a multimedia visual that demonstrates 1) their understanding of learning theory as it relates to instructional message design, and 2) the appropriate use of learner-centered design principles.'
- ADDIE and Instructional Design:** A document icon followed by a large grey rectangular placeholder image. To the right of the image is a block of placeholder text: 'uis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna endisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, e eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, ibitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate Juis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna zendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, rte eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, rabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate'.
- ACE IT PowerPoint:** A document icon followed by the text 'ACE IT PowerPoint'.
- Supplemental Learning Activities:** A document icon followed by two paragraphs of placeholder text: 'Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate' and 'Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate'.
- Directions: Partner Design Challenge Week 1:** A document icon followed by two paragraphs of placeholder text: 'Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate' and 'Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consectetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate'.

19.2.3.2.8.1.4.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources > Lesson 2 Chapter 9– Tools of the Trade: Typography

The screenshot shows a web-based learning interface. On the left is a navigation sidebar with the 'TROY' logo at the top. The sidebar contains several sections: 'Graphic Design in Multimedia' with links for 'Start Here', 'Meet your Instructor', 'Latest News', and 'Back Site Map'; 'COURSE CONTENT' with links for 'Syllabus', 'Course Overview', 'Course Schedule', 'Lessons by Week', 'Final Assignments Here', 'Personal & Group Portfolios', 'Personal Skills Journal', and 'My Grades'; 'COLLABORATION' with links for 'Group Work Space', 'Class Roster', 'Class Discussions', 'Class Glossary', and 'Resource Directory'; 'TOOLS & HELP' with links for 'Helpful Resources', 'Student User Guide', 'eTROY Policies and Procedures', 'Feedback', and 'Support'; and 'My Groups' at the bottom. The main content area is titled 'Lesson 2 — Tools of the Trade: Typography'. It features three sections: 1. 'Week 2 Lesson 2 Objectives' with a document icon and text: 'OBJECTIVE 6: Tools of the Trade – Teah & Type | After reading Chapters 2 and 9, and reviewing the Resources section of the textbook, as well as working thro to create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.' 2. 'Introduction to Desktop Publishing Typography' with a document icon, title, 'PDF Download' link, 'Type_style.pdf' link, 'Typography Resources' section, and links for 'Typography by Microsoft', 'TrueType', 'CounterSpace', 'Clear Type', 'Fonts.com', 'WhatTheFont', and 'CoffeeCup'. 3. 'From Type to Typography' with a document icon, title, and a large grey placeholder box. Below the placeholder is the text: 'This is a condensed summary of Dr. Deo Fortune's lecture on Typography.' 4. 'The History of Typography' with a document icon, title, and a large grey placeholder box. Below the placeholder is the text: 'By Ben Barrett Forrest' and 'Citation Forrest, B. B. (n.d.). The History of Typography - Animated Short. Retrieved February 13, 2015, from https://www.youtube.com/watch?v=wOgIkkAJsik'.

19.2.3.2.8.14.2b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources > Lesson 2 Chapter 9– Tools of the Trade: Typography, continued

The screenshot displays a web application interface for a course. The top navigation bar includes 'Lessons by Week', 'Week 2 Lessons, Activities, and Resources', and 'Lesson 1— Chapter 3 Learning Theory'. The main header is 'Lesson 2 — Tools of the Trade: Typography'. The sidebar on the left contains the following sections:

- Graphic Design in Multimedia**
 - Start Here
 - Meet your instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT**
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal & Group Portfolios
 - Personal Skills Journal
 - My Grades
- COLLABORATION**
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Feeds
 - Video Production
 - Blackboard Voice Board
 - Send Email
 - Synchronous Feeds
 - 3D Collaborative Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP**
 - Helpful Resources
 - Student User Guide
 - TROY Policies and Procedures
 - News
 - Log Out
- My Groups**

The main content area features the following sections:

- A Lesson on Typography by Fabricean**
 - A video player showing a lesson on typography.
 - Text: "Typography is what language looks like." Fabricean
 - Citation: Fabricean. (n.d.). A lesson on typography. Retrieved February 12, 2015, from <http://www.youtube.com/watch?v=K6rcWUJMPQ>
- Individual Design Challenge Week 2**
 - Mini-Portfolio Project:**
 - Text: *Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consetetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate*
 - Text: *Mauris cursus quam eu sagittis suscipit. Duis nec ante at metus sagittis maximus sit amet ut lorem. Etiam tristique magna nulla, nec tincidunt augue viverra in. Suspendisse sed iaculis ex, id dignissim urna. Donec orci dolor, tincidunt at justo sit amet, malesuada placerat massa. Nunc vitae ante eu orci faucibus consetetur tincidunt nec elit. Vivamus sit amet nisi aliquam, vulputate tortor ut, scelerisque enim. Curabitur vel neque justo. Aliquam erat volutpat. Cras tempor nunc enim, non vulputate*

19.2.3.2.8.14.3. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources > Lesson 2 Chapter 2– Tools of the Trade: Technology

Lessons by Week > ... > Week 2 Lessons, Activities, and Resources > Lesson 3 — Tools of the Trade: Technology

TROY

Graphic Design in Multimedia
[Start Here](#)
[Meet your Instructor](#)
[Latest News](#)
[State Site Map](#)

COURSE CONTENT

[Syllabus](#)
[Course Overview](#)
[Course Schedule](#)
[Lessons by Week](#)
[Post Assignments Here](#)
[Personal & Group Portfolios](#)
[Personal Skills Journal](#)
[My Grades](#)

COLLABORATION

[Group Work Space](#)
[Class Roster](#)
[Class Discussions](#)
[Class Glossary](#)
[Resource Directory](#)
—Asynchronous Tools
[Voice Podcaster](#)
[Blackboard Voice Board](#)
[Send Email](#)
—Synchronous Tools
[BB Collaborate Scheduling](#)
[Blackboard Collaborate](#)
[Blackboard IM](#)

TOOLS & HELP

[Helpful Resources](#)
[Student User Guide](#)
[eTROY Policies and Procedures](#)
[Print](#)
[Caption](#)

My Groups

Lesson 3 — Tools of the Trade: Technology

Week 2 Lesson 3 Objectives

OBJECTIVE 5: Tools of the Trade – Tech & Type | After reading Chapters 2 and 9, and reviewing the Resources section of the textbook; as well as work create a learner-centered multimedia visual incorporating the principles of using type to enhance learning from Chapter 9.

Software, Utilities and Tutorials

Free software trials, great free utilities to make your job easier, and tutorials that can get you up and running on graphics software in no time. Check it out!

Readings

Read Chapter 2 in the textbook: Getting Started.

File Formats and Extensions

Attached File: [File Types.pdf \(48.9 KB\)](#)

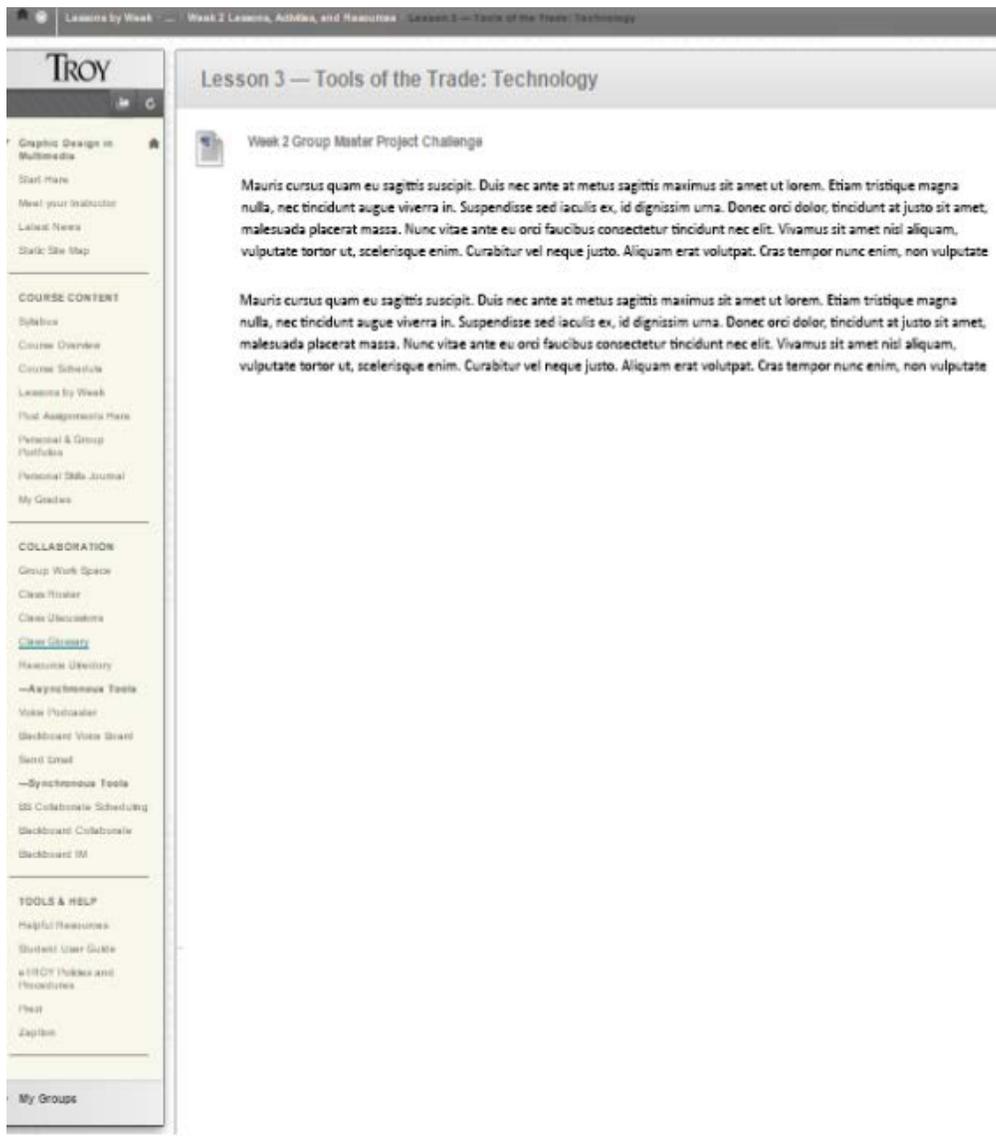
File Types	
Have you ever wondered what the file extensions are for multimedia files? This is a short list of the most used file types. If you would like to add to this list, please do so in the Resource Directory , in Week 5, we will add a category for them when we Style the directory and we will add them here so the next class can benefit from your knowledge.	
Image File	*.jpg *.gif *.png
Document Files	*.doc *.docx *.txt
Video Files	*.wmv *.mp4 *.flv
Audio Files	*.mp3 *.ra *.wav
Portable Document File	*.pdf
Website Files	*.html *.asp *.xhtml *.php

Five Free Utilities to make your Design Life Easier

86

19.2.3.2.8.14.3b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Week 2 Lessons, Activities, and Resources > Lesson 2 Chapter 2– Tools of the Trade: Technology, continued



20. COURSE CONTENT > POST ASSIGNMENTS HERE

[GRAPHIC DESIGN IN MULTIMEDIA](#) | [COURSE CONTENT](#) | [COLLABORATION](#) | [TOOLS & HELP](#) | [MY GROUPS](#)

The screenshot shows a Blackboard course page with a left-hand navigation menu and a main content area. The navigation menu is organized into several sections: 'Graphic Design In Multimedia' (with links for Start Here, Meet your Instructor, Latest News, and Static Site Map), 'COURSE CONTENT' (with links for Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal Portfolios, Personal Skills Journal, Glossary/Resource Wikis, and My Grades), 'COLLABORATION' (with links for Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, and sub-sections for Asynchronous Tools like Voice Podcaster and Blackboard Voice Board, and Synchronous Tools like BB Collaborate Scheduling, Blackboard Collaborate, and Blackboard IM), and 'TOOLS & HELP' (with links for Helpful Resources, Student User Guide, eTROY Policies and Procedures, BB Help & Training, Prezi, and Zaption). At the bottom of the menu is a 'My Groups' section with expandable links for 'Interviews, Bios, Photos, and Learning Styles', 'Master Project Group 1', and 'Wk 1 Group 1'. The main content area is titled 'Post Assignments Here' and features an assignment titled 'Assignment 1 Universal Design' with a document icon. The assignment text is as follows: 'Assessment 1, Part 1a Mini-Portfolio Project (3 PT): Using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a visual that uses the concepts of Universal Design to present the same message in a performance setting vs an educational setting. Upload your work to My Content/embed it in your Personal Portfolio (not your Master Project folder). Then, upload it under Assignment 1 on the Assignments folder (Post Your Assignments Here). Assessment 1, Part 1b (2 PT): In the comments box, please write your explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment.'

20.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Course Content > Post Assignments Here (page 2)

Post Assignments Here · Upload Assignment: Assignment 1 Universal Design

Upload Assignment: Assignment 1 Universal Design

Cancel Save Draft **Submit**

ASSIGNMENT INFORMATION

Points Possible
5

Assessment 1, Part 1a Mini-Portfolio Project (3 PT): Using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a visual that uses the concepts of Universal Design to present the same message in a performance setting vs an educational setting. Upload your work to My Content/embed it in your Personal Portfolio (not your Master Project folder). Then, upload it under Assignment 1 on the Assignments folder (Post Your Assignments Here).

Assessment 1, Part 1b (2 PT): In the comments box, please write your explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment.

ASSIGNMENT SUBMISSION

Text Submission

Attach File

ADD COMMENTS

Comments

Character count: 0

*When finished, make sure to click Submit.
Optionally, click Save as Draft to save changes and continue working later, or click Cancel to quit without saving changes.*

Cancel Save Draft **Submit**

TROY

- Graphic Design in Multimedia
 - Start Here
 - Meet your Instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal Portfolios
 - Personal Skills Journal
 - Glossary/Resource Wikis
 - My Grades
- COLLABORATION
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Voice Podcaster
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - BB Collaborate Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP
 - Helpful Resources
 - Student User Guide
 - eTROY Policies and Procedures
 - BB Help & Training
 - Prezi
 - Zaption
- My Groups
 - Interviews, Blogs, Photos, and Learning Styles
 - Master Project Group 1
 - Wk 1 Group 1

21. COURSE CONTENT > PERSONAL & GROUP PORTFOLIOS

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

My Portfolios

Portfolios offer a means to demonstrate formative and/or summative progress and achievement. The My Portfolios Page contains all your portfolios. You can create additional portfolios, modify, share and delete existing portfolios.

Create Portfolio Search

Check to select all items Delete

Sort by: Title Ascending View as:

<input type="checkbox"/> Master Project	<input type="checkbox"/> Personal Portfolio
0 Comments	1 Comment
Edit View More	Edit View More

Displaying 1 to 2 of 2 Items [Show All](#) [Edit Paging...](#)

Bb Blackboard © 1997-2015 Blackboard Inc. All Rights Reserved. U.S. Patent No. 7,492,326 and 7,555,553. Additional Patents Pending. [Accessibility information](#) [Installation details](#)

22. COURSE CONTENT > PERSONAL SKILLS JOURNAL (ENTRY PAGE)

[GRAPHIC DESIGN IN MULTIMEDIA](#) | [COURSE CONTENT](#) | [COLLABORATION](#) | [TOOLS & HELP](#) | [MY GROUPS](#)

The screenshot shows a Blackboard course interface. At the top, there is a navigation bar with the course title 'Journals' and a home icon. Below this is a sidebar with the 'TROY' logo and a navigation menu. The main content area is titled 'Journals' and features a 'Personal Skills Journal' entry. The entry details include 'Visibility: Public', 'Last Modified Date: 2/15/15 8:15 AM', and 'Entries: 1(1 new)'. The sidebar menu is organized into several sections: 'Graphic Design In Multimedia' (with links for 'Start Here', 'Meet your Instructor', 'Latest News', and 'Static Site Map'), 'COURSE CONTENT' (with links for 'Syllabus', 'Course Overview', 'Course Schedule', 'Lessons by Week', 'Post Assignments Here', 'Personal Portfolios', 'Personal Skills Journal', and 'Glossary/Resource Wikis'), 'My Grades', 'COLLABORATION' (with links for 'Group Work Space', 'Class Roster', 'Class Discussions', 'Class Glossary', 'Resource Directory', 'Asynchronous Tools' (including 'Voice Podcaster', 'Blackboard Voice Board', 'Send Email'), and 'Synchronous Tools' (including 'BB Collaborate Scheduling', 'Blackboard Collaborate', and 'Blackboard IM')), 'TOOLS & HELP' (with links for 'Helpful Resources', 'Student User Guide', 'eTROY Policies and Procedures', 'BB Help & Training', 'Prezi', and 'Zaption'), and 'My Groups' (with links for 'Interviews, Blogs, Photos, and Learning Styles', 'Master Project Group 1', and 'WK 1 Group 1').

23. COURSE CONTENT > PERSONAL SKILLS JOURNAL

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

The screenshot shows a Blackboard LMS interface for a course titled "Personal Skills Journal". The page is viewed by a user named "Terri Krause_PreviewUser". The interface includes a top navigation bar with the course name and a "View Drafts" button. Below this is a "Create Journal Entry" button and a "Journal Instructions" section. The instructions state: "Your journal is a space to post your designs that you do not submit for a grade. Please include a brief description of your concept and tools used, both so that your instructor can make relevant comments and so that you can use your designs later for your professional portfolio should you so choose. On the Action Bar, click **Create Journal Entry**. You can format the text, as well as incorporate images, Mashups, multimedia, and links to files." The main content area displays the message: "This Journal has no entries. Use the function above to add one!". The left sidebar contains navigation menus for "Graphic Design In Multimedia", "COURSE CONTENT", "COLLABORATION", "TOOLS & HELP", and "My Groups".

24. COURSE CONTENT > MY GRADES

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

The screenshot displays the 'My Grades' interface. On the left is a navigation sidebar with the following sections:

- Graphic Design in Multimedia**
 - Start Here
 - Meet your Instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT**
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal Portfolios
 - Personal Skills Journal
 - Glossary/Resource Wikis
 - My Grades
- COLLABORATION**
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Voice Podcaster
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - BB Collaborate Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP**
 - Helpful Resources
 - Student User Guide
 - eTROY Policies and Procedures
 - BB Help & Training
 - Prezi
 - Zaption
- My Groups**
 - Interviews, Bios, Photos, and Learning Styles
 - Master Project Group 1
 - Wk 1 Group 1

The main content area is titled 'My Grades' and features a table with the following columns: ITEM, LAST ACTIVITY, and GRADE. The table is filtered by 'All' and sorted by 'Course Order'.

ITEM	LAST ACTIVITY	GRADE
Weighted Total View Description Grading Criteria		-
Total View Description Grading Criteria		-
Weighted Total View Description Grading Criteria		-
Total View Description Grading Criteria		-
Student Survey Survey	Feb 17, 2015 11:17 AM GRADED	✓
Assignment 1 Universal Design Assignment	UPCOMING	- /5
Wk 1 Group 1 Blog	UPCOMING	- /10
Wk 1 Group 1 Wiki	UPCOMING	- /10
Welcome to EDU 8817 Voice Board	UPCOMING	- /5
8817 Class Glossary Wiki	UPCOMING	- /20
Critique Week 1 Discussion	UPCOMING	- /3

25. COLLABORATION SECTION

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Group Work Space](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Class Roster](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Class Discussions](#)

This uses the Discussion Board. The Discussions will span multiple pages and are generated by the System based on the text entered.
[Insides pages are shown below.](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Class Glossary](#)

The glossary is a wiki and generated by the System based on the text entered.
[A sample page is included below.](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Resource Directory](#)

The glossary is a wiki and generated by the System based on the text entered.

[A sample page is included below.](#)

Asynchronous Tools Sub Header

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Voice Podcaster](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [BlackBoard Voice Board](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Send Email](#)

Synchronous Tools Sub Header

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [BB Collaborate](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > [Blackboard IM](#)

25.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

25. Collaboration > Group Work Space

The screenshot shows the TROY Wikis page. The left sidebar contains navigation menus for 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOLS & HELP', and 'My Groups'. The main content area is titled 'Wikis' and includes a definition: 'A Wiki is a collaborative tool that allows you to contribute and modify one or more pages of related material. Follow the instructions for each specific Wiki as to how it should be used with your Course.' Below this are five Wikis listed with their types and last modified dates: '6617 Class Glossary' (Course, 2/11/15 1:35 PM), 'Interviews, Bios, Photos, and Learning Styles' (Group, 2/15/15 6:43 PM), 'Master Project Group 1' (Group, 2/17/15 10:21 AM), 'Resource Directory' (Course, 2/14/15 9:22 PM), and 'Wk 1 Group 1' (Group, 2/17/15 10:20 AM). At the bottom of the page is a large grid of small, light-colored icons.

25.2 GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Roster

The screenshot displays the Blackboard LMS interface for the 'Roster' page. At the top, a navigation bar shows 'Roster' and a help icon. The main header area features the 'TROY' logo and a search bar with 'First Name' and 'Contains' dropdown menus, and a 'Go' button. Below the search bar, the page title 'Roster' is displayed, followed by the instruction 'View a list of users enrolled in the Course.' The main content area is currently empty, showing 'No Users'. The left sidebar contains several navigation menus: 'Graphic Design in Multimedia' with links like 'Start Here', 'Meet your Instructor', 'Latest News', and 'Static Site Map'; 'COURSE CONTENT' with links like 'Syllabus', 'Course Overview', 'Course Schedule', 'Lessons by Week', 'Post Assignments Here', 'Personal Portfolios', 'Personal Skills Journal', 'Glossary/Resource Wikis', and 'My Grades'; 'COLLABORATION' with links like 'Group Work Space', 'Class Roster', 'Class Discussions', 'Class Glossary', 'Resource Directory', 'Asynchronous Tools', 'Voice Podcaster', 'Blackboard Voice Board', 'Send Email', 'Synchronous Tools', 'BB Collaborate Scheduling', 'Blackboard Collaborate', and 'Blackboard IM'; 'TOOLS & HELP' with links like 'Helpful Resources', 'Student User Guide', 'eTROY Policies and Procedures', 'BB Help & Training', 'Prezi', and 'Zaption'; and 'My Groups' with links like 'Interviews, Bios, Photos, and Learning Styles', 'Master Project Group 1', and 'WK 1 Group 1'.

25.3. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Discussions

Discussion Board
?

TROY

Graphic Design In Multimedia

- Start Here
- Meet your Instructor
- Latest News
- Static Site Map

COURSE CONTENT

- Syllabus
- Course Overview
- Course Schedule
- Lessons by Week
- Post Assignments Here
- Personal Portfolios
- Personal Skills Journal
- Glossary/Resource Wikis
- My Grades

COLLABORATION

- Group Work Space
- Class Roster
- Class Discussions
- Class Glossary
- Resource Directory
- Asynchronous Tools
- Voice Podcaster
- Blackboard Voice Board
- Send Email
- Synchronous Tools
- BB Collaborate Scheduling
- Blackboard Collaborate
- Blackboard IM

TOOLS & HELP

- Helpful Resources
- Student User Guide
- eTROY Policies and Procedures
- BB Help & Training
- Prezi
- Zaption

My Groups

- Interviews, Bios, Photos, and Learning Styles
- Master Project Group 1
- Wk 1 Group 1

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Forum	Description	Total Posts	Unread Posts	Total Participants
Student Lounge	Students - this is your area to talk with and get to know your fellow classmates. This forum is not required and will not be graded. Just remember your netiquette.	0	0	0
Ask the Instructor	Please use this forum to post any questions or concerns that you have about this course. I will be monitoring this forum on a daily basis and respond to all posted questions within 24-48 hours. Consider subscribing to this forum and an email will be sent to you when a comment or question is posted.	0	0	0
Weekly Critique	Each week I will post a visual for you to critique. You will be evaluating the visuals on effectiveness, efficiency and appeal. Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol: <code>FirstName_LastName_Wk#_DQ#_Weekly_Critique</code> . Please be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.	1	1	1
Weekly Class Discussions	This is the space for you to post your DQ visual assignments as well as where you will review your peer's visual posts by replying to the week's thread. <small>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse ultrices neque ut nibh sodales consectetur. Sed quam turpis, blandit sit amet nunc id, accumsan mollis nisi. Morbi vel sagittis lorem, eu laoreet lacus. Cras tincidunt ante id sem vehicula, eu tincidunt eros semper. Phasellus dictum velit mauris, eu luctus orci consectetur ut. Quisque eu posuere lacus, vel ornare mauris. Aliquam mollis scelerisque nibh. Nam sodales molestie purus. Curabitur sem velit, faucibus a imperdiet non, eleifend a nunc. Etiam egestas ante ut arcu maximus sollicitudin. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Donec tristique vel nibh efficitur tempor. Donec elementum eget neque eget placerat. Cras fringilla lobortis urna egestas suscipit. Aliquam interdum urna vitae magna facilisis, id consequat nisi vulputate</small>	2	2	1

Displaying 1 to 4 of 4 items
Show All
Edit Paging...

25.3.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS
Collaboration > Class Discussions > Weekly Class Discussions

The screenshot displays a Blackboard forum interface. At the top, the breadcrumb path is 'Discussion Board > Forum: Weekly Class Discussions'. The forum title is 'Forum: Weekly Class Discussions', and it includes 'List View' and 'Tree View' options. Below the title is a descriptive paragraph: 'Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. More Help'. There are buttons for 'Create Thread', 'Subscribe', 'Search', and 'Display'. The main content area shows a table of threads with columns for 'Date', 'Thread', 'Author', 'Status', 'Unread Posts', and 'Total Posts'. Two threads are listed, both by 'Terri Krause' and 'Published' with '1' unread post. The bottom of the table shows 'Displaying 1 to 2 of 2 items' and an 'Edit Paging...' button. The left sidebar contains several navigation sections: 'Graphic Design in Multimedia' (Start Here, Meet your Instructor, Latest News, Static Site Map), 'COURSE CONTENT' (Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal Portfolios, Personal Skills Journal, Glossary/Resource Wikis, My Grades), 'COLLABORATION' (Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, Asynchronous Tools, Voice Podcaster, Blackboard Voice Board, Send Email, Synchronous Tools, BB Collaborate Scheduling, Blackboard Collaborate, Blackboard IM), 'TOOLS & HELP' (Helpful Resources, Student User Guide, eTROY Policies and Procedures, BB Help & Training, Prezi, Zaption), and 'My Groups' (Interviews, Blogs, Photos, and Learning Styles, Master Project Group 1, Wk 1 Group 1).

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	2/15/15 9:32 AM	Week 1 DQ 2 Visual Literacy Peer Review	Terri Krause	Published	1	1
<input type="checkbox"/>	2/15/15 9:31 AM	Week 1 DQ 1 Visual Literacy: Use & Create	Terri Krause	Published	1	1

25.3.1.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Discussions > Weekly Class Discussions > Weekly Critique

Discussion Board · Forum: Weekly Critique

TROY

Graphic Design In Multimedia
 Start Here
 Meet your Instructor
 Latest News
 Static Site Map

COURSE CONTENT
 Syllabus
 Course Overview
 Course Schedule
 Lessons by Week
 Post Assignments Here
 Personal Portfolios
 Personal Skills Journal
 Glossary/Resource Wikis
 My Grades

COLLABORATION
 Group Work Space
 Class Roster
 Class Discussions
 Class Glossary
 Resource Directory
 —Asynchronous Tools
 Voice Podcaster
 Blackboard Voice Board
 Send Email
 —Synchronous Tools
 BB Collaborate Scheduling
 Blackboard Collaborate
 Blackboard IM

TOOLS & HELP
 Helpful Resources
 Student User Guide
 eTROY Policies and Procedures
 BB Help & Training
 Prezi
 Zaption

My Groups
 Interviews, Bios, Photos, and Learning Styles
 Master Project Group 1
 Wk 1 Group 1

Forum: Weekly Critique
 List View Tree View

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Search Display Tags

Thread Actions Collect

<input type="checkbox"/>	Date	Thread	Author	Status	Tags	Unread Posts	Total Posts	Grade
<input type="checkbox"/>	2/14/15 7:57 PM	Critique Week 1	Terri Krause	Published		1	1	-

Thread Actions Collect

Displaying 1 to 1 of 1 items Edit Paging...

OK

25.3.2.1.2. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Discussions > Weekly Critique Week 1

TROY

- ▼ Graphic Design In Multimedia
 - Start Here
 - Meet your instructor
 - Latest News
 - Static Site Map
- COURSE CONTENT
 - Syllabus
 - Course Overview
 - Course Schedule
 - Lessons by Week
 - Post Assignments Here
 - Personal Portfolios
 - Personal Skills Journal
 - Glossary/Resource Wikis
 - My Grades
- COLLABORATION
 - Group Work Space
 - Class Roster
 - Class Discussions
 - Class Glossary
 - Resource Directory
 - Asynchronous Tools
 - Voice Podcaster
 - Blackboard Voice Board
 - Send Email
 - Synchronous Tools
 - BS Collaborate Scheduling
 - Blackboard Collaborate
 - Blackboard IM
- TOOLS & HELP
 - Helpful Resources
 - Student User Guide
 - eTROY Policies and Procedures
 - [BS Help & Training](#)
 - Prezi
 - Zaption
- ▼ My Groups
 - ▶ Interviews, Bios, Photos, and Learning Styles
 - ▶ Master Project Group 1
 - ▶ Wk 1 Group 1

Grading Information Subscribe Search Refresh

Thread: Critique Week 1

Select: [All](#) [None](#)

Message Actions Expand All Collapse All

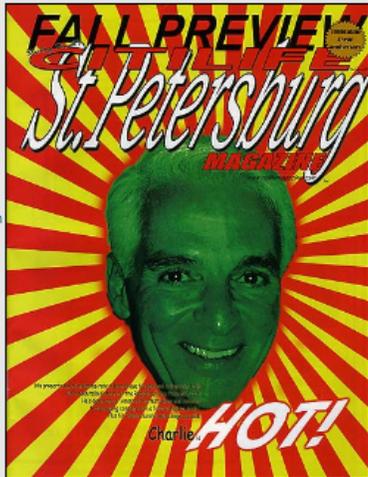
1 Posts in this Thread 0 Unread



Terri Krause +

Critique Week 1 ()

2 days ago



Critique the visual based on effectiveness, efficiency, and appeal. Justify your rationale with citations from the text or resources.

Also, give one suggestion as to how you might improve the graphic.

Reply
Quote
Email Author

Select: [All](#) [None](#)

Message Actions Expand All Collapse All

-- OK

25.2.4.1.1. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Discussions > Weekly Class Discussions > Week 1 DQ 1 Visual Literacy

TROY

Thread: Week 1 DQ 1 Visual Literacy: Use & Create

Select: All None
Message Actions Expand All Collapse All

1 Posts in this Thread 0 Unread

Terri Krause 2 days ago

Week 1 DQ 1 Visual Literacy: Use & Create

Assessment 2, Part 1 / DQ 1 & 2 (8 PT): Working with a partner, and using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a Prezi (Prezi.com) that showcases Levin's (1981) five instructional functions for graphics. Use a concept that is relevant to your daily life and/or work. See [Rubric](#) for grading information. Refer to [Posting Instructions](#) for help. NOTE: Prezis must be screen captured and uploaded to YouTube, then embedded in each student's DQ 1 to count for credit. Each student will also post the visual to DQ2.

Assessment 2, Part 2 / DQ 1 (2 PT): Include your written explanation of your concept, tools used, and design principles included, and how the elements you chose will fulfill the requirements of the assignment. Also, include a breakdown of the work each partner contributed. Both partners must create part of the design. This explanation will be posted along with your Visual in DQ 1. Please also add your Visual to a post in DQ 2 to facilitate the Peer Review portion of this assignment.

Reply Quote Email Author

Select: All None
Message Actions Expand All Collapse All

OK

25.2.4.1.2. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Discussions > Weekly Class Discussions > Week 1 DQ 2 Visual Literacy Peer Review

The screenshot displays a Blackboard LMS interface. On the left is a navigation sidebar with the 'TROY' logo at the top. The sidebar is organized into several sections: 'Graphic Design in Multimedia' (with links for Start Here, Meet your Instructor, Latest News, and Static Site Map), 'COURSE CONTENT' (with links for Syllabus, Course Overview, Course Schedule, Lessons by Week, Post Assignments Here, Personal Portfolios, Personal Skills Journal, Glossary/Resource Wikis, and My Grades), 'COLLABORATION' (with links for Group Work Space, Class Roster, Class Discussions, Class Glossary, Resource Directory, and various asynchronous and synchronous tools), 'TOOLS & HELP' (with links for Helpful Resources, Student User Guide, eTROY Policies and Procedures, BB Help & Training, Prezi, and Zaption), and 'My Groups' (with links for Interviews, Bios, Photos, and Learning Styles; Master Project Group 1; and Wk 1 Group 1).

The main content area is titled 'Thread: Week 1 DQ 2 Visual Literacy Peer Review'. At the top right of this area are search and refresh icons. Below the title, there are controls for selecting posts (All, None), a 'Message Actions' dropdown, and 'Expand All' and 'Collapse All' buttons. A status bar indicates '1 Posts in this Thread' and '0 Unread'.

The first post is by 'Terri Krause' and is titled 'Week 1 DQ 2 Visual Literacy Peer Review', posted '2 days ago'. The post content reads: 'Assessment 2, Part 3 / DQ 2 (2.5 PT): Review one peer's visual. Each person's visual should only be reviewed by one other person, so please choose someone who has not yet been reviewed. Use Lohr's three criteria for evaluating design: 1) Effectiveness; Efficiency; and, Appeal (see Lohr for more detail). This exercise will take place in DQ 1 by Replying to one post. Use [this format](#) for your review.' Below the text are buttons for 'Reply', 'Quote', and 'Email Author'.

At the bottom of the post area, there are more selection controls (All, None), a 'Message Actions' dropdown, and 'Expand All' and 'Collapse All' buttons. An 'OK' button is located at the bottom right of the post area.

26. COLLABORATION > CLASS GLOSSARY

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Class Glossary

TROY

▼ Graphic Design in Multimedia

Start Here

Meet your Instructor

Latest News

Static Site Map

COURSE CONTENT

Syllabus

Course Overview

Course Schedule

Lessons by Week

Post Assignments Here

Personal Portfolios

Personal Skills Journal

Glossary/Resource Wikis

My Grades

COLLABORATION

Group Work Space

Class Roster

Class Discussions

Class Glossary

Resource Directory

—Asynchronous Tools

Voice Podcaster

Blackboard Voice Board

Send Email

—Synchronous Tools

BB Collaborate Scheduling

Blackboard Collaborate

Blackboard IM

TOOLS & HELP

Helpful Resources

Student User Guide

eTROY Policies and Procedures

BB Help & Training

Prezi

Zaption

▼ My Groups

- ▶ Interviews, Blogs, Photos, and Learning Styles →
- ▶ Master Project Group 1 →
- ▶ Wk 1 Group 1 →

Class Glossary

6617 CLASS GLOSSARY

This Glossary provides a venue for you to rework the Key Terms found at the beginning of each chapter and add your own twist. Each week you will be asked to select two terms and write your own definition. You may also post a visual that you find or that you have created. I encourage you to create as often as you are able while you are in this class. Practice helps us refine our skillset, because we can look back at our work and self-assess. At the end of the course, we will take the glossary, pull it down, organize it alphabetically, style it and repost it to our portfolio. You will receive 1 pt for each definition you enter. Deadline for posting is Sunday at midnight.

CLASS GLOSSARY

TERM	AUTHOR	DEFINITION	VISUAL
Visual Literacy	Student Name	Ability to understand, use, and create with visual images effectively.	

26b. GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Collaboration > Class Glossary Intro> Class Glossary Wiki

6617 Class Glossary

This Glossary provides a venue for you to rework the Key Terms found at the beginning of each chapter and add your own twist. Each week you will be asked to select two terms and write your own definition. You may also post a visual that you find or that you have created. I encourage you to create as often as you are able while you are in this class. Practice helps us refine our skillset, because we can look back at our work and self-assess. At the end of the course, we will take the glossary, pull it down, organize it alphabetically, style it and repost it to our portfolios. You will receive 1 pt for each definition you enter. Deadline for posting is Sunday at midnight.

TERM	AUTHOR	DEFINITION	VISUAL
Visual Literacy	Student Name	Ability to understand, use, and create with visual images effectively.	

6617 Student Glossary

TERM	AUTHOR	DEFINITION	VISUAL
Decorative Visual			
Educational Design			
Electronic Slides			
Instructional Design			
Instructional Designer			
Interface			
Interpretive Visual			
Job Aids			
Just-in-Time			
Literacy			
Organizational Visual			
Performance Design			
Performance Support			

27. COLLABORATION > RESOURCE DIRECTORY

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Resource Directory

This Tech Resources Page provides a venue for you to post any tech tools you find that you think would be of benefit to the rest of the class. At the end of the course, we will make this into an alphabetized directory and make it available as a *.pdf for download.

Tool Name	Purpose/Use	Web Address	Comments
Zaption	Create Multimedia Presentations with Tests	http://www.zaption.com	Easy to use. Free version has a lot of functionality. Paid version can integrate with some LMS systems to track test scores.

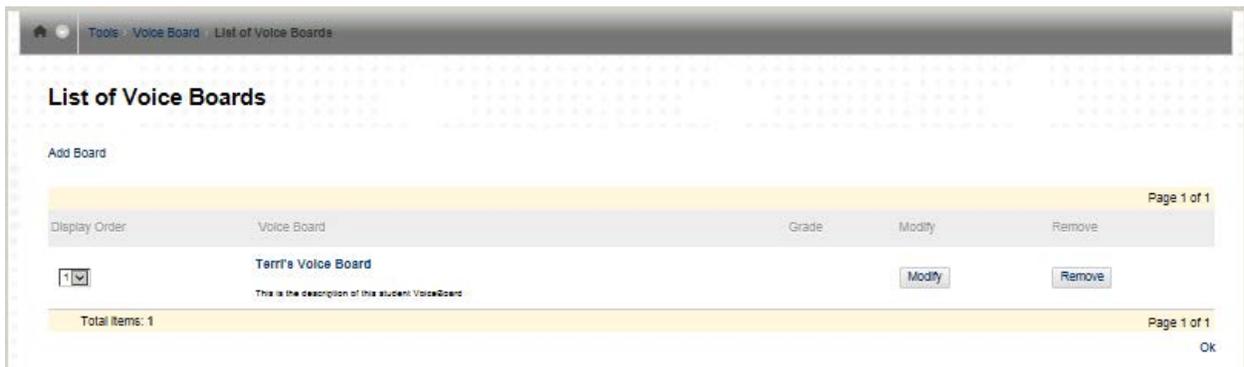
28. COLLABORATION > ASYNCHRONOUS TOOLS > VOICE PODCASTER

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS



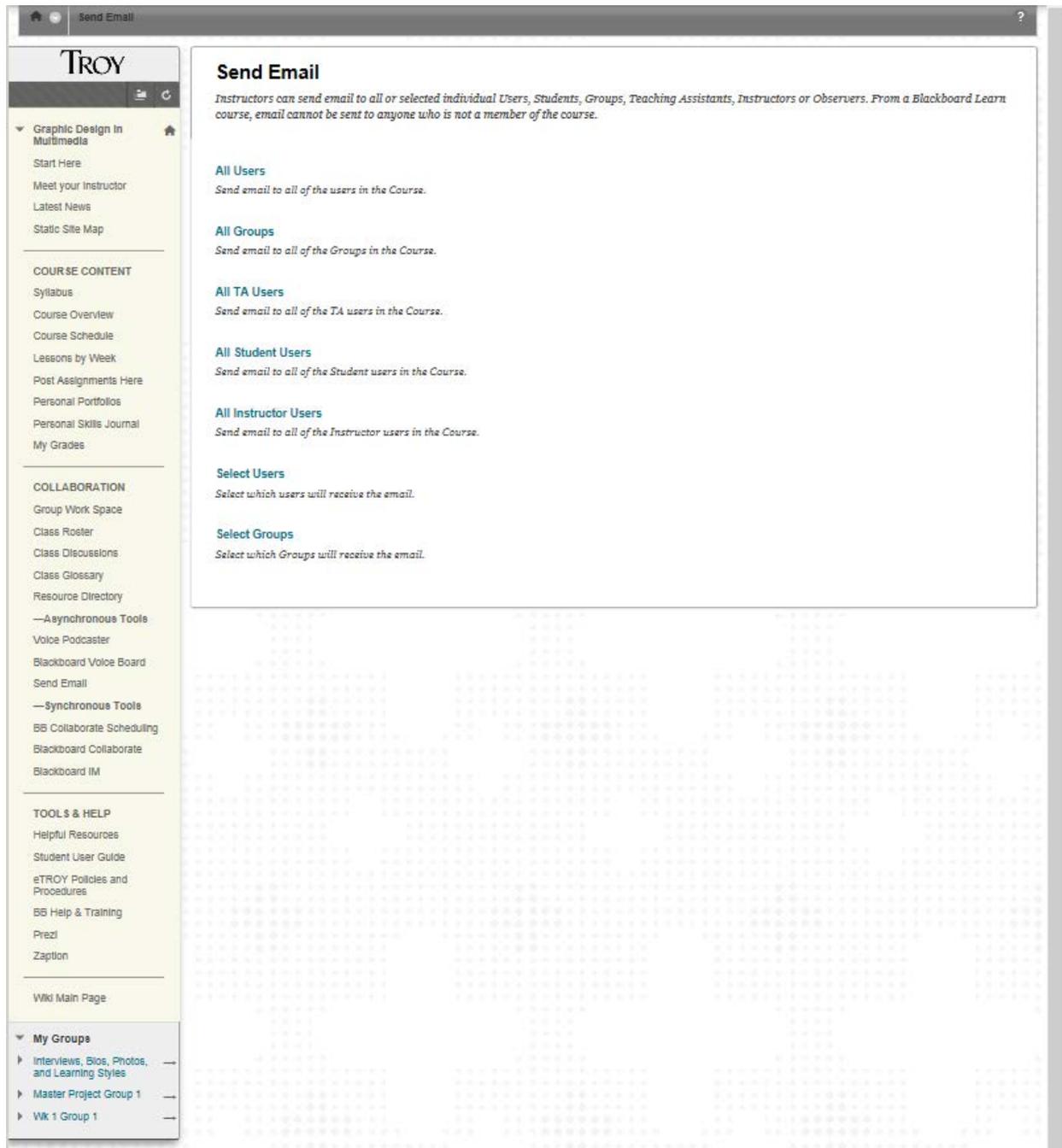
29. COLLABORATION > ASYNCHRONOUS TOOLS > BLACKBOARD VOICE BOARD

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS



30. COLLABORATION > ASYNCHRONOUS TOOLS > SEND EMAIL

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS



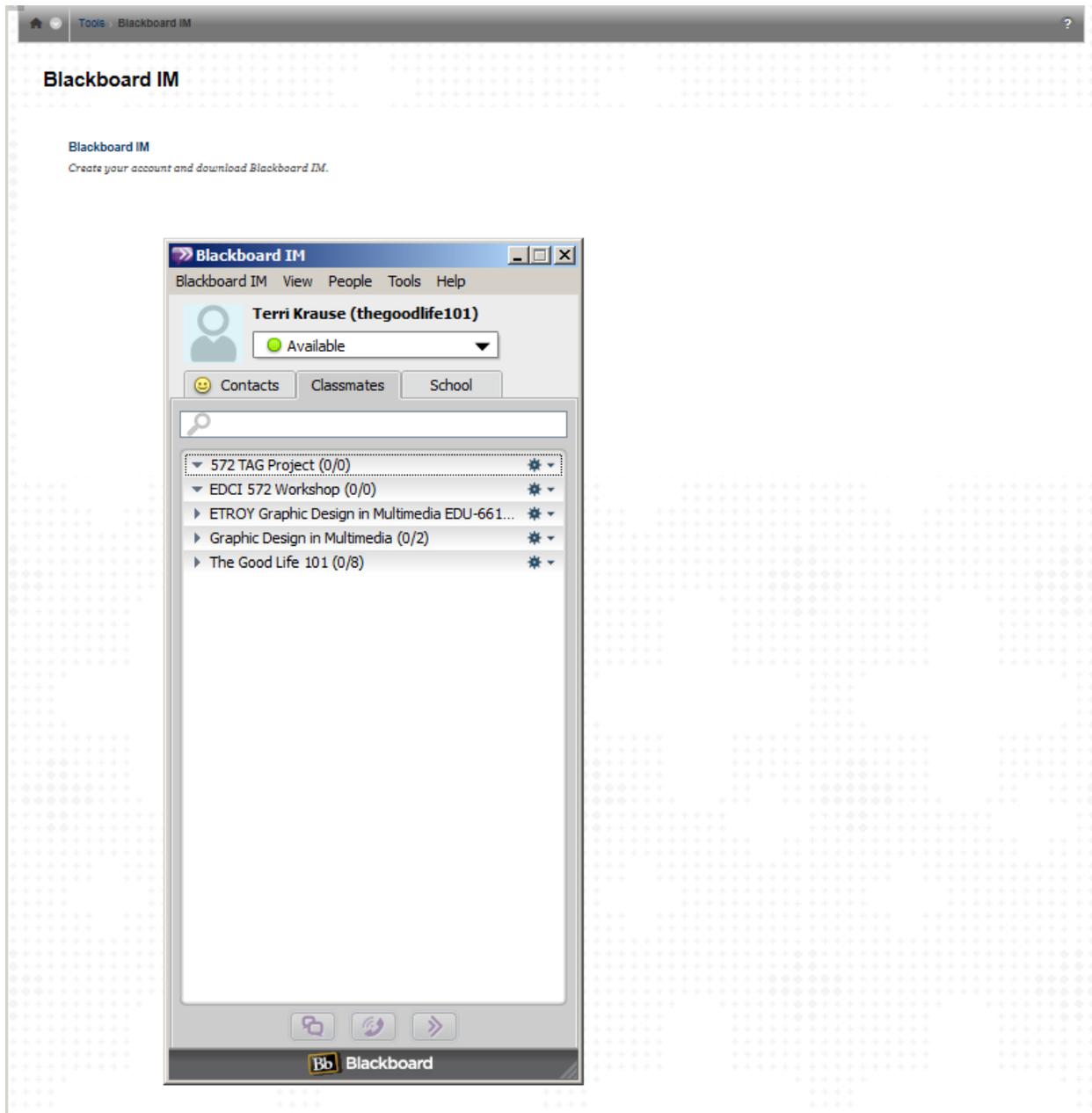
31. COLLABORATION > SYNCHRONOUS TOOLS > BLACKBOARD COLLABORATE

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

The screenshot displays the Blackboard Collaborate interface. At the top, the course name 'TROY' is visible. The main navigation menu on the left includes sections for 'Graphic Design in Multimedia', 'COURSE CONTENT', 'COLLABORATION', 'TOOL & HELP', and 'My Groups'. The 'COLLABORATION' section is expanded, showing options like 'Group Work Space', 'Class Roster', and 'Synchronous Tools'. The main content area is titled 'Blackboard Collaborate' and features three room cards: 'Graphic Design in Multimedia', 'Deborah Fortune's Room', and 'Terri Krause's Room', each with a 'Join Room' button. Below these cards, there are tabs for 'SCHEDULED SESSIONS' and 'RECORDINGS'. A search bar is present with fields for 'Search', 'Start Date' (02/17/2015), 'End Date' (02/23/2015), and a 'Go' button. A message states 'No sessions are available in the selected timeframe.' The bottom of the page shows a grid of small icons representing various tools and resources.

32. COLLABORATION > SYNCHRONOUS TOOLS > BLACKBOARD IM

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS



33. TOOLS & HELP > HELPFUL RESOURCES

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

A System Generated Page that includes [Adaptive Needs Services](#), [Global Campus Library](#) and the [Oracle Student Handbook & Planner](#).

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Tools & Help > Student User Guide

Links to the [Blackboard Help page for Students](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Tools & Help > eTROY Policies and Procedures

This page is included as a part of the Troy template and just needs to be linked.

See [screenshot](#) below

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Tools & Help > Prezi

Links to the [Prezi.com](#)

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

Tools & Help > Zaption

Links to [Zaption.com](#)

34. TOOLS & HELP > ETROY POLICIES AND PROCEDURES

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

This page is included as a part of the Troy template and just needs to be linked.

eTROY Policies and Procedures

Method of Instruction
This is an eTROY class. It is not a "correspondence course" in which a student may work at his/her own pace. Each week there are assignments, on-line discussions, on-line activities and/or exams with due dates. Refer to the schedule at the end of the printable course syllabus for more information.

Textbook(s) and/or Other Materials Needed
The textbook provider for Troy University's eTROY is MBB Direct. The Web site for textbook purchases is <http://www.mbspire.net/index.php>. Students should have their textbook by the first week of class. Not having your textbook is not an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section below and in the printable course syllabus for further guidance.

Student Expectation Statement
Attached Files: [eTROY Student Expectations.pdf \(20.472 KB\)](#)
The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing exams in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours. See the attached file and your printable course syllabus for additional information about student expectations.

Plagiarism
Attached Files: [Plagiarism Statement.doc \(29 KB\)](#)
Plagiarism is academic dishonesty and is an unacceptable activity at Troy University. Based on United States law, words and ideas are intellectual property and are protected from theft. See the attached file and the printable course syllabus for additional information about plagiarism including TROY guidelines and penalties.

eTROY Policies and Procedures
Attached Files: [eTroy Policies and Procedures.pdf \(127.391 KB\)](#)
Click on the attached document for eTROY Policies and Procedures.

Late Registration
Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd or Military Education officer to discuss their options. Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Course Schedule.

Attendance Policy
In addition to interaction via Blackboard and e-mail contact, students are required to contact the instructor via e-mail or telephone by the first day of the term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required. See the printable course syllabus for additional information about the attendance policy for this course.

Make-Up Work Policy
Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above. If I have not heard from you by the **deadline dates** for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. "Computer problems" is not an acceptable excuse.

Incomplete Grade Policy
Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an Incomplete grade. Note: A grade of Incomplete or "INC" is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade Form. Requests for an Incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of "INC" does not replace an "F" and will not be awarded for excessive absences. An "INC" will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor's decision to grant or deny a request for an Incomplete grade, subject to the policy rules below. Policy/Rules for granting an Incomplete (INC). An Incomplete cannot be issued without a request from the student. To qualify for an Incomplete, the student must:

- Have completed over 50% of the course material and have a documented reason for requesting the Incomplete (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
- Be passing the course at the time of their request.

If both of the above criteria are not met an Incomplete cannot be granted.

An INC is not a substitute for an F. If a student has earned an "F" by not submitting all the work or by receiving an overall F average, then the F stands.

Internet Access
This is an on-line class. Students must have access to a working computer and access to the Internet. Students can use a TROY computer lab (if available), a public library, etc., to insure they have access. "Not having a computer" or "computer crashes" are not acceptable excuses for late work. Have a backup plan in place in case you have computer problems.

35. MY GROUPS

My Groups

This section is generated by the system when you add groups and assign students and permissions.

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

My Groups > Interviews, Bios, Photos and Learning Styles

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

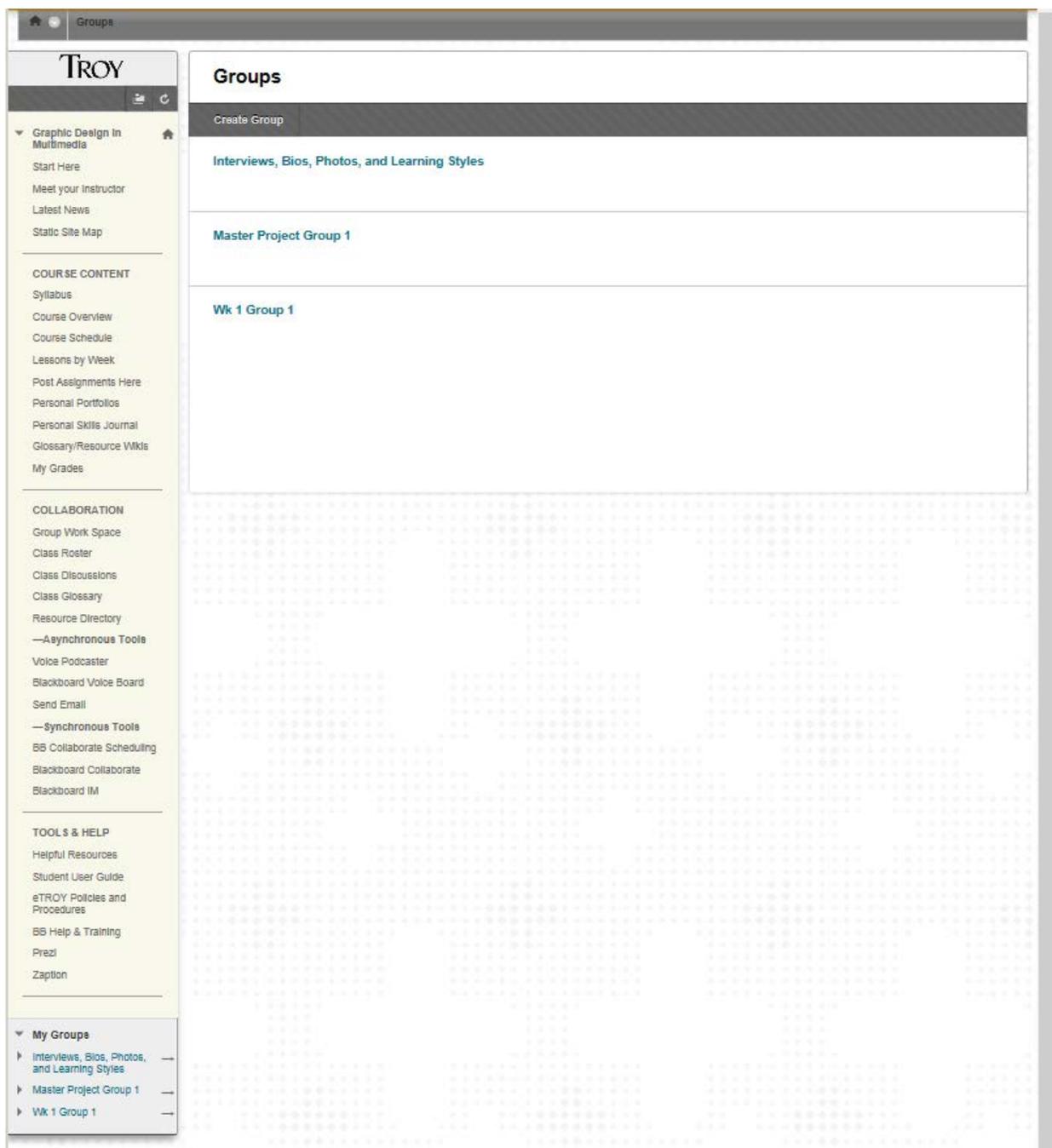
My Groups > Master Project Group 1

GRAPHIC DESIGN IN MULTIMEDIA | COURSE CONTENT | COLLABORATION | TOOLS & HELP | MY GROUPS

My Groups > Wk 1 Group 1

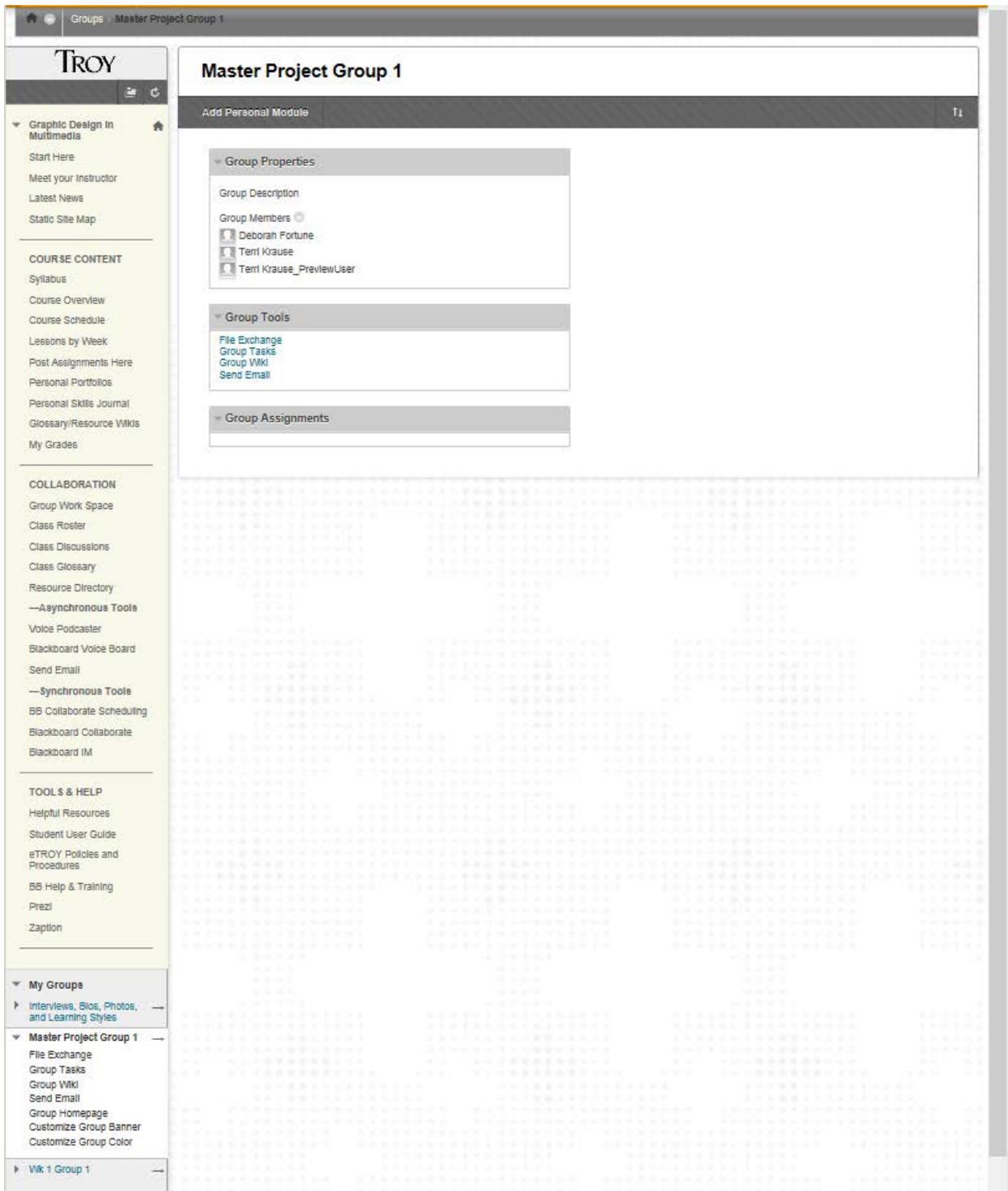
35.1. My Groups

My Groups is generated by the system upon the creation of a group. The following are the generated pages.



35.3. My Groups

My Groups > Master Project Group 1



35.4. My Groups

My Groups > Wk 1 Group 1

The screenshot shows a web application interface for a group named "Wk 1 Group 1". The interface is divided into a left sidebar and a main content area. The sidebar contains navigation menus for "Graphic Design in Multimedia", "COURSE CONTENT", "COLLABORATION", "TOOLS & HELP", and "My Groups". The main content area is titled "Wk 1 Group 1" and includes a sub-header "Add Personal Module". Below this, there are three expandable sections: "Group Properties" (containing "Group Description" and "Group Members" with user avatars for Deborah Fortune, Terr Krause, and Terr Krause_PreviewUser), "Group Tools" (containing links for File Exchange, Group Blog, Group Discussion Board, Group Tasks, Group Wiki, and Send Email), and "Group Assignments". The bottom of the main content area is filled with a grid of small, faint icons.

36. SYLLABUS



EDU 6617 — Graphic Design in Multimedia Instruction

Course Syllabus

Fall 2015

A Redesign of the EDU 6617 Syllabus by Dr. Deb Fortune



EDU 6617

Graphic Design in Multimedia Instruction

TERM 1 – 2014

INSTRUCTOR INFORMATION

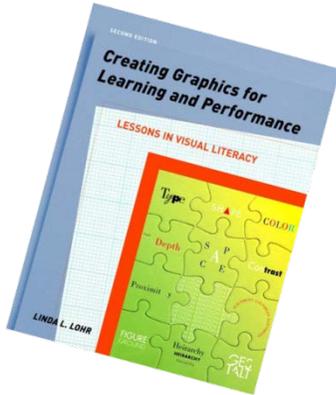
Deb Fortune, Ed.D. Instructor, Instructional Technology Program

Troy University-Troy, AL

Telephone Number: 334-808-6166

E-mail: dfortune@troy.edu

You will need to order your textbook online via Amazon.com, Barnes & Noble, or any other online bookstore – this textbook cannot be purchased through the MBS bookstore. Students should have their textbook the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section for further guidance.



Creating Graphics for Learning and Performance

Author: Lohr, Linda L.

Edition: 2ND 08

ISBN-10: 0-13-219158-X

ISBN-13: 978-0-13-219158-6

Publisher: Merrill Education/Prentice Hall

Book Cover From Amazon

REQUIRED SOFTWARE

You need one or a more of the following Graphic Editing Software: Adobe Photoshop Elements, Adobe Photoshop, JASC Paint Shop Pro or GIMP, or any similar graphic Software. GIMP is highly recommended. It's good, easy to use and free download.

SUPPLEMENTARY MATERIALS

1. Blackboard Access to your EDU 6617 Class: <http://mytroy.blackboard.com>
2. Microsoft PowerPoint 2007 or 2010.
3. Screen Capture Utility (Links 30 day free trial version software will be available in Bb course under “Web Sites”)
4. PowerPoint to Flash Converter Utility (Links to 30-day free trial version software will be available in Bb course under “Web Sites”)
Multimedia Converter Utility (Links to 30 day free trial version software will be available in Bb course under “Web Sites”)
5. All supplementary “Assignments” and “Lectures” postings on the EDU 6617 course site. All supplementary “Web Sites” links on the EDU 6617 course site.
6. OPTIONAL but highly recommended: Access to peripheral devices such as scanners, digital cameras with mpg recording capability, and/or drawing tablets are recommended in order to be able to include images and multimedia for final project.

LATE REGISTRATION

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should talk to their academic adviser.

Also please note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

ELECTRONIC OFFICE HOURS

I'm available by e-mail at any time. I respond to my messages every 24 to 48 hours; Or by phone on Monday and Tuesday, 9 am to 1 pm EST. I'm also happy to meet with you in the chat room in Blackboard if you set an appointment with me. You can also post questions or requests for chat sessions on “Ask Dr. A Forum” on the course web site's Discussion Board. I check the forum daily during the weekdays, but for more immediate and personal assistance, you should contact me via Troy phone or e-mail.

PREREQUISITES

Completion of EDU 6606 current and emerging instructional technologies and EDU 6613, principles of instructional design. Also you are advised to take this course (EDU 6617) before taking EDU 6618, advanced multimedia

ENTRANCE COMPETENCIES

Prior knowledge of the Instructional System Design & the ADDIE Process of the instructional design (Analyze, Design, Develop, Implement, and Evaluate) and/or completion of EDU 6613, Principles of instructional design will be helpful.

STUDENT EXPECTATION STATEMENT

The course is designed for full online learning potential and interaction. It is delivered totally online through the Blackboard Courseware Management System, Troy University site <http://troy.blackboard.com/>. Students are responsible to asynchronously enter the course portal as often as necessary to participate in class discussions, preview lectures and course material, to interact with fellow students and instructor, and to fulfill course requirements.

Learning and achievement will be evaluated through several different activities throughout the term. These activities have been designed to encourage students to engage with the course material in meaningful ways in order to meet course objectives.

CATALOG DESCRIPTION

This is a graduate level course. It is a study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams.

COURSE OBJECTIVE / PURPOSE OF THIS COURSE

Upon completion of this course, students will be able to:

- Identify, articulate and apply the theories and principles that inform the process of creating graphics for instruction.
- Using a variety of tools, create and modify graphics that address specific needs.
- Acquire a basic knowledge of the process of the ACE design process and apply such knowledge to the creation of an appropriate instructional presentation.
- Apply the tools of graphic design (type, shape, color, depth, space) to an appropriate instructional presentation.
- Apply appropriate graphic design actions (contrast, alignment, repetition, and proximity) to appropriate instructional presentations.
- Apply appropriate graphic design perceptions (figure/ground, hierarchy, and gestalt) to appropriate instructional presentations.

TEACHING METHODS

The course is designed for full online learning potential and interaction. It is delivered totally online through the Blackboard Courseware Management System, Troy University site <http://mytroy.blackboard.com/>. Students are responsible to asynchronously enter the course portal as often as necessary to participate in class discussions, preview lecture and course material, to interact with fellow students and instructor, and to fulfill course requirements.

Throughout the duration of the course, students will receive instruction on the tools and principles of creating graphics, the process of designing instruction, and the utilization of tools to achieve such goals. Student work, therefore, will be evaluated in five different areas.

Students will complete weekly discussion and practice assignments activities that will provide them with opportunities to practice the skills that were addressed during the week. Since there are rarely any “right” or “wrong” answers, students will be evaluated on the thoroughness of their treatment of the material. Weekly quizzes will also be used as a mechanism to help integrate important terms and concepts into the learning experience. Students will also be asked to complete a project that will be a comprehensive instructional presentation that has to be approved by the instructor. Students will also be asked to submit a project proposal, a storyboard of the instructional presentation and a self-evaluation of the project in order to ensure proper time for creation, reflection, revision and skill development. The instructor will communicate regularly with students via email and instructional presentations regarding the specific parameters of each component of the assignment. Additionally, students will complete a comprehensive final exam.

Students must also be willing to engage in learning various tools that will facilitate the development of such a project. The instructor will provide access to online tutorials, instructional support and one-on-one support as needed.

STUDENT LEARNING OUTCOMES

FINAL PROJECT:

Students will apply acquired knowledge to develop a final project based on their own actual experience as teachers, trainers, training developers, managers, etc.

RESEARCH COMPONENT

Important Note: This is an activity, research, and interaction based course. Points will be awarded for timely, fully researched, and completed assignments. Final grades will be derived directly from the cumulative point totals of the assignments, no roundups for final grades.

FOUR USEFUL WEB SITES FOR THIS COURSE

- Instructional Design Theories: <http://www.indiana.edu/~idtheory/home.html>
- Instructional System Design (ISD) Models: <http://mathcs.wilkes.edu/~rpryor/ed589/isd.html>
- Dick & Carey's ISD Model: http://www.umich.edu/~ed626/Dick_Carey/dc.html
- ASSURE & ADDIE Models: <http://www.oswego.edu/~burrell/addiemodel.htm>

See also Web Resources and External Links sections in the course web site on Blackboard.

eTroy COURSES AT TROY UNIVERSITY

All eTROY courses at Troy University utilize Blackboard Learning System. In every eTROY course, students should read all information presented in the Blackboard course site and should periodically check for updates—at least every 48 hours.

SITE MAP FOR YOUR BLACKBOARD COURSE SITE

To obtain a site map to enable the student to navigate through the Blackboard course site, please go to the Blackboard course site and click on the “Start Here” button found on the left side of the computer screen.

TROY E-MAIL

Students are required to obtain and use the TROY e-mail address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, e-mails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address.

All students are responsible for ensuring that the correct e-mail address is listed in Blackboard by the beginning of Week #1. E-mail is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid e-mail address is provided. Failure on your part to do so can result in your missing important information that could affect your grade.

Your troy.edu e-mail address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY e-mail account. You can get to your e-mail account by logging onto the course and clicking “E-mail Login”. You will be able to forward your TROY e-mail to your eArmy e-mail account. You must first access your TROY e-mail account through the TROY e-mail link found on the Web site. After you log in to your TROY e-mail account, click on “options” on the left hand side of the page. Then click on “forwarding.” This will enable you to set up the e-mail address to which you will forward your e-mail.

COURSE REQUIREMENTS

Maintain active participation throughout the course

Read text chapters on a weekly basis

Participate and interact in weekly discussions

Complete weekly action assignments.

Complete and submit final project

STUDENT/FACULTY INTERACTION

- Interaction will take place via e-mail, telephone, discussion board forums, comments on written assignments and office visits (if needed and possible).
- The student will participate in this course by following the guidelines of this syllabus and any additional information provided by the instructor, the eCampus center at Troy University, or Troy University itself.
- Students are expected to remain in regular contact with the instructor and class via e-mail or other communications means, by participating in the discussion forums, submitting assignments and taking exams, all in a timely fashion.
- TROY requires instructors to respond to students' e-mail within 24 – 48 hours Mon-Thur., and 48 hours Fri-Sun.
- As instructor, I will communicate on the Blackboard.com Announcement Page and/ or via e-mail. Please check your e-Mail//i-Mail and the announcement section of Blackboard daily.

ATTENDANCE POLICY

In addition to interaction via Blackboard and e-mail contact, students are required to contact the instructor via TROY e-mail by the first day of the term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

INCOMPLETE GRADE POLICY

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or "INC" is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of "INC" does not replace an "F" and will not be awarded for excessive absences. An "INC" will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor's decision to grant or deny a request for an incomplete grade, subject to the policy rules below:

- Policy/Rules for granting an Incomplete (INC)
- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student must:
- Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
- Be passing the course at the time of their request.
- If both of the above criteria are not met an incomplete cannot be granted.
- An INC is not a substitute for an F. If a student has earned an "F" by not submitting all the work or by receiving an overall F average, then the F stands.

METHOD OF INSTRUCTION

This is an eTroy class. It is not a "correspondence course" in which a student may work at his/her own pace. Each week there will be assignments, on-line discussions, and/or exams with due dates. Refer to the schedule at the end of this syllabus for more information.

METHOD OF EVALUATION

Maintain active participation throughout the course

Read text chapters on a week-by-week basis

Participate and interact in weekly discussions

Complete action assignments.

Complete and submit final project

BREAKOUT OF HOW GRADES WILL BE DETERMINED:

Week 8’s Mini-Project will be the rework of the Week 1 Mini-Project

Week 8’s DQ will be the styling of the Glossary and Resource Directory

- 2 pt Weekly Glossary Edits (1 pt per key term)
- 5 pt Mini-Portfolio Project
- 2.5 pt Peer review Portfolio
- 5 pt DQ 1
- 2.5 pt DQ 2 (peer review)
- 3 pt Weekly Critique
- 20 pts per week / 160 for 8 weeks

Project Due Sunday at the End of Week 7

10 pt: Proposal / Due Sunday Week 2

10 pt: Story Boards / Due Sunday Week 4

20 pt: Final / Due Sunday Week 7

2.5 pt: Peer Review / Due Sunday Week 8

.5 pt ea Addition to the External Resources Glossary

Important Note: This is an activity, research, and interaction based course. Points will be awarded for the timely and thorough completion of assignments. Final grades will be derived directly from cumulative point totals, no roundups.

ASSIGNMENT OF GRADES

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100	Excellent
B	80 – 89	Above Average
C	70 – 79	Weak Pass, must be offset by an “A”. No more than 2Cs
D	60 – 69	Not acceptable for graduate courses.
F	59 and below	Failing grade.

Grade Postings & FA: I post grades in Blackboard, in the Grade book.

“FA” indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the Attendance section of this syllabus for additional information.

SUBMITTING ASSIGNMENTS

All required assignments must be typed, using 12pt. font, double-spaced, in MS-Word format, or PowerPoint as instructed.

Failure to comply will result in point deductions. The assignments must be dropped in the digital drop box/assignments section and/or posted on the discussion board by mid-night of the due date (note: I operate on EST).

Students must include their names on the submitted assignments. Points will be deducted for failure to follow the format requirements. Unless indicated otherwise, no e-mail attachments for the required assignments will be accepted.

TECHNOLOGY REQUIREMENTS

Students must have:

- A reliable working computer that runs Windows XP or Windows Vista.
- A TROY e-mail account that you can access on a regular basis (see "TROY e-mail" above)
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
- A personal computer capable of running Internet Explorer 6.0 or above or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect)
- Microsoft PowerPoint.
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated! Virus protection is provided to all Troy students free of charge. Click on the following link <https://it.troy.edu/downloads/virussoftware.htm> and then supply your e-mail username and password to download the virus software.
- Adobe Reader 8, or later version. Free download is available from the course website on Blackboard

Internet Access

This is an on-line class. Students must have access to a working computer and access to the internet. Students can use the TROY computer lab, a public library, etc., to insure they have access.

“Not having a computer” or “computer crashes” are not acceptable excuses for late work. Have a backup plan in place in case you have computer problems.

TECHNICAL SUPPORT INFORMATION

If you experience technical problems, you should contact the Blackboard Online Support Center. You can do this in two ways. First if you can log onto the course simply look at the tabs at the top of the page. You will see one entitled, “Tech Support.” If you click on this tab, you will see the information below. You can click on the “Blackboard Support Center” link and receive assistance. If you cannot log onto the course, simply contact the center by calling toll free the number listed below. Assistance is available 24 hours a day/7 days per week.

BLACKBOARD SUPPORT CENTER

Blackboard Online Support Center for Troy University provides Customer Care Technicians who are available to support you 24 hours a day/7 days a week. Call 1-800-414-5756 for live assistance.

If you are experiencing technical difficulties with your coursework or with features in Blackboard that are generating errors, please click the link below.

Blackboard Support Center: <http://www.troy.edu/bbhelp>

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

Troy University expects students to treat fellow students, their instructors, other TROY faculty, and staff as adults and with respect. No form of “hostile environment” or “harassment” will be tolerated by any student or employee.

AMERICANS WITH DISABILITY ACT (ADA)

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>.

HONESTY AND PLAGIARISM

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY Catalog). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own.

Proper quoting, using strict APA formatting, is required, as described by the instructor. All students are required to read the material presented at: <http://troy.troy.edu/writingcenter/research.html>

Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment that may have no more than 20% of its content quoted from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center.

This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation

in the student's permanent file.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which is for all Global Campus and eTROY students, is <http://uclibrary.troy.edu> . This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by Troy Library staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, www.troy.edu .

FACULTY EVALUATION

In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be posted in the Announcements section in Blackboard.

HOW TO LEARN ONLINE

Troy University eTROY is designed to serve any student, anywhere in the world, who has access to the Internet. All eCampus courses are delivered through the Blackboard Learning System. Blackboard helps to better simulate the traditional classroom experience with features such as Virtual Chat, Discussion Boards, and other presentation and organizational forums. In order to be successful, you should be organized and well motivated. You should make sure you log in to our course on Blackboard several times each week. Check all "announcements" that have been posted. Start early in the week to complete the weekly assignment. You should also go to the Discussion Board early in the week and view the topic and question/s for the group discussion exercise. Make your "initial" posting and participate in the discussion. Begin reviewing for the exams early in the term. Do not wait until the last minute and "cram" for these exams. You should review the material frequently, so you will be prepared to take the exams.

COURSE SCHEDULE

Date	Topic	Assignments
WEEK 1	Foundations: Universal Design Visual Literacy The ACRONYMS of DESIGN	<ul style="list-style-type: none"> • 7 Question Formative Survey • Interview a Classmate and write and post their bio to the Interviews Group Wiki • Take the Learning Styles Inventory • Post Photo and Learning Styles Inventory Results to the Wiki • Review Course materials • Add four terms to the Class Glossary • Review a graphics software tool and post to the Resource Directory Wiki • Post your response for the Weekly Critique for Week 1 to the Discussion Board. • Read the Preface and Chapters 1 and 4 of our textbook (Lohr). • Watch the videos for each Lesson in the Week 1 Lessons, Activities, and Resources Folder. • Create your three design challenges: • Individual Design Challenge (See Week 1, Lesson 1 Folder) • Team Design Challenge (See Week 1, Lesson 2 Folder) • Group Master Design Project Week 1 Activity (See Week 1, Lesson 3 Folder) • Group Master Design Project (See Group Master Design Project Folder)
WEEK 2	Foundations: Learning Theory Tools of the Trade: Typography Tools of the Trade: Technology	<ul style="list-style-type: none"> • Add four terms to the Class Glossary • Review a graphics software tool and post to the Resource Directory Wiki • Post your response for the Weekly Critique for Week 1 to the Discussion Board. • Read Chapters 2 and 9 of our textbook (Lohr). • Watch the videos for each Lesson in the Week 2 Lessons, Activities, and Resources Folder. • Create your three design challenges: • Individual Design Challenge (See Week 2, Lesson 1 Folder) • Team Design Challenge (See Week 1, Lesson 2 Folder) • Group Master Design Project Week 2 Activity (See Week 2, Lesson 3 Folder) • Group Master Design Project (See Group Master Design Project Folder)
WEEK 3	Principles: Selection Principle: Emphasizing Figure and Ground	<ol style="list-style-type: none"> 1). Read Chapter 5 in text 2) Review Course Lectures and Web Sites 3) Complete Action Assignment 4) Participate in Weekly Discussion Board 5) Submit Project Proposal
WEEK 4	Principles: Organization Principle: Working with Hierarchy	<ol style="list-style-type: none"> 1) Read Chapter 6 in text 2) Review Course Lectures and Web Sites 3) Complete Action Assignment 4) Participate in Weekly Discussion Boards
WEEK 5	Principles: Integration Principle: Gestalt	<ol style="list-style-type: none"> 1) Read Chapter 7 in text 2) Review Course Lectures and Web Sites

		<ul style="list-style-type: none"> 3) Complete Action Assignment 4) Participate in Weekly Discussion Boards 5) Submit Project Storyboard
WEEK 6	<p>Actions and Tools:</p> <p>Actions: Contrast, Alignment, Repetition, and Proximity</p>	<ul style="list-style-type: none"> 1) Read Chapter 8 in text 2) Review Course Lectures and Web Sites 3) Complete Action Assignment 4) Participate in Weekly Discussion Boards
WEEK 7	<p>Actions and Tools:</p> <p>Shape Tools</p>	<ul style="list-style-type: none"> 1) Read Chapter 10 in text 2) Review Course Lectures and Web Sites 3) Complete Action Assignment 4) Participate in Weekly Discussion Boards
WEEK 8	<p>Actions and Tools:</p> <p>Color, Depth, and Space</p>	<ul style="list-style-type: none"> 1) Read Chapter 11 in text 2) Review Course Lectures and Web Sites 3) Complete Action Assignments 4) Participate in Weekly Discussion Boards 5) Submit Final Projects
WEEK 9	<p>Completion of Course, Review of Projects, and Evaluations.</p>	<ul style="list-style-type: none"> 1) Showcase of Final Projects 3) Complete Action Assignments 6) Complete Formal TROY Course Evaluation
Week 10	<p>Finalization of Grades</p>	<p>Grades are due on Tuesday Noon</p>

IMPORTANT NOTES:

The online course syllabus is considered to be the instructor-student contract. Please print a copy and keep handy throughout the duration of the course. Refer to it whenever you are in doubt. Upon term start, please e-mail me using your troy e-mail address to acknowledge that you have retrieved and read this course syllabus. This course syllabus is subject to change and the instructor reserves all the rights to modify, correct or change any of the course contents as deemed necessary.

Each week you will have a series of activities to perform that will lead you toward a working knowledge of educational multimedia graphics design and visual literacy. If you will apply yourself to the activities, you will be able to see yourself move along the novice to expert continuum.

WEEKLY ACTIVITIES

Readings:	Read the assigned readings from the text and supplemental materials. The first two weeks, you will have several chapters of the text to get through in order to learn the underlying theory and principles you will need for the rest of the course. Beginning in the third week, you will usually only have one or at most two chapters to read in addition to some supplemental readings or short PowerPoint presentations.
Videos, Tutorials, and/or PowerPoint Presentations:	In the <u>LESSONS BY WEEK</u> folder, you will find links to supplemental readings, videos, tutorials, websites, and/or PowerPoint presentations related to the week's instruction. Please review them thoroughly. Your design work and self-assessments and peer reviews will depend on how well you understand the principles, concepts and tools presented.
Terminology:	Getting a working knowledge of the terminology of a domain is critical to literacy. Graphics design, multimedia and learning theory all have their own vocabularies and this makes it even more difficult to get quickly up to speed. For that reason, I have created a group Wiki for you entitled <u>CLASS GLOSSARY</u> . Each week, you will choose two Key Terms from the assigned chapter(s) by placing your name on the Wiki in the Author column next to the terms you want to define. Then, you will study the terms, and rework the definition, adding meaning for the rest of the class. You will also look for a visual example of the term (or create one) and post it in the Wiki in the column titled Visual. During Week 8, half of the class will be organizing and styling the Glossary and converting it to a PDF for the class to download.
Resource Review:	Each week, you will be asked to recommend a tool or resource related to graphics design, multimedia or the integration of design and instruction. Your review does not need to be extensive, but, should include the name of the product, website, purpose, your experience, and why you recommend it. In Week 8, half of our class will be organizing and styling the Directory and converting it to a PDF for the class to download. <u>VIEW THE RESOURCE DIRECTORY</u>
Weekly Critique:	Each week, you will find a graphic in the Discussion Board entitled <u>WEEKLY CRITIQUE</u> . Please post a reply by Wednesday night at 11:59pm in which you address the effectiveness, efficiency and appeal of the graphic (Lohr, 2000, p. 93). Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol: FirstName_LastName_Wk#_DQ#_Weekly_Critique Please be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.
Individual Design Challenge:	Working on your own, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. You will find your individual design challenge in the Lesson 1 folder for each week.
Team Design Challenge:	Working with a teammate, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. You will find your individual design challenge in the Lesson 2 folder for each week.
Group Master Design Project:	In teams of 3, you will create a multimedia Master Design Project. This is due at the end of Week 7. You may read more about it in the <u>MASTER DESIGN GROUP PROJECT FOLDER</u> .
Additional Opportunities	In Addition to the required elements of the course, a Personal Skills Journal has been provided to every student, as well as a number of collaboration tools to try out for fun (or to use in projects). This space is provided to encourage the type of free design that helps hone skills in a safe environment without fear of scrutiny.

37. MERRILL

MERRILL’S FIVE STAR INSTRUCTIONAL DESIGN RATING

Type of Instruction: Online Graphics Design in Multimedia Course for Master’s Level Students

Stage	Criteria	Explanation
PROBLEM Is the courseware presented in the context of real world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	Students will choose concepts from their home or work life to use in their design projects. They will be encouraged to look beyond the task to the learner/user issues and needs that are being addressed.
	Are students engaged at the problem or task level not just the operation or action levels?	Upon completion, they will have critically analyzed a design which they have created and will have feedback from peers.
	Does the courseware involve a progression of problems rather than a single problem?	Throughout the course they will be asked to think through and articulate what they are seeing and doing, and how it relates to the principles of good multimedia design for education and performance.
RATING FOR PROBLEM STAGE: Gold		
ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?	Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?	Examples from designers are integrated throughout the two modules. Learners are encouraged to consider ways to optimize cognitive load and create memorable and meaningful instructional messages.
	Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?	The formative evaluation and learning skills assessments will help to personalize the instruction to the skill and experience level of the students.
	If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.	Many of the activities ask the learners to draw from their own experience so as to better incorporate the concepts into their personal schema.
RATING FOR ACTIVATION STAGE: Silver		

<p>DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?</p>	<p>Are the demonstrations (examples) consistent with the content being taught? Examples and non-examples for concepts? Demonstrations for procedures? Visualizations for processes? Modeling for behavior?</p>	<p>The examples are extremely appropriate and are probably the strongest part of the instruction.</p> <p>Learners are shown resources that are available to them and encouraged to seek out their own. Several examples of each concept are made available and visuals that tie concepts together are introduced.</p>
	<p>Are at least some of the following learner guidance techniques employed? Learners are directed to relevant information? Multiple representations are used for the demonstrations? Multiple demonstrations are explicitly compared?</p>	<p>Terminology is used in context throughout the lessons to help students assimilate it more easily.</p> <p>Media is used well to enhance learning.</p>
	<p>Is media relevant to the content and used to enhance learning?</p>	
<p>RATING FOR DEMONSTRATION STAGE: Gold</p>		
<p>APPLICATION Are the application (practice) and the posttest consistent with the stated or implied objectives?</p>	<p>Are the application (practice) and the posttest consistent with the stated or implied objectives? Information-about practice requires learners to recall or recognize information. Parts-of practice requires the learners to locate, name, and/or describe each part. Kinds-of practice requires learners to identify new examples of each kind. How-to practice requires learners to do the procedure. What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.</p>	<p>All activities are tightly aligned with the objectives and serve to reinforce the principles and also to demonstrate understanding and use to facilitate the creative design process.</p> <p>The activities help solidify the design concepts, and the teams will be chosen to balance out strengths and weaknesses.</p> <p>There are ample opportunities for increasingly complex practice; but, also for feedback, both from the instructor, self-assessments and peer reviews.</p> <p>Students have ready access to a number of resources, including the instructor and their peers. They will also be introduced to free web instruction to fill any void in the process.</p>
	<p>Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?</p>	

	<p>In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?</p>	
<p>RATING FOR APPLICATION STAGE: Gold</p>		
<p>INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?</p>	<p>Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?</p>	<p>Because this is only a two week lesson plan, students will be asked to use concepts from work and/or home in their projects; but, creating a project that can be used in the workplace is questionable. I have tried in at least two projects to have them choose concepts that are pertinent to their daily life and/or work.</p>
	<p>Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?</p>	<p>Each design requires an explanation for the concept and tools and techniques used. And, every activity is either peer reviewed or instructor reviewed allowing ample opportunity for thinking through the process.</p>
	<p>Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?</p>	<p>Additional tools are provided in this instruction to allow students opportunity to create visual designs without the pressure of time limits and grading, using a variety of medium.</p>
<p>RATING FOR INTEGRATION STAGE: Gold</p>		

38. APPENDIX

APPENDIX I

HTML for Software, Utilities and Tutorials page in Week 2, Lesson 3

```

<table border="0" target="_blank">
<tbody>
<tr>
<td>
<p><strong>SOFTWARE</strong></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Each week, you are expected to test a new software tool. You may select one graphics tool that you prefer when you are creating your projects, but, as a designer, you will find at times you must use the tools the client prefers. We know that graphics software can be expensive, but you do have some options. Check these out. We link to the websites so you can see any pricing information and most commercial packages do offer a free trial. Add the tools you find to the Resource Directory.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a href="http://www.gimp.org" target="_blank">GIMP Free</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">GIMPshop is a modification of the free/open source GNU Image Manipulation Program (GIMP), intended to replicate the feel of Adobe Photoshop. Its primary purpose is to make users of Photoshop feel comfortable using GIMP. It shares all GIMP's advantages, including the long feature list and customisability, while addressing some common criticisms regarding the program's interface: GIMPshop modifies the menu structure to closely match Photoshop's, adjusts the program's terminology to match Adobe's, and, in the <a onclick="this.href='/webapps/blackboard/content/contentWrapper.jsp?content_id=_9235189_1&displayName=Linked+File&navItem=content&attachment=true&course_id=_410409_1&tab_group=courses&href=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FMicrosoft_Windows';" href="http://en.wikipedia.org/wiki/Microsoft_Windows" target="_blank">Windows</a> version, uses a plugin called 'Deweidifier' to combine the application's numerous windows in a similar manner to the <a onclick="this.href='/webapps/blackboard/content/contentWrapper.jsp?content_id=_9235189_1&displayName=Linked+File&navItem=content&attachment=true&course_id=_410409_1&tab_group=courses&href=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FMultiple_document_interface';" href="http://en.wikipedia.org/wiki/Multiple_document_interface" target="_blank">MDI</a> system used by most Windows graphics packages. While GIMPshop does not support Photoshop plugins, all GIMP's own plugins, filters, brushes, etc. remain available.</span></p>
<p><span style="font-size: x-small; font-family: helvetica;" target="_blank">Due to the changes to the interface, many Photoshop tutorials can be followed in GIMPshop unchanged, and most others can be adapted for GIMPshop users with minimal effort. </span><span style="font-family: helvetica; font-size: x-small;" target="_blank"><br /></span></p>
<p><span style="font-size: x-small; font-family: helvetica;" target="_blank"> <span style="color: #000000; font-family: helvetica; font-size: x-small; font-style: normal; font-variant: normal; font-weight: normal; letter-spacing: normal; line-height: normal; orphans: auto; text-align: left; text-indent: 0px; text-transform: none; white-space: normal; widows: auto; word-spacing: 0px; -webkit-text-stroke-width: 0px; display: inline !important; float: none;" target="_blank">This is the official web site of the GIMP, and contains information about downloading, installing, using, and enhancing it. This site also serves as a distribution point for the latest releases. They try to provide as much information about the GIMP community and related projects as possible. Hopefully you will find what you need here.</span> <span style="color: #000000; font-family: helvetica; font-size: x-small; font-style: normal; font-variant: normal; font-weight: normal; letter-spacing: normal; line-height: normal; orphans: auto; text-align: left; text-indent: 0px; text-transform: none; white-space: normal; widows: auto; word-spacing: 0px; -

```

```

webkit-text-stroke-width: 0px; display: inline !important; float: none;" target="_blank">Also, there are GIMP Picture contests
here that you can enter!!!</span> </span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.coreldraw.com/us/product/home-student/?sso_test=true" target="_blank">Corel Graphics Suite Home and
Student Edition</a> $129<br /></strong>This suite offers a lot of bang for the buck, and can work with photoshop
(import/export). It includes both a powerful photoediting tool comparable to PhotoShop and also a great Vector Graphics tool
besides several others.</span></p>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"> <strong><a
href="http://www.coreldraw.com/us/product/home-student/?sso_test=true#included" target="_blank">What's
included</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.adobe.com/products/photoshop-elements.html" target="_blank">Adobe Photoshop
Elements</a></strong> $75 Amazon</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a
href="http://www.adobe.com/products/photoshop-elements.html?promoid=HSXLQ" target="_blank">Adobe Photoshop
Element with Adobe Premiere Elements</a> (student edition) $79 through Adobe.com</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Photo Editing Software / Not Vector</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="https://creative.adobe.com/products/download/photoshop" target="_blank">Adobe
Photoshop</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Free 30 Day Trial </span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="https://store.paintshoppro.com/1184/purl-KWS_CBPP_PSPpro?gclid=CMqccq-GY9MMCFUM1aQodbaAABw"
target="_blank">Corel Paint Shop PRO Photo</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.download.com/Absolute-Sound-Recorder/3000-2168_4-10367123.html?tag=lst-0-3"
target="_blank">Absolute Sound Recorder 3.0 (Streaming Audio)</a></strong></span></p>

```

```

</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Absolute Sound Recorder is a sound recording
software, which lets you record sound from microphone, line-in audio, streaming audio from the Internet, or music played by
Winamp, Windows Media Player, Quick Time, Real Player, Flash, games, without losing any quality. It supports MP3, WMA, and
WAV output formats. It also features built in player support and ID3 tag editor.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.download.com/Visual-Communicator/3000-2194_4-10304477.html" target="_blank">Visual Communicator
2 (Video)</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Visual Communicator does what video editing
software cannot. It allows anyone to create professional videos in just minutes. With its integrated teleprompter, real-time 3D
video FX, and instant chroma keyer; Visual Communicator has empowered tens-of-thousands of non-technical users to create
stunning videos and presentations. Sharing your videos over the Internet, email, CDs, or DVDs is a snap. Why spend hours
learning complex video editing software when you can get better results in minutes with Visual Communicator?</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.download.com/Visual-Communicator/3000-2194_4-10304477.html" target="_blank">Ulead VideoStudio
8.0</a></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span size="3" style="font-family: helvetica; font-size: x-small;" target="_blank">Ulead VideoStudio 8.0 is home-video-
editing software that makes editing movies as fun as shooting them. If you've never edited a movie before, you can make one in
three easy steps using the new Movie Wizard mode. A comprehensive video tutorial teaches the basics of video editing so you
can get started right away. The automusic maker composes original tunes that fit perfectly with each scene's mood and
duration. Share finished projects by exporting to DVD, tape, the Web, and mobile devices with compact, high-quality files, using
new video formats such as MPEG-4. High-speed rendering and real-time performance mean less waiting and more time for
creating. <span style="color: #000000; font-family: helvetica; font-size: x-small; font-style: normal; font-variant: normal; font-
weight: normal; letter-spacing: normal; line-height: normal; orphans: auto; text-align: left; text-indent: 0px; text-transform:
none; white-space: normal; widows: auto; word-spacing: 0px; -webkit-text-stroke-width: 0px; display: inline !important; float:
none;" target="_blank">This outstanding video creator and editor turns your shaky-handed, backyard-birthday-party video into
an Oscar-worthy masterpiece. Despite its star-creation power, the application isn't without its shortcomings, the most notable
of which is its sluggish performance. It installs slowly, it loads slowly, and it works slowly. To boot, the utility also consumes a
rather large chunk of hard-drive space. Creating videos is where the app shines, and it makes quick work of amateur footage
without dragging you through a insurmountable learning curve. You can capture video from the program's interface or import it
from a file or a digital camera with a few clicks. The handy interface lets you assemble a film by dragging and dropping audio
and video fragments, then applying transition effects and adding titles onto the montage line. You can share your video online,
and you can even assemble a DVD, a VCD, or an SVCD with the built-in burner. Assuming you have enough patience and an
appropriate hardware setup, Ulead VideoStudio should appeal to home-video enthusiasts.</span> </span></p>
</td>
</tr>
<tr>
<td> </td>
</tr>
<tr>

```

```

<td>
<p><span style="font-size: small;" target="_blank"><strong><span style="font-family: helvetica;"
target="_blank">UTILITIES</span></strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://www.wetransfer.com"
target="_blank">WeTransfer.com</a> Free</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Transfer files up to 2Gb in size for free!</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://www.tinypng.com"
target="_blank">TinyPNG</a> Free</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Reduce the size of PNG's dramatically. Just drop
and drag. Free</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://www.tinyurl.com"
target="_blank">TinyURL</a> Free</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Reduce the length of your URL for better fit in
citations and websites</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://www.lipsum.com"
target="_blank">Lipsum.com</a> Free</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Generate text content to speed up prototyping and
mock-ups</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="https://www.adobe.com/products/reader.edu.html" target="_blank">Adobe Acrobat Reader</a></strong></span></p>
</td>
</tr>

```

```

<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">This software lets you view and print Adobe PDF
files on a variety of hardware and operating system platforms. The new version of Acrobat Reader provides a host of features
that enable you to submit PDF forms created with fillable form fields to such applications as Adobe Acrobat 8.1.1 Professional
and Adobe Form Designer. Play back a variety of embedded multimedia content, such as QuickTime and MP3 files. Read and
organize high-fidelity e-books. Activate search and accessibility capabilities built into your PDF files, and display Adobe
Photoshop Album slide shows and electronic cards.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.winzip.com/win/en/index.htm" target="_blank">WinZip 11.1</a></strong> Free Trial / $29.95</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">WinZip is the original and most popular of all
Windows ZIP file utilities. Wizard/Classic interfaces accommodate both first-time and experienced users. With WinZip you can
quickly and easily compress and decompress files, folders, and entire folder trees to save storage space and reduce e-mail-
transmission time, as well as encrypt and decrypt your sensitive documents. Features include tight integration with Windows
Explorer, support for most Internet file formats, and one-click zipping and e-mail.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a
href="http://www.recovermyfiles.com/data-recovery-software-purchase.php" target="_blank">Recover My Files
3.9.8.5848</a></strong> Free Trial / $69.96</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">This risk-free data recovery software recovers
deleted files, undeletes files from hard drives, floppy disks, digital cameras, USB drives, ZIP disks, CompactFlash cards,
SmartMedia, and Sony Memory Sticks. Recover files such as Word, Excel, PowerPoint, Outlook, Outlook Express, Hotmail,
Yahoo, Netscape, IncrediMail, databases, AutoCAD, Microsoft Money, QuickBooks, Microsoft SQL, and MYOB, as well as photos
and MPEG, AVI & MP3 files. Recover My Files will recover files emptied from the Recycle Bin or a formatted hard drive, or
lost to a system crash or virus infection, and even will recover temporary files of documents never even saved. Recovery is
simple; no technical skill is required. Recover files that standard undelete programs cannot find. It searches every sector of your
hard drive, recovering deleted files by examining the contents.</span></p>
</td>
</tr>
<tr>
<td> </td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><span style="font-size: small;"
target="_blank">TUTORIALS</span></strong></span><br /></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"> <strong style="margin: 0px; padding: 0px; border:
0px; outline: 0px; font-weight: bold; font-style: normal; font-family: helvetica; font-size: x-small; color: #000000; font-variant:
normal; letter-spacing: normal; line-height: normal; orphans: auto; text-align: left; text-indent: 0px; text-transform: none;
white-space: normal; widows: auto; word-spacing: 0px; -webkit-text-stroke-width: 0px;" target="_blank"><a
href="http://www.lynda.com/Photoshop-tutorials/279-

```

```

5.html?utm_source=google&utm_medium=cpc&utm_campaign=Search-Dsg-
Photoshop&utm_content=32969971386&utm_term=photoshop%20tutorials&gclid=CLmR1OWd9MMCFQsxaQo
dYhYAag" style="margin: 0px; padding: 0px; border: 0px; outline: 0px; font-weight: inherit; font-style: inherit; font-family:
inherit; font-size: 10px; color: #00748b; text-decoration: underline;" target="_blank">PhotoShop Tutorials on
Lynda.com</a></strong> </span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">94 Beginner Photoshop Tutorials and 5571 video
tutorials and many more for more advance users</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><strong><a href="http://youtu.be/WOgj4J8Kus4"
target="_blank">Quick Tricks and Free Actions for Photoshop</a><br /> </strong></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a
href="https://www.youtube.com/playlist?list=PL3C709F0BBCCF5B2C" target="_blank">YouTube PhotoShop
Tutorials</a></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a
href="http://www.webmonkey.com/webmonkey/design/graphics/tutorials/tutorial1.html"
target="_blank">Webmonkey</a></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">It's probably one of the most complete online
tutorials ever! You can learn much from this site for any graphic program.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://www.teamphotoshop.com/"
target="_blank">Team Photoshop</a></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">A one-stop shop for everything
Photoshop.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a
href="http://share.studio.adobe.com/axBrowseProduct.asp?p=2" target="_blank">Adobe Studio Exchange</a></span></p>
</td>
</tr>
<tr>
<td>

```

```

<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">This is it! Every effect, filter, brush, or action that
you could ever possibly need to complete your graphic designs. </span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a
href="http://www.adobe.com/cfusion/exchange/index.cfm?s=5&from=1&o=desc&cat=202&l=
1&event=productHome&exc=16" target="_blank">Photoshop and other Adobe Software Tutorials from
Adobe</a></span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank">Make sure to scroll all the way down the page for
many tutorial selections.</span></p>
</td>
</tr>
<tr>
<td>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"><a href="http://good-tutorials.com/"
target="_blank">Good-Tutorials</a></span></p>
<p><span style="font-family: helvetica; font-size: x-small;" target="_blank"> A website full of tutorials for special effects and
webpage templates created in Photoshop.</span></p>
</td>
</tr>
</tbody>
</table>

```

END HTML

APPENDIX II

Welcome Student Designers! This is going to be a fast-paced week, but, one in which you will find yourself quickly gaining a working knowledge of some of the basic graphic design concepts. This week we will study visual literacy and what it means to understand, be able to use and create with graphics. We will also look at the importance of creating designs that are universally effective. Finally, we will look at our author's approach to graphic design using multimedia for performance and educational purposes, and analyze the tools she offers to help us remember the principles, concepts and tools and to make them our own. Whether you intend to design or to spec design, this week's materials will get you started on your way to visual literacy!

WEEKLY ACTIVITIES (You will find the items you need for this Week's activities in the folders below)

1. **Readings:** Lohr, Preface, Chapters 1 and 4
2. **Supplemental Learning Activities:** Watch videos in the Week 2 Lessons, Activities, and Resources folder and topic folders. There are three topics for the week:
 - a. Universal Design
 - b. Visual Literacy
 - c. ACRONYMS of Design
3. **Videos, Tutorials, and/or PowerPoint Presentations:** Located below and in the sub-folders, you will find helpful videos and slideshows that are chosen and/or designed to help integrate the key design concepts into your existing background of knowledge and experience (schema). Most are fairly short, but are highly effective and

efficient.

4. **Terminology:** Getting a working knowledge of the terminology of a domain is critical to literacy. Choose two Key Terms from chapter 1 and two terms from Chapter 4 (a total of four), by placing your name on the [Class Glossary Wiki](#) in the Author column next to the terms you want to define. Study the terms through the course of the week, and rework the definition, adding meaning for the rest of the class. Also look for a visual example of the term (or create one) and post it in the Wiki in the column titled Visual. This assignment is due by Sunday night at 11:59pm.

5. **Resource Review:** Each week, you will be asked to recommend a tool or resource related to graphics design, multimedia or the integration of design and instruction. Your review does not need to be extensive, but, should include the name, website, purpose, your experience, and why you recommend it. In Week 8, half of our class will be organizing and styling the Directory and converting it to a PDF for the class to download.

For Week 1, review a **graphics software tool** and post it to the [Resource Directory](#).

6. **Weekly Critique:** Each week, you will find a graphic in the Discussion Board entitled [Weekly Critique](#). Please post a reply by Wednesday night at 11:59pm in which you address the effectiveness, efficiency and appeal of the graphic (Lohr, 2000, p. 93). Please read Lohr for an explanation of these criteria. Please reply to each week's post, naming your reply according to our class protocol:

FirstName_LastName_Wk#_DQ#_Weekly_Critique

Please be sure to put underscores between words, and if there is only one DQ in the section, use DQ1 as your default. If you have any questions, do not hesitate to reach out to me by email.

7. **Individual Design Challenge:** Working on your own, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. See [Lesson 1 — Universal Design Folder](#) Below for Details on this week's challenge.

8. **Team Design Challenge:** Working with a teammate, you will be presented with a design challenge that will allow you to create a visual that demonstrates your understanding and mastery of the principles, concepts and tools from the readings and supplemental resources each week. See [Lesson 2 — Visual Literacy Folder](#) below for Details on this week's Team Challenge.

9. **Group Master Design Project:** In teams of 3, you will create a multimedia Master Design Project. This is due at the end of Week 7. For Week 1, you will work alone to create a Conceptual Proposal which you will evaluate next week with your team to choose one concept for your Group Master Design Project. See [Lesson 3— The ACRONYMS of Design](#) folder for details on this week's Master Group Design project.

APPENDIX II

TABLE for FILE TYPES

```

<table border="1" cellspacing="0" cellpadding="0" style="width: 400px; border-collapse: collapse; border: 1px none #bebebe; height: 431px;">
<tbody>
<tr>
<td colspan="2" valign="top" style="width: 655px; border: 1px solid #bebebe; padding: 0in 5.4pt;">
<p style="margin-bottom: .0001pt; text-align: center; line-height: normal;"><strong><span style="font-size: small; font-family: helvetica;">File Types</span></strong></p>
</td>
</tr>
<tr>
<td colspan="2" valign="top" style="width: 313px; border-style: none solid solid; border-color: #bebebe; border-width: 1px; padding: 0in 5.4pt;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">Have you ever wondered what the file extensions are for multimedia files? This is a short list of the most used file types. If you would like to add to this list, please do so in the <a href="https://troy.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_9228397_1&course_id=_410409_1&mode=reset" title="Resource Directory">Resource Directory</a>. In Week 8, we will add a category for them when we style the directory and we will add them here so the next class can benefit from your knowledge. </span></p>
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 8.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family: helvetica;">Image File</span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">*.jpg</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">*.gif</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">*.png</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">*.png</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;">*.png</span></p>
</td>
</tr>

```

```

<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family:
helvetica;">Document Files</span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.doc</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.docx</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.txt</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family:
helvetica;">Video Files</span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1 pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.wmv</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.mp4</span></p>

```

```

</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.flv</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family:
helvetica;">Audio Files</span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.mp3</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.ra</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;"> </td>
<td style="width: 200px; margin-left: 60px;"> *.wav</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family:
helvetica;">Portable Document File</span></p>
</td>
<td style="width: 200px;">

```

```

<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.pdf</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: 0.0001pt; line-height: normal; margin-left: 30px;"><span style="font-size: small; font-family:
helvetica;">Website Files</span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.html</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.asp</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.xhtml</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 17.1pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;">*.php</span></p>
</td>
</tr>
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 120.6pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>

```

```
<tr>
<td style="width: 200px;">
<p style="margin-bottom: .0001pt; line-height: normal;"><span style="font-size: small; font-family: helvetica;"> </span></p>
</td>
<td style="width: 200px;">
<p style="margin-top: 0in; margin-right: 17.1pt; margin-bottom: .0001pt; margin-left: 120.6pt; line-height: normal;"><span
style="font-size: small; font-family: helvetica;"> </span></p>
</td>
</tr>
</tbody>
</table>
```

APPENDIX III

Final Project Proposal:

Explaining the GED Enrollment and Class Procedures

Dana Matthews

November 1, 2012

Troy University

ETROY Graphic Design in Multimedia EDU-6617-XTIA 12/T2

Dr. Riad Aisami

Introduction

In this country, the more education someone has, usually the better the job he will be able to acquire. Sometimes, however, students have difficulty finishing secondary education which then is prohibitive of them furthering their educational pursuits. The United States does offer help for these individuals by giving them the opportunity to take GED classes to prepare for the official GED test and acquire a high school equivalency diploma. The GED program provides adult learners the self-assurance to get better jobs, more training, or additional education (The GED Testing Service, 2012).

As one of the instructors of GED preparation, I facilitate instruction/tutorial in the areas of Reading, Language Arts, and Math. Our Adult Education Department at FSCC maintains an open enrollment policy, which means that a student can come to any of the classes in our county at any time and enroll. Because we, as instructors, have new students enter our classrooms almost every day, our new student orientation must be individually based and not class administered at a particular time of the year. To facilitate this orientation process, the students need an instructional presentation that will help them understand the enrollment, preparation, and testing processes of the GED program (The GED Testing Service, 2012).

Entering an adult education classroom can be a daunting proposition for any person. Many times the last experiences our students had with an educational institution were negative, and they still harbor bad feelings about anything associated with scholastic endeavors (Sessions & Taylor, 1997). The brave ones who conquer their fears and come to a GED class are to be commended. In our classrooms when a new student enters, one of the instructors must greet the student, make

introductions, and explain the concepts of our program. This, of course, is done verbally and, probably to the new student, too quickly. It is a lot of information to give to someone re-entering the education process. Beyond that, it is also a large amount of details for the instructor to remember to include. New student orientations can end up being very different depending on which instructor gives the speech and what the instructor remembers to say. The multimedia principle states that “if possible, use instructional pictures, because words and pictures are more effective than words alone” (Lohr, 2008, p. 49). So after being introduced to instructors and tutors, new students could benefit from a visually interesting presentation that familiarizes them with the enrollment and class system and will be easier to remember. This would also help to maintain consistency in the orientation process.

Target Learners: Students enrolling in a GED class

1. Entry behaviors: GED students do not commonly have very good attention spans, study habits or test-taking skills (Sessions & Taylor, 1997).
2. Prior knowledge of the topic area: Students who previously were involved in a GED class have prior knowledge of typical class procedures. Most new students are unaware of the GED preparation process.
3. Attitudes toward content: Many GED students have negative feelings about education, instructors, and class structure and rules.
4. Attitude toward potential delivery system: Although some students have a disdain for any type of teaching scenario, most have positive attitudes concerning the GED classroom and instructors, especially anything to do with computers. However, older students tend to shy away from the computers because they lack technology skills.

5. Academic motivation: Some students' motivation for acquiring their GED credentials is for personal satisfaction, but the majority of students are trying to further their education or improve their job options. So they would be motivated to understand the whole class process.
6. Education and ability levels: Students entry level can be between a first and twelfth grade equivalency (GE); however, they have to be able to attain between a tenth and twelfth GE to adequately pass the exam.
7. General Learning preferences: GED students like one to one instruction and mentoring. Most consider time on the computer as a type of one to one instruction.
8. Attitude toward organization: Students' attitudes vary about Faulkner's Adult Education, but the majority has positive feelings.
9. Group Characteristics:
 - a) Heterogeneity: Students come from a wide variety of areas in both Baldwin and Mobile counties, as well as immigrants from foreign countries and new residents from other states.
 - b) Size: Class size can have a range day to day from 1 to 25. However, orientation setting is always one student to one teacher.
 - c) Overall impressions: Students usually have positive impressions about their learning experience inside FSCC's GED classrooms.

Learning Objectives

- Discover what the enrollment process is.
- Complete the appropriate forms by using the "New Student Folder."
- Examine the GED class preparation method of instruction and practice.

- Review Official GED testing procedures.
- Determine if this setting is appropriate for him/her as an adult learner.

Instructional Approach

The enrollment process would be presented to the new students via a PowerPoint presentation. An introduction of the GED program would initiate the presentation along with certain issues that they might encounter as they begin their education with us, such as some barriers they may come up against that would hinder them from coming to class. A photo of a student meeting with an instructor would portray the orientation process then continuing to another slide of a mother with children representing childcare issues.

The forms included in their “New Student Folders” would be identified on a slide through pictorial representations with a direction graphic (pencil in hand) to fill them out (which is basically a straight forward process).

To examine the GED class preparation method of instruction and practice, slides would contain graphic information that includes a number of items:

1. A locator and assessment tests
2. A correlation chart
3. A work packet
4. TABE and other textbooks
5. Tutors/instructors helping students
6. An update test
7. TABE scoring and GED scoring
8. Practice tests

Official GED testing procedures would be represented with graphics showing the documents required to take the test. A map of the location of the testing site would also be included. A helpful animated checklist would show them the steps to be completed before taking the official test.

To help prospective students determine if the setting is appropriate for him/her as an adult learner, photos of GED graduation, as well as people working happily at a job or in a college class, would show them optimistic views of their possible futures.

Conclusion

All too often our basic adult education students, classes, and programs are forgotten by the larger educational institutions and local communities. It is difficult to get advertising to people who need our assistance to let them know where we are located and how we can help. It is also difficult, once we get a new student to enroll, to maintain enrollment and attend class. However, if an orientation presentation were to be created to thoroughly explain the process of enrollment and class participation using interesting graphics and minimal verbiage, students might feel more comfortable and excited about learning with us.

References

- American Council on Education. (2011). *GED testing fact sheet*. Retrieved from <http://www.acenet.edu/Content/NavigationMenu/ged/pubs>.
- Lohr, L. (2008). *Creating Graphics for Learning and Performance: Lessons in Visual Literacy*. Upper Saddle River: Pearson Education, Inc.
- Sessions, D. M., & Taylor, R. G. (1997). Predicting student success in a community GED program. *College Student Journal*, 31(3), 423.
- The GED Testing Service. (2012). *Where we stand*. American Council on Education and Pearson VUE. Retrieved from <http://www.gedtestingservice.com/educators/where-we-stand>.

Faulkner State Community College
Adult Education Program
Orientation PowerPoint

Graphic of
Faulkner State
Community
College

Graphic of one
of the GED class
sites

Dana Matthews EDU 6627 Story Board

Next and previous buttons

WELCOME TO OUR GED CLASS

LOGO

Topics Navigation Area

1. Reasons to get your GED
2. Challenges you might encounter
3. Tutors/instructors helping students
4. What to expect
 - a. Enrollment
 - b. Assessment
 - c. Building your skills
 - d. TABE and other textbooks
 - e. Update test
5. TABE scoring and GED scoring
6. Practice tests
7. The GED test
8. Set a goal

graphic

Next and previous buttons

LOGO

Why Should You Earn Your GED?

Image of
people
working

GED opens the door to:
(List opportunities below)

-
-
-
-

Next and previous buttons

LOGO

There are Challenges That May Stand in Your Way...

List of Barriers

(This will contain barriers adults
may face attempting to earn their
GED)

Image of adult w/ child(ren)

Next and previous buttons

LOGO

Your Instructors Are Here to Help

Images of
instructors /
tutors

Images of
instructors /
tutors

Images of
instructors /
tutors

(This will contain information about what instructors and tutors will be doing to help them in the class.)

Next and previous buttons

LOGO

WHAT SHOULD YOU EXPECT?

(This will contain specifics about how they enrollment.)

Image of Enrollment forms

Image of Enrollment forms

Image of Enrollment forms

Next and previous buttons

LOGO

After enrollment. . . You will be assessing

Image of locator

Image of assessment

(This will contain an explanation of beginning testing.)

Next and previous buttons

LOGO

After assessing. . . You will be building your skills

(This will contain an explanation of the chart and packet.)

Image of correlation chart

Image of work packet

Next and previous buttons

LOGO

What you'll be using while building your skills . . .

(This will contain a brief statement about textbooks.)

Image of bookshelf

Image of TABE
Language
textbook

Image of TABE Reading
textbook

Image of TABE Math
textbook

Next and previous buttons

LOGO

After you build your skills . . .

Image of update

(This will contain an explanation of the updating process.)

Next and previous buttons

LOGO

TABE Scoring & GED Scoring

(This will contain an explanation of the scoring process.)

Graphic chart showing score correlations

Next and previous buttons

LOGO

Practice GED Tests

Image of practice tests

(This will contain an explanation of practice testing.)

Next and previous buttons

LOGO

The GED Test

(This will contain an explanation of the testing process.)

GED image

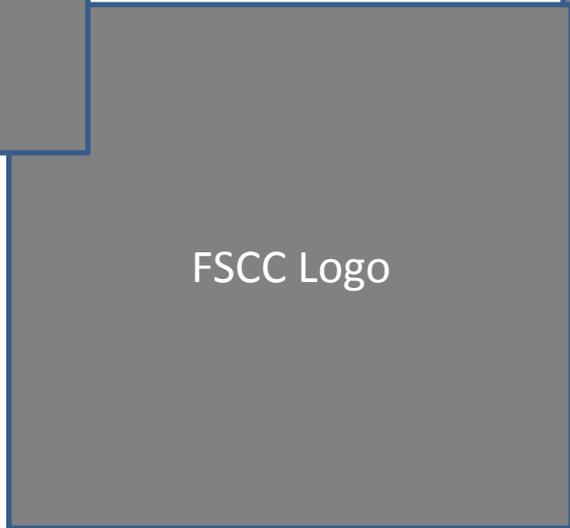
Next and previous buttons

LOGO

What's Your Goal



(This will contain a short list of possible goals.)



Next and previous buttons

LOGO

WELCOME TO OUR CLASSROOM & GOOD LUCK WITH YOUR STUDIES

Image of graduates

Next and previous buttons



Faulkner State Community College

Adult Education Program

Orientation Presentation

Dana Matthews EDU 6617



Next button



Orientation Objectives

Viewers of the Faulkner State Community College Adult Education GED class orientation will

- Understand reasons to get the GED
- Recognize challenges that might be encountered
- Associate tutors/instructors as students' partners in learning
- Complete the enrollment file
- Review the assessment procedure
- Interpret the skill-building principles
- Identify TABE textbooks
- Review the updating procedure
- Observe TABE scoring and GED scoring
- Examine practice test and GED test information
- Set goals for completing their GED



Previous and Next buttons



WELCOME TO OUR GED CLASS *Faulkner State*

TOPICS NAVIGATION AREA

1. [Reasons to get your GED](#)
2. [Challenges you might encounter](#)
3. [Tutors/instructors helping students](#)
4. [What to expect](#)
 - a. [Enrollment](#)
 - b. [Assessment](#)
 - c. [Building your skills](#)
 - d. [TABE and other textbooks](#)
 - e. [Update test](#)
5. [TABE scoring and GED scoring](#)
6. [Practice tests](#)
7. [The GED test](#)
8. [Set a goal](#)

GED



Previous and Next buttons



WHY SHOULD YOU EARN YOUR GED?

Faulkner State



The GED
opens the door to:

- Higher paying jobs
- Technical training
- College
- Military



Previous and Next buttons



THERE ARE CHALLENGES THAT MAY STAND IN YOUR WAY...

*Faulkner
State*

Childcare

Disability Work

Schedule

Transportation

Financial Troubles

Personal Difficulties

Family Issues



Previous and Next buttons



YOUR INSTRUCTORS ARE HERE TO HELP



- In our adult education classrooms, there are 2-3 instructors available to help you through each step of the process.
- They are here to walk you through the enrollment, testing, skill-building, and GED exam registration.
- After your assessments, they will design a course of instruction solely around your weaknesses.
- As needed they will assist you with classwork problems and encourage you in your pursuit of educational success.

◀ Previous and Next buttons ▶

WHAT SHOULD YOU EXPECT?



Your instructor will give you an enrollment file containing forms that need to be read and completed by you.

Fill in the Blue Enrollment Form with your information as completely as possible.

The folder will also contain the

- attendance policy
- cell phone policy
- dress policy
- smoking policy

Please read carefully and sign.

2012-13 Alabama Adult Education Enrollment Form
Program: **FSCC GED**

First Name _____
Middle Name _____
Last Name _____
Date of Birth _____ Age _____
Address _____
City _____
State _____
County _____
Zip _____
Gender Male Female

Home Phone () _____
Work Phone () _____
Cell Phone () _____
Emergency Phone () _____
Email Address _____
SSN _____
**Discrimination is an offense punishable by criminal sanctions for data masking.*
Language English Non-English
Ethnicity Black or African American
 American Indian or Alaskan Native
 Native Hawaiian or Other Pacific Islander
 White
 Hispanic or Latino
 Asian
 Two or more races

Date Registered: _____
Program **GED**
Citizenship US Citizen Lawfully Admitted Alien
 No Response
Highest level of schooling or degree attained:
 No Schooling Some College (no degree)
 Grades 1-5 College/professional degree
 Grades 6-8 Unknown
 Grades 9-12 (no diploma)
 GED/HS Diploma
Last Year Attended: _____
 US Based Schooling Non-US Based Schooling
Living Area Rural Urban
Employment: Yes, Full Time Yes, Part Time
 No, Currently Unemployed
 Not in Labor Market
Public Assistance Yes No
Physical Disability Yes No
Learning Disability Yes No
 Low Income Displaced Homemaker
 Single Parent Dislocated Worker
**Permission is given for data exchanges with the Alabama Dept. of Industrial Relations, the National Student Clearinghouse, and the Dept. of Postsecondary Education GED Testing services. The purpose of this information exchange will be to verify state reports on measures of entered and retained employment, entry into postsecondary education or training, and attainment of a secondary credential.*
Enroller's Signature/Date: _____
Enrolled in Class Site: Online
Primary Designation: ABE/ASE ESL Secondary Designation: Workkeys
Goal Selection: Earn GED Certificate Placement Unsubsidized Employment Retention in Employment
 Earn H.S. Diploma Placement Postsecondary/Training
I learned about the AE class from:
 Brochure, pamphlet, poster, signs Television ad Employer
 Billboard Newspaper ad Classmate
 Radio ad Friend, neighbor, or family member Counselor/social worker
 Other (please specify): _____



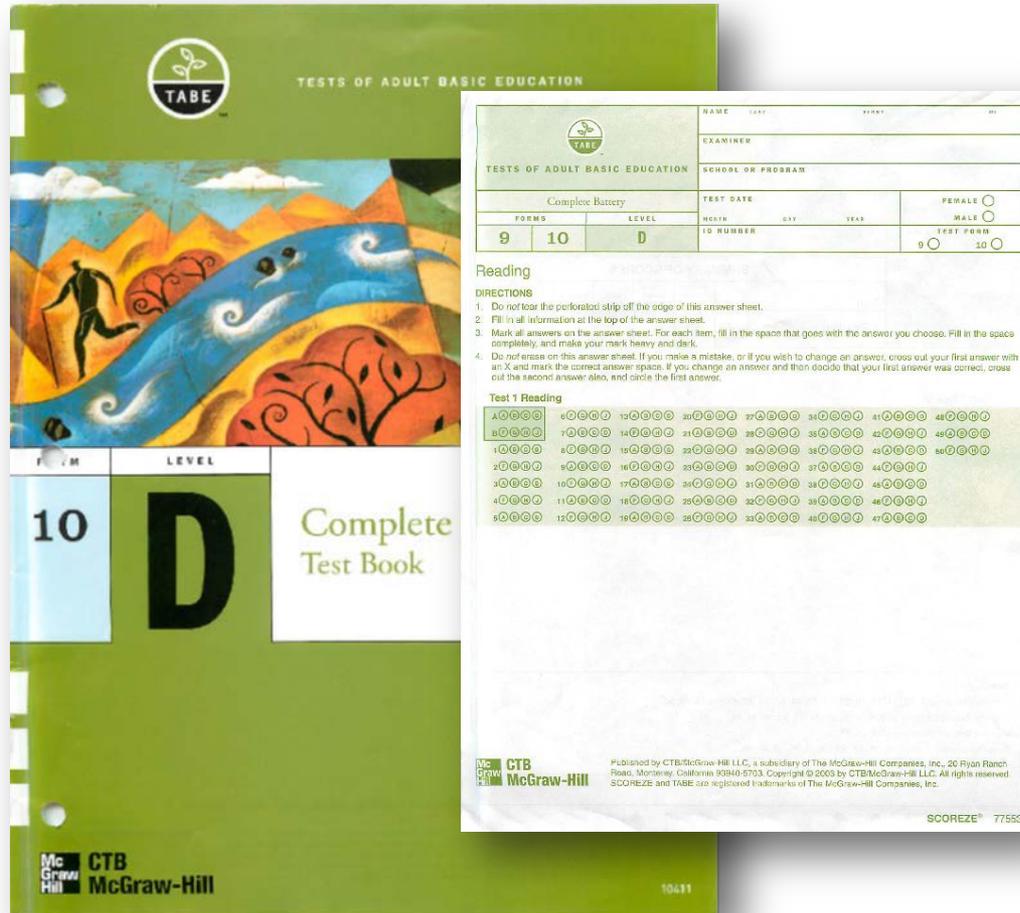
Previous and Next buttons



AFTER ENROLLMENT... YOU WILL BE ASSESSING



First, you will be given the Locator Test which will include short sections in Reading, Math, and Language. The Locator will place you at the proper level for testing (M, D, or A).



Second, you will be given longer tests (assessments) in the three subject areas.



Previous and Next buttons



AFTER ASSESSING... YOU WILL BE BUILDING YOUR SKILLS



Once you complete your assessing, your responses will be correlated (matched) to instructional material. From this your instructor will give you work to build any skills you may be weak in (this may be paperwork, book-work &/or computer-work).

Your instructors are here to help you through this material, so let them know when you need assistance.

You will be re-assessed (updated) periodically to make sure you are retaining the information you have learned.

Correlation Chart

Correlations Between Contemporary's Instructional Materials and TABE[®] Reading

Subskill	TABE [®] Form 9	TABE [®] Form 10	Practice and Instruction Pages			
			Following TABE Summary Reading Level 7 [®]	Any-GED (Complete and Lit. Reading)	On the Edge: Try Me! Ahead 11a	On the Edge: Out of the Blue
Interpret Graphs Information						
understand		L 7	W-101-104 R-49-54	C-149-154		
reference sources	19	21	W-105-108 R-44-48 55-58			
compare/contrast	20, 21, 23	A, D	W-109-110 R-59-63	C-147-151 155-158 L.A.R. 20-C 81-84		

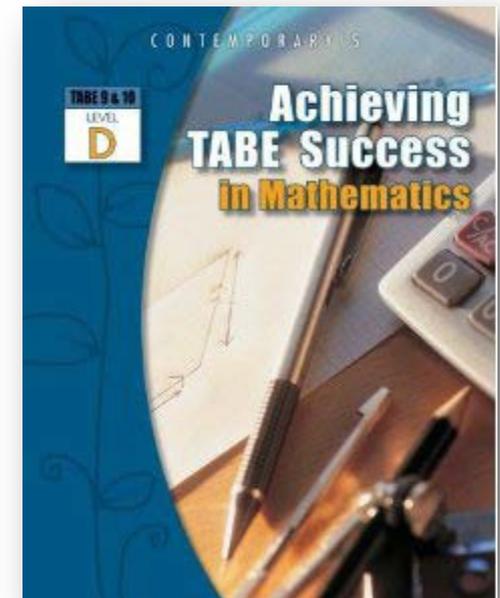
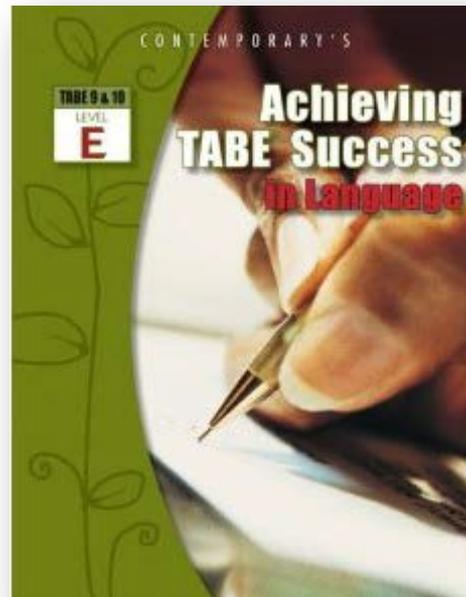
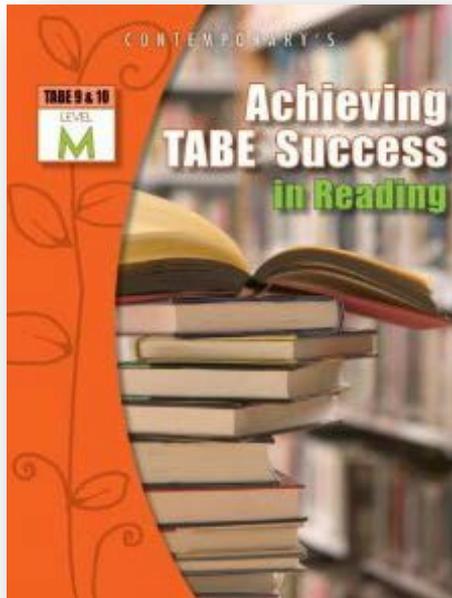


Previous and Next buttons



WHAT YOU'LL BE USING WHILE BUILDING YOUR SKILLS . . .

Faulkner State



You will be using textbooks such as *Achieving TABE Success*.
A variety of other materials may also be used.



Previous and Next buttons



AFTER YOU BUILD YOUR SKILLS . . .

 TESTS OF ADULT BASIC EDUCATION		NAME LAST FIRST MI	
		EXAMINER	
Complete Battery		SCHOOL OR PROGRAM	
FORMS		TEST DATE	FEMALE <input type="radio"/>
9	10	MONTH DAY YEAR	MALE <input type="radio"/>
LEVEL		ID NUMBER	TEST FORM: 9 <input type="radio"/> 10 <input type="radio"/>
D			

Mathematics Computation and Applied Mathematics

DIRECTIONS

- Do not tear the perforated strip off the edge of this answer sheet.
- Fill in all information at the top of the answer sheet.
- Mark all answers on the answer sheet. For each item, fill in the space that goes with the answer you choose. Fill in the space completely, and make your mark heavy and dark.
- Do not erase on this answer sheet. If you make a mistake, or if you wish to change an answer, cross out your first answer with an X and mark the correct answer space. If you change an answer and then decide that your first answer was correct, cross out the second answer also, and circle the first answer.

Test 2 Mathematics Computation

1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	26 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	36 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	22 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	27 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	32 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	37 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	23 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	28 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	33 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	24 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	29 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	34 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	39 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	25 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	30 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	35 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	40 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Test 3 Applied Mathematics

1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	25 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	37 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	43 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	26 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	32 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	44 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	27 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	33 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	39 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	45 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	22 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	28 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	34 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	40 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	46 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	23 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	29 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	35 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	41 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	47 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	24 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	30 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	36 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	42 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	48 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Published by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2003 by CTB/McGraw-Hill LLC. All rights reserved. SCOREZE and TABE are registered trademarks of The McGraw-Hill Companies, Inc.

SCOREZE® 77557

After you complete your work in each subject area, you will be given an update test to verify that you have acquired the new skills.

The updates are very similar to the assessment you will take as you enroll.



Previous and Next buttons



TABE SCORING & GED SCORING



- Both your assessments and your updates will be given a standardized score (SS or TABE Score).
- This number score can be matched to a GED score.
- To pass the GED Exam, you must make a score of 410 in each of the 5 areas (with a 450 average).
- As you assess and update, you will want to know how your scores correlate to a GED Score.
- When you score 410 or higher, you should be ready to take the exam.

Area	TABE SCORE	GED SCORE
Reading	576-588	410
Reading	629-642	450
Reading	696-708	500
Math	587-600	410
Math	645-658	450
Math	718-731	500



Previous and Next buttons



GED PRACTICE TESTS



Once you have built any necessary skills in Reading Language, and Math, your instructor will give you a **GED Practice Test**.

If you score 500 or better in each section of the **GED Practice Test** (which will also include Social Studies and Science) and have 30 hours of class time, the State will pay your GED test fee, the cost of which is \$50.00.



Previous and Next buttons



THE GED TEST

- ✓ When you are ready to take your official GED test, your instructors will give you paperwork to fill out, and they will register you to take the test.
- ✓ You will receive a folder of all your necessary test documents that you will need to take with you on your test day.
- ✓ You will also have the opportunity at this point to take the WorkKeys tests.



Previous and Next buttons





WHAT'S YOUR GOAL?



Once you receive your GED, you can participate in the **Faulkner State GED Graduation Ceremony** held each spring at the Bay Minette Campus.

You can also visit one of Faulkner's specialized counselors who can help you complete your enrollment and financial aid for college and advise you on career path choices.



A company of ST Engineering



AIRBUS



GENESIS
CAREER COLLEGE



Previous and Next buttons





WELCOME TO OUR
CLASSROOM
& GOOD LUCK WITH
YOUR STUDIES



Pre
vie

utton

APPENDIX IV

FORMS FOR GROUP MASTER PROJECT

STORY BOARD RUBRIC & FEEDBACK TABLE

Storyboard Rubric & Feedback Table

Student: _____ Grade: _____

EDU-6617 Storyboard Rubric & Feedback Table		
Story Board:		
	Possible Points	Points Earned
Presentation Template: Has the storyboard used a proper template?	5	
Graphic Areas: Are graphic areas included and properly placed on the slides/boards?	15	
Navigation Areas & Logo: Are the navigation areas and logo properly presented?	10	
Instructional/Content Areas: Are the content areas included and properly sequenced?	15	
Number of Slides: Does the storyboard include a minimum of 12 slides/boards?	10	
Originality: Are the images original in design?	10	
Overall Aesthetic Design: Is the image design appealing?	10	
Text: Is the text easy to read and communicates the intended message?	10	
Spelling & Grammar: Is the storyboard free of spelling and grammatical errors?	3	
Goal: Does the storyboard accomplish what is trying to communicate?	10	
Proper File Name: Is the storyboard file saved properly? MJordan_EDU 6617_Storyboard_	2	
Late Submission: – 10% per week late		
Total:	100	
Feedback Comments:		

WEEK 3 FINAL PROJECT TOPIC PROPOSAL

Week 3 Final Project topic Proposal

EDU-8817 Proposal Rubric

Topic: Group Master Design Project Topic

Proposal Due Date: End of Week 3, at 12 Midnight on Sunday EST

Percent of Grade: 12.5% of the final grade

Directions: Prepare a 100 to 300 word essay, in APA format, proposing the topic title and purpose the topic of your final project for this course. The proposal will be approved or disapproved according to the rubric below. Include the conceptual your group decided on in Week 2.

Attributes	Approved	Approved with Conditions	Disapproved	Points Earned
	90 to 100 Points	70 to 89 points	0 to 69 points	
Topic Title	identified a topic of an interest and appropriate as for PowerPoint Instructional Project for the course, EDU 8817 Graphic Design in Multimedia Instruction.	Identified a related topic which the student found interesting and somewhat educationally useful for this course.	The topic is incomplete, too easy to attain, or is not appropriate for the EDU 8817 course.	
Purpose	The topic purpose and idea are well-developed, purposeful, and educationally useful. Proposal included clear learning objectives and an instructional approach to address them.	The topic purpose and idea are somewhat developed, purposeful, and educationally useful. Learning objectives are somehow clear and instructional approach is somehow included.	The topic purpose and idea are incomplete, too easy to attain, or does not flow logically, or is not appropriate for the EDU 8817 course. No instructional objectives are presented and/or no instructional approach is included.	
Graduate Work	Proposal reflects graduate work. Well written with 3-part APA style; free of grammatical and, spelling mistakes. References listed properly in the end.	Proposal somehow reflects graduate work, but needs some adjustments	Proposal does not reflect graduate work.	
Comments				Total Points Earned

FINAL PROJECT CHECK-LIST

FINAL PROJECT CHECK-LIST	
EDU-6617 Graphic Design in Multimedia Instructional PowerPoint Project CHECK-LIST	
<i>Topic: (you must have an approved topic- see Project Proposal)</i>	
Structure: (15 points) - Presentation includes introduction, body, and conclusion - Instruction addresses stated goals/objectives - Materials are instructional in nature - Description, explanations, and/or details are thoroughly Explained in the "notes section" for each slide.	
Graphic Design Elements: (75 points) - ACE model described and used - TAP building blocks described and used - Good Typography Elements used - Good Shape Tools used - Good Color Tools used - Good Depth Tools used - Good Space Tools used - Good use of Contrast - Good use of Alignment - Good use of Repetition - Good use of Proximity - Good use of Figure/Ground Perceptions - Good use of Hierarchy Perceptions - Good use of Gestalt Perceptions - Good use of Multimedia components (sound, animations, etc)	
No Spelling or Grammar errors (5 points)	
Creativity and Originality: (5 points)	
Notes:	

APPENDIX V

FILES BY FOLDER

Start Here / Course Overview

[Syllabus](#)

[Textbook Image Rotated](#)

[Textbook at Bookstore](#)

[Textbook Image Straight](#)

[Troy Site Map](#)

[Header Image](#)

Meet your Instructor

[Dr. Deb Fortune Photo](#)

Static Site Map

[Static Site Map goes to Site Map Page Do Search for Site Map](#)

[Image 1 to show location of dynamic site map](#)

Syllabus

[Syllabus Link](#)

[Syllabus DOCX](#)

[Syllabus PDF](#)

Course Overview

[Only Image is the Rotated Textbook](#)

Lessons by Week

Entry Page

[Image 1: ACRONYMS](#)

[Image 2: Word as Image \(JI Lee\)](#)

Week 1 Visual Literacy Folder

[Visual Literacy Graphic](#)

[Education Planner / What's Your Learning Style image](#)

Week 1 Lessons, Activities, and Resources Folder

To Do Lists [doc](#) / [docx](#) / [pdf](#)

Week Complete List [doc](#) / [docx](#) / [pdf](#)

Week 1 Lesson 1 Preface & Chapter 1 –Universal Design

[YouTube Video UDL Maryland Learning Link](#)

[Transcript for the Maryland Learning Link UDL Video](#)

Week 1 Lesson 2 Preface & Chapter 1 –Visual Literacy

[Visual Literacy Recast of Dr. Deb Fortunes PowerPoint Slides](#)

Week 1 Lesson 3 Chapter 4 –ACRONYMS of DESIGN

[Zaption.com Video](#)

Week 2 Learning Theory and Tools of the Trade Folder

Designer Tasks Graphic

To Do Lists doc / docx / pdf

Week 2 Lesson 1 –Chapter 3 Learning Theory

Working Memory Graphic from Linda Lohr

Week 2 Lesson 2 –Tools of the Trade: Typography

YouTube Video but edited and hosted on the Troy Server

Week 2 Lesson 3 –Tools of the Trade: Technology

Techo-Centric Graphic

Week 2

Lesson 1 –Chapter 3 Learning Theory Inside Folder

Type Style.pdf

ADDIE and Instructional Design Video

The History of Typography by Ben Barrett Forrest Video

A Lesson on Typography by Fatxican

Master Project Group Folder

Folder Image

Discussion Boards

Weekly Critique Board

Week 1 DQ1 : Bad1.jpg

Week 2 DQ1: Superdrug

Class Glossary Wiki

Header Image

Resource Directory Wiki

Header Image

Interviews, Bios, Photos, and Learning Styles Wiki

Dr. Deb Fortune Photo

BIBLIOGRAPHY

- (n.d.). Retrieved from Blogspot.com: http://4.bp.blogspot.com/-PO1-okYKz6g/UGzYaHk4Gkl/AAAAAAAAAEA/D-RfG_5Y2K4/s1600/800_56_Superdrug_700.jpg
- (n.d.). Retrieved from CUTE PDF: <http://www.cutepdf.com>
- (n.d.). Retrieved from PDF Lite: <http://www.PDFlite.com>
- (n.d.). Retrieved from PDF 995: <http://www.pdf995.com>
- (n.d.). Retrieved from fonts.com: <http://www.fonts.com/>
- (n.d.). Retrieved from CoffeeCup: <http://www.coffeecup.com/>
- (n.d.). Retrieved from Zaption: <http://www.zaption.com/>
- (n.d.). Retrieved from Prezi: <http://prezi.com/>
- (n.d.). Retrieved from Wordle: <http://www.wordle.net/>
- Amazon.com *Creating Graphics Learning Performance Literacy*. (n.d.). Retrieved from <http://www.amazon.com: http://www.amazon.com/Creating-Graphics-Learning-Performance-Literacy/dp/013219158X>
- Awareness Test*. (n.d.). Retrieved from YouTube: <https://www.youtube.com/watch?v=QdwDOL34LIA>
- Burrell, (n.d.). *ASSURE or ADDIE Model for integrating instructional technology*. Retrieved from Oswego.edu: <http://www.oswego.edu/~burrell/addiemodel.htm>
- ClinicalHypnosis. (n.d.). Retrieved from YouTube: <https://www.youtube.com/watch?v=QdwDOL34LIA>
- Common Instructional Systems Design Models*. (n.d.). Retrieved from <http://mathcs.wilkes.edu/~rpryor/ed589/isd.html>
- Dabbagh, N. (2007). The online learner: Characteristics and pedagogical implications. . *Contemporary Issues in Technology and Teacher Education*, 7(3), 217-226.
- fatxican. (n.d.). *A lesson on typography*. Retrieved from YouTube.com: <https://www.youtube.com/watch?v=Ki6rcXvUWPO>
- Folder Icon (PSD)*. (n.d.). Retrieved from GraphicsFuel.com: <http://www.graphicsfuel.com/2012/03/folder-icon-psd/>
- Fortune, D. D. (2014). *ETROY Graphic Design in Multimedia EDU-6617-XTIA 14/T1 (Fortune)*. Retrieved from Troy.Blackboard.com: https://troy.blackboard.com/webapps/blackboard/execute/announcement?method=search&context=course_entry&course_id=_387381_1&handle=announcements_entry&mode=view
- Fortune, D. D. (n.d.). *From type to typography*. Retrieved from YouTube.com: <https://www.youtube.com/watch?v=W7Uvw2vLBrI>
- Fortune, D. (n.d.). EDU 6617 Graphic Design in Multimedia. *Online Course*. Alabama: Troy University.
- Graphic Design in Multimedia*. (2015). Retrieved from Blackboard EDU 6617 Course: <http://www.troy.blackboard.com>
- Home Page*. (n.d.). Retrieved from Instructional Design Theories: <http://www.indiana.edu/~idtheory/home.html>
- Horton, W. k. (2012). *E-Learning by Design, 2nd Edition*. San Francisco, CA: Pfeiffer.
- Instructoinal Design Theories*. (n.d.). Retrieved from Indiana.edu: <http://www.indiana.edu/~idtheory/home.html>
- Kirkpatrick, D. L. (2006). *Evaluating training programs: The four levels*. Sanfrancisco, CA: Berrett-Koehler.
- Krause, T. (n.d.). *Five Free Utilities to make your Design Life Easier*. Retrieved from YouTube.com: <https://www.youtube.com/watch?v=zYvXOzf3r5o>
- Layng, J. M. (2004). *Media design: The practice of communication technologies*. Upper Saddle River, NJ: Prentice Hall.
- Lee, H.-S. &.-Y. (n.d.). *Dick and Carey Model*. Retrieved from http://www.umich.edu/~ed626/Dick_Carey/dc.html
- Lee, H.-S. L.-Y. (n.d.). *Dick and Carey Model*. Retrieved from UMich.edu: http://www.umich.edu/~ed626/Dick_Carey/dc.html
- Lee, J. (n.d.). *Word as Image*. Retrieved from YouTube: <https://www.youtube.com/watch?v=J59n8FsoRLE>
- Lin, T. (n.d.). *What is Graphic Design*. Retrieved from <http://blogs.baruch.cuny.edu/2050sum2014/?author=17684: http://blogs.baruch.cuny.edu/2050sum2014/files/2014/06/bad1.jpg>
- Lohr, L. L. (2008). *Creating Graphics for Learning and Performance*. Upper Saddle River: Pearson Education, Inc.
- Lohr, L. L. (n.d.). *Second best practices: Facilitating learner integration* . Retrieved from LindaLohr.com: http://www.lindalohr.com/Taiwan_Presentations/SecondBestPractice/index.html
- Lucid Chart*. (n.d.). Retrieved from Lucid Chart: <http://www.lucidchart.com>
- Microsoft. (n.d.). Retrieved from Typography: <http://www.microsoft.com/en-us/Typography/default.aspx>
- Microsoft. (n.d.). *ClearType Information*. Retrieved from Typography: <http://www.microsoft.com/en-us/Typography/ClearTypeInfo.aspx>
- Microsoft. (n.d.). *What is TrueType?* Retrieved from Typography: <http://www.microsoft.com/en-us/Typography/WhatIsTrueType.aspx>
- Porter, J. (n.d.). *Techno-centric Digital Image*. Retrieved from prodinstres.pbworks.com: http://prodinstres.pbworks.com/f/1287101969/techno-centric.gif
- Productions, P. (n.d.). Retrieved from Awareness Test: <http://youtu.be/TxgWHsfk6Zg>
- Pryor, r. (n.d.). *Common Instructional Systems Design Models* . Retrieved from Wilkes.edu: <http://mathcs.wilkes.edu/~rpryor/ed589/isd.html>
- Punks, J. (n.d.). *Atlanta*. Retrieved from YouTube.com: <https://www.youtube.com/watch?v=wp4zXceF33g>

The history of typography-Animated short. (n.d.). Retrieved from YouTube.com:
<https://www.youtube.com/watch?v=wOglkxAfJsk>

Typography. (n.d.). Retrieved from CounterSpace: <http://www.counterspace.us/typography/>

Universal Design for Learning (UDL). (n.d.). Retrieved from <https://www.youtube.com/watch?v=aaSZqgr2eUM>

University, T. (2014). *Troy 2014-15 graduate catalog.* Retrieved from Troy University :
<http://www.troy.edu/catalogs/1415graduate/html/8G-edu.html>

What's Your Learning Style? (n.d.). Retrieved from EducationPlanner.org: <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

WhatTheFont. (n.d.). Retrieved from MyFonts: <https://www.myfonts.com/WhatTheFont/>