INSTRUCTOR  
Peter J. Fadde  
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http://peterfadde.com/ (professional website)  
http://lsdt.siu.edu/ (Learning Systems Design & Technology)

OFFICE HOURS  
Tuesday 3-5 pm; Wednesday 10am-3pm. Or by apppointment.

DESCRIPTION  
An introduction to the evaluation, use, design, and development of interactive instructional multimedia programs. The methods of Tutorials, Drills, Simulations, and Games are covered. Projects involve designing interactive instructional multimedia programs.

Between-class discussion and activities use the SIU Online (D2L). All class communication is via SIU e-mail. It is the students’ responsibility to check SIU e-mail and D2L regularly.

OBJECTIVES  
After completing CI 484, students will be able to:

• Evaluate interactive multimedia instructional programs using research-based criteria and principles.
• Integrate interactive multimedia into education or training.
• Work with a client to assess audience, objectives, budget, and production schedule to develop a multimedia program.
• Design, develop, and test interactive multimedia programs.

TEXT  

GRADING  
The following activities will receive grades as shown below:

• Participation (including on-line forum)……………………..20%
• Activities (e.g., multimedia evaluations)………………….30%
• Mid-term………………………………………………………10%
• Projects…………………………………………………………40%

GRADING  
A:  90 – 100 percent of points  
B:  80 – 89 percent of points  
C:  70 – 79 percent of points

ATTENDANCE  
Students are expected to attend class sessions on campus or online (Adobe Connect). Students who elect to attend online must have microphone capability. Discussion points are combined between in-class and asynchronous (D2L) discussion forums.
## Schedule for ci484-Interactive Multimedia: Fall 2015

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class</th>
<th>Assignment (for class)</th>
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</thead>
<tbody>
<tr>
<td>8/26</td>
<td><strong>Introduction to Interactive MM</strong></td>
<td>In-class workshop: Screencasts</td>
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<tr>
<td>9/2</td>
<td>Multimedia Design principles</td>
<td>A&amp;T Ch. 3 General Principles</td>
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<td></td>
<td>SAS Curriculum Pathways demonstration</td>
<td>Meyer Multimedia Principles (summary)</td>
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<tr>
<td>9/9</td>
<td>Tutorials - Introduction</td>
<td>A&amp;T Ch. 4 – Tutorials</td>
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<td></td>
<td>Tutorial Evaluation (screencast)</td>
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<tr>
<td>9/16</td>
<td>Tutorial – Project</td>
<td>Project 1 – Tutorial Project (proposal)</td>
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<tr>
<td>9/23</td>
<td>Tutorial - Project</td>
<td>Project 1 – Tutorial Project (rough)</td>
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<td>Formative Evaluation (FE)</td>
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<tr>
<td>9/30</td>
<td>Drills (lecture)</td>
<td>Project 1 – Tutorial Project (final)</td>
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<td>Tutorial Project Report</td>
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<tr>
<td>10/7</td>
<td>Drill-Game Examples</td>
<td>Fadde: Drill-Games chapter</td>
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<td></td>
<td></td>
<td>A&amp;T Ch. 6 – Drills</td>
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<tr>
<td>10/14</td>
<td>Simulations and Games</td>
<td>Ch. 8 – Games / Ch. 7 – Simulations</td>
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<td></td>
<td>Drill-Game Evaluation</td>
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<tr>
<td>10/21</td>
<td>Simulations and Games</td>
<td>Simulation-Game Evaluation</td>
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<tr>
<td>10/28</td>
<td>Scenario-Based Simulation (SBS)</td>
<td>Driscoll – Scenario-Based Learning</td>
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<tr>
<td>11/4</td>
<td>Mid-term exam (online)</td>
<td>Review A&amp;T Ch. 3, 4, 6, 7, 8</td>
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<td>Mayer Multimedia Principles</td>
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<td>Fadde Drill-Games</td>
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<tr>
<td>11/11</td>
<td>NO CLASS (Veteran’s Day)</td>
<td>Project – Scenario-Based Simulation: Proposal</td>
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<td>11/18</td>
<td>SBS Project</td>
<td>SBS Project Rough Draft</td>
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<td>Storyboard/Flow Chart</td>
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<tr>
<td>11/25</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12/2</td>
<td>SBS Project – Peer Evaluation</td>
<td>SBS “Finished Rough”</td>
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<tr>
<td>12/9</td>
<td>NO CLASS MEETING</td>
<td>SBS Project - Final Version</td>
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<tr>
<td>12/16</td>
<td><strong>Course Summary</strong></td>
<td>Final Exam Week</td>
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<tr>
<td></td>
<td>ICE evaluations</td>
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This schedule is subject to change.
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
Literacies:

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:

- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:

- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:

- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements
References


Syllabus Attachment Fall 2015

IMPORTANT DATES *
Semester Class Begins ............................................ 08/24/2015
Last day to add a class (without instructor permission):........... 08/30/2015
Last day to withdraw completely and receive a 100% refund: ...... 09/06/2015
Last day to drop a course using SalukiNet:............................ 11/01/2015
Last day to file diploma application (for name to appear in Commencement program):....... 09/18/2015
Final examinations:......................................................... 12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stop- ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic sup-port services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accounta-bility and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
http://safe.siu.edu
SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
   Tutoring: http://tutoring.siu.edu/
   Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

http://pvcaasiu.edu/