

EXPLORING ONLINE LEARNING AT UNOH (UNIVERSITY OF  
NORTHWESTERN OHIO): DM125 GRAPHIC IMAGING

A CREATIVE PROJECT

SUBMITTED TO THE GRADUATE SCHOOL  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTER OF ARTS IN TELECOMMUNICATIONS

(DIGITAL STORYTELLING EMPHASIS)

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## Overview

This project chronicles the planning and creation of an interactive digital syllabus for the Digital Multimedia 125 (hereafter known as DM 125) Graphic Imaging course taught at The University of Northwestern Ohio (hereafter known as UNOH). This course is offered during the Winter Quarter (10 weeks) at UNOH and it is usually during a new student's second quarter in the Associates degree program of Digital Multimedia. The course is an introduction to Adobe Photoshop and based on student comments it is the most favorite Digital Multimedia (further known as DMM) course of most students. Throughout the year and a half that students are in the DMM program; they use Photoshop in about 75% of their classes. The majority of them also comment on how much they love the program and the course. Further evidence can be found in Appendix A.

As a faculty member at UNOH this class is part of my portfolio. Normally I teach this course once a year and I personally enjoy teaching this class because of my professional background in Photoshop and the impact it has on students since much of their additional work involves Photoshop. Because of my professional background and training in Photoshop and because students will use the Photoshop information in much of their other work it seems that a "digital" on-line syllabus should be created for this course using Photoshop skills along with other software applications.

My professional training is based on certification in Adobe Photoshop called Visual Communication using Adobe® Photoshop® offered through Certiport testing centers. Given my certification, several key elements of the on-line syllabus will help prepare the students for such certification. These areas will be clearly designated on the site and in this paper. To better prepare students there will be tutorial videos, sample test questions, and links to other certification preparation materials. These tools have been included in the DM125 course in the past; they are just now being directly linked to the objectives of the certification, by way of the

digital syllabus. Much of this content has been created by instructors at UNOH or downloaded from various Photoshop tutorial sites ([http://www.adobe.com/.](http://www.adobe.com/)) with permission to use the content.

## CHAPTER 1 – SYLLABI IN THE DIGITAL WORLD: A NEED?

This project is intended to be one that any student, despite their level of completion in the DMM degree, as well as any future student could navigate through with ease. It would allow them to have a preview of what they were going to accomplish during the course as well. Students who are taking this course virtually will watch the examples and then utilize the interactive syllabus to complete the same task on their own. If they truly devote time to the site they should be able to complete assignments in 10 weeks, as that is the normal course length in the traditional classroom. The version developed for this creative project, is designed to be just a preview of the course and other class components will be added in the future versions. The core elements will be part of this project so that the basics are covered. Some finer elements of Photoshop would be added as the course develops and as students work with the material. Students and faculty will be encouraged to evaluate content and suggest changes to both the content and exercises for future modification. .

Creating a digital syllabus will allow for interactivity and hopefully be more appealing to the type of students who enroll in the DMM program. It would also allow the UNOH Admissions Staff to use it in their marketing to new students. I will create the virtual class in Adobe Director <http://www.adobe.com/products/director/> to allow for web based interactivity and cross-platform viewing. More information on Director and its capabilities is included in Chapter 3

Virtual classes and Web-Enhanced courses at UNOH use the Angel Learning platform, now owned by Blackboard. That they can access course materials from school, work, or home. Perhaps the accessibility of the syllabus is the best benefit for the students. They are able to view

it at home, work, school, during holidays, and even on their iPods, cell phones, and other PDA devices.

As of October 2007 Apple has sold more than 119 million iPods, showing how popular small digital media devices are. Duke University has used iPods to offer oral quizzes, verbal feedback on assignments, and storing professor lectures (Lacina, 2008). The version of the interactive syllabus created for this creative project is not fully supported on an iPod, but it can be modified to support mobile technology.

Students are able to submit homework, through drop boxes in the Angel platform, and the instructor can download their work and grade it. Once the work is graded, the instructor puts comments in the dropbox and there is an option to email the comments to the student's UNOH email address as well. Each assignment is provided to the student in Angel, as well as the rubric for how it will be graded. Students are encouraged to contact the professor if they have questions. A sample assignment is included in Appendix B.

This course is now offered only once a year, which fits in the student's iteration sheet for their first Winter Quarter. The DMM students have to take this course since it is a required course for graduation and it is a pre-requisite to the DM230 Advanced Graphic Imaging course.

The university is growing more every year and adding more majors. UNOH has 574 students who have applied to attend in the fall 2009 quarter. The DMM degree alone has 67 new applicants, which is up from last year. This could be an opportunity to increase enrollment by offering it to students of other majors. DM 125 used to be offered as an elective for non DMM students, but that option ceased in fall 2006. I feel that having this course as an elective again might allow us to offer it every quarter. Considering students not enrolled in the DMM program most likely do not know much about Photoshop, the interactive syllabus would give them an opportunity to view the course content before they decide to take it as an elective. Or they might be allowed to prep some work prior to enrolling as a requirement.

It seems that often students will not sign up for an elective because they think it will be hard, even for classes such as chess or art. Instructors will post flyers, hold informational meetings, visit classes to talk about it, and even try offering food, but none of this seems to be a definitive way for a student to decide on taking a specific elective or not. My idea would be to provide a flyer with a web address for them to check out for more information. I would even consider leaving miniature CD-ROMS with the syllabus on them. Students could take a copy and check it out on their own. These CD-ROMS are fairly inexpensive when purchased in bulk. Another costlier method would be to purchase a kiosk that could be placed in a main hallway, near heavily used classrooms. This idea has been considered by the university, but no action has occurred. See Appendix C for screenshots of what this kiosk might look like.

## CHAPTER 2 – BACKGROUND FOR THE CLASS AND UNOH

My target audience is quite broad. First I am targeting students who are enrolled in the class as part of their required courses. A Secondary audience will be, the potential DMM students considering UNOH for their degree. The non-DMM students who are considering this class as an elective would be another audience. Finally, the UNOH Administration might consider using interactive syllabi for other classes, if this project accepted by them. Since DM200 teaches students how to use Adobe Director, It is possible that one of the class projects could be developing such syllabi for other UNOH classes.

The target audience will change based upon who is viewing it. The project itself will differ in what content is shown to the user. Future versions will have an initial menu that would give the user a chance to “identify” that they are a current student majoring in DMM, a student taking it as an elective or a future UNOH student, and they are then directed to the content that is best suited for them. If someone decides to explore the entire project, they might actually learn something they did not know. The version of the interactive syllabus created for this creative project is solely created for and dedicated to on campus students enrolled in this course for a grade.

The target audience is also not restricted by age. In ten years of teaching, I have taught students from sixteen years of age to their mid-eighties. I used to teach basic Windows, Internet, and Microsoft Office programs to retired Ford employees. The ages of my DMM students at UNOH have mainly been under twenty years old with a scattering of 20, 30 and 40 year olds.

Graphic treatment

UNOH uses specific colors for all university related projects, so those colors will be incorporated into the design of this interactive syllabus. The layout will also be consistent with that of other UNOH projects and their website. This is necessary if it were to be accepted and used campus wide. It would also provide students with a sense of consistency and familiarity when they access it from other UNOH sites and resources.

### CHAPTER 3 – ADOBE DIRECTOR AS A TOOL

This interactive syllabus is created using Adobe Director 11, which is a multimedia authoring tool. I chose this program due to its versatility in creating a robust multimedia environment. The program is capable of incorporating sound, video, and animation all in one environment. If the programming is done correctly, the overall file size is small enough to place on a CD/DVD, website, or laptop.

I first created all graphic treatment in Adobe Photoshop and simply imported it into Director. I created the video tutorials by recording myself demonstrating various skills in Adobe Photoshop. In future versions, I would like to incorporate tutorials from Atomic Learning, which UNOH pays a per user license every year. Atomic Learning is a web-based video tutorial program for many other programs aside from Photoshop. The University attempts to provide enough licenses for those that are using it for classroom purposes. See Appendix D for the Terms of Use from Atomic Learning.

Adobe Director is excellent for adding animation, sound, video, and interaction for use on the web, CD/DVD production, video games, and other digital uses, but it does have some technical quirks. If a professor wants to use this software to show video, they will need to make sure it is either a high quality .avi or .mov type. Any other type of video, in version 11, might play, but you cannot show and use the video controls at the bottom of the video. The user will have to watch the whole video all the way through each time. I recommend that the videos be high quality .avi or .mov files in order to provide the ability to pause, rewind, and fast forward. In a study conducted on the three most common methods for software training, video provided the

highest level of user control. This study looked at video tutorials, instructor-led classroom training, and computer-based training. Video, in terms of control, provides self directed learning. “Self directed learners prefer to choose what to learn and where, when, and how to learn it” (Harp, Taylor, Satzinger, 1998). Again, providing user control over the video tutorials is the best means for promoting self learning.

Director allows for text to be imported from other documents such as Microsoft Word, eliminating the need to retype information. Since this is actual text in Director, one can make quick text edits without having to return to Word. In recent versions of Director, Photoshop files are now able to easily be imported into the program, allowing transparent backgrounds. In earlier versions, it would take hours to slice an image apart and import each piece into Director.

Director also imports Flash .swf files and they run smoothly. This allows for simple background animations that can be added to a presentation. Older versions of this software would crash if you tried to import background images or videos. Director has become an all inclusive software program, allowing all other media to be incorporated into one multimedia authoring tool.

If an instructor were to consider this software program, I would recommend including more programmers in the project. The instructor needs programmers with specializations in Photoshop, Director, Flash, and Adobe After Effects. These programs are highly specialized like After Effects for example. This program creates dynamic text, animations, and 3D effects for video. It also encodes the video to a format playable in Adobe Director. One must also understand video editing and compression in order to include high quality video tutorials.

#### Why set up the syllabus in this manner

I decided to create a syllabus in this format because of several reasons. I primarily teach students in the Digital Multimedia Curriculum, so they are students who are more inclined to digital technology. They would be more likely to embrace a digital syllabus. These students are also

prone to throwing paper away or losing it. There have been numerous times that an assignment was passed out on hard copy paper. After a couple of days, the students are asking if they can have another copy because they can't find theirs. When I teach a course virtually or offer a web-enhanced Angel shell, I will also place a digital copy of the syllabus and assignments in there. During these classes, it is evident that students ask for copies substantially less. If I approach the students from a perspective of digital technology, they seem to be more open to me. The more I try to restrict them from the Internet, video, and music, the more it seems they shy away.

Some universities have completely banned digital devices, such as iPods, because they believe that they might cause social isolation (Lacina, 2008). Other schools have reported the use of such devices for cheating purposes, which is a fear at UNOH. The UNOH faculty members like new technologies, but they are struggling with the use of new technology in such a way that cheating and/or "drifting" off to other digital venues beyond class is not done excessively.

Some universities, such as the University of Alabama College of Arts and Sciences, University of Central Florida College of Engineering, St. Mary's University of Minnesota, and CUNY School of Professional Studies, have adopted Tegrity to enhance student learning (PR Newswire, 2007). Tegrity is aimed at the entire learning across campus recording, indexing, and storing class content for later searches. Tegrity improves retention and student satisfaction by utilizing Web 2.0 capabilities and provide class content anytime and anywhere via the Internet (PR Newswire, 2007). Technology, used within a proper academic setting, allows for a student to succeed, however the student has to use the technology and use it properly.

## CHAPTER 4 – PROCEDURES TO SET UP THE ELECTRONIC COURSE SYLLABUS

### The pedagogical rationale for on line format

In recent years, online courses have seen an increase of about 33% (LaPointe, Reisetter, 2008). As the main instructor in the Digital Multimedia program at UNOH, I have been asked numerous times why this degree is not offered online. My response is always that the students would need to purchase the software and it is costly. Students would need to purchase the Adobe CS4 Master Collection which roughly costs \$524.00. They would also need to purchase Adobe Director which has an educational cost of \$118.00. Due to the specific hardware specifications for this software, a typical computer might cost a student \$1,500.00 to \$3,000.00.

This issue is slowly becoming null and void as high-speed Internet connections are becoming increasingly available. Gone are the days of small, choppy, and pixilated videos streaming from the web. YouTube helped to boost the interest in online video and the technology has seemed to morph around it.

What seems to be the current hindrance to this degree being offered online is how it is marketed to new students. The name is quite broad and the Admissions department has a hard time keeping up with changing technology since it seems to happen daily. Many students don't really know what the degree is about and how they might use it to get a job. With the opportunity to showcase digital syllabi on UNOH's website, students would be able to navigate through a course material and see what they would accomplish in the class.

In today's job market, there are many adults who desire a degree, but lack the time to sit down in a classroom three or four days a week. Many of UNOH's classes are only offered from 8

am until 2 pm, thus excluding individuals who might work a typical 8 to 5 job. A virtual course, conducted in a similar manner to what we offer now, would allow for working adults to complete their assignments from home, or the UNOH campus if they lived with a reasonable driving distance. Our Virtual College has increased their enrollment in recent years, showing that there is a need for more online classes and degrees.

Online learning seems to be highly favored by graduate students because they enjoy the convenience and flexibility given their busy schedules (LaPointe, Reisetter, 2008). Being that I am a graduate student myself, with a wife and two kids, as well as a full time job, I wholeheartedly agree. However, I chose the traditional classes of Ball State because I am not self-disciplined for study on my own. For some students, online learning can help students to become more independent by promoting personal development and self regulation (LaPointe, Reisetter, 2008). Another issue that might be resolved is the scheduling of our classes. The Digital Multimedia degree has one of the larger enrollments in the College of Business, but classes are only offered once a year. Students must complete courses as sequenced or they run the risk of graduating at a later date than expected. If the program were to go totally on line as a virtual offering, there would be a need for the class to be offered as both a traditional day class and a Virtual College class. There might be a possibility to stagger courses between the day and VC classes. For example, DM125 would be offered in Fall Quarter traditionally and virtually during the winter quarters. This might allow a student to catch a class that they were unable to take before and not have to wait another year. In other words, some classes normally offered just one quarter a year might be offered at least two quarters if not more a year.

#### What is the distinction between on campus and off campus students from a learning perspective

On campus students are those that live in one of the UNOH dorms and he or she attends primarily traditional day classes. Off campus students are those that live off campus and commute to day and evening classes or they are students who are seeking their degree. They receive all

assignments virtually and take their tests with an UNOH approved proctor. There are students who study both virtually and traditionally because it allows them to be flexible in their home and work life.

#### Providing other virtual opportunities

All of our current DMM programs can be marketed with this software. Once a good project is running, it is only a matter of saving the project to a new name and changing the content and buttons to match the new course syllabi. The only issue that arises is whose job is it to update the content. Other UNOH faculty can be taught to update a digital syllabi such as this. However, it would be more practical to create these syllabi through the DM200 course as an assignment. The students are already being taught how to use the program.

#### What is the expense of providing these?

Currently, there are no expected costs involved in producing these syllabi, other than burning them to a CD-ROM. Again, the students are already learning this software in the DM200 and DM263 courses and the students have to complete a similar project for credit in DM200. The students need to complete an assignment very similar to this interactive syllabus in order to pass the class. They store the files on the UNOH server UNWOSRV8, which is accessible to everyone. DM263 teaches object-oriented programming in Director and time could be dedicated in that course to these projects as well. Essentially, the students would be learning to work with a "client" as they are required to do these class syllabi as directed by an instructor who teaches that particular course. For example, if a student were working on an interactive syllabi for a Basic Math Class, they would also be in contact with the primary instructor of that course. Essentially, the University could use students, who are required to do such a project anyway, to complete an interactive syllabus for every class at UNOH and easily update those that change from year to year. I plan on requiring this for a project when I teach DM200 again in spring 2010,

unless the University decides to either not utilize these programs or they decide to not assign University related projects to students.

These syllabi are programmed in such a way that an UNOH employee, even without DMM experience, could be trained to update content for each syllabus. There are no reasons for this program to be outsourced given the number of students we have who are experienced in this software. Many of them are eager to gain a little additional experience and pad their portfolio.

#### What is the potential financial impact on UNOH

UNOH could potentially see an increase in DMM enrollment. Since I started teaching in the program in 2004, we have gone from graduating twelve students a year to twenty-five students a year. Our enrollments have increased as well, starting twenty five students in 2004 and having a potential fall 2009 start of sixty-five.

As mentioned previously, there are a few students each year who ask if there are virtual programs. There is a small market niche there currently and our admissions staff would market a virtual DMM program quite aggressively. We currently have admissions representatives in most states.

According to statistics from our Admissions Department, we have had students from forty-four states, mostly in our College of Technologies. Currently, we have College of Business students from Ohio, Indiana, and Michigan. We have had students from other states in the past. Our college is marketed well outside of Ohio and it would be a matter of existing representatives advertising a new program. We have such a good marketing program that we impressed a representative from Ivy Tech in his home state of Indiana. I spoke with him recently and he said there were two UNOH representatives at a career center in Indiana, as compared to just him by himself from Ivy Tech.

## CHAPTER 5 – ADVANTAGES/DISADVANTAGES TO “ON LINE” LEARNING / “ON LINE” HELP

In order for on line learning to be successful, there must be some form of success in the program (Chen, Lin, Kinshuk, 2008). When learners are satisfied with an on line-learning program, they are more likely to continue on with online learning. For example, if a student is struggling with an online course and they score low on assignments, they will be less likely to try another online course. However, if a student is scoring well and feeling as if they are learning, they will most likely continue to another course. The students satisfaction with the course is affected by whether they are successful or not. Other benefits might be higher retention rates, motivated students, and positive referrals to new students (Chen, Lin, Kinshuk, 2008).

Currently, the DMM degree is only offered to traditional day students. However, UNOH is looking for new degrees to offer online and the DMM degree has been a part of this discussion. The major setback in the past has been expensive software and computers. DMM software requires powerful hardware, such as video cards, RAM, and physical hard disks. In recent years, educational software, hardware and computer prices have dropped, DMM software has been able to work with machines of lesser power.

Many traditionally accepted teaching methods are based on an extended length of time in the classroom. UNOH typically offers the DM125 course over a ten week quarter (Hubbard, 2009). E-learning however focuses on learning in smaller increments of time. E-learners are usually working professionals who can't commit to extended time in the classroom. Often they are only able to give one night a week for their lessons.

John Medina has offered some rules that suggest how our brains work. Knowing and understanding these rules can help instructors to foster deeper learning in their courses. Brain power can be boosted through exercise (Hubbard, 2009). This has been witnessed countless times by students who are drowsy in class. Once you give them a break to walk around and “get some fresh air”, they are partially refreshed and ready to learn. Often when one is writing an extensive paper or studying course material, it is quite effective to go outside and walk around. This is from my own perspective as an instructor and a student.

Just as men and women are wired in different ways, so it is with each learner (Hubbard, 2009). DMM students at UNOH typically classify themselves as “visual learners”. Many of them complain if they are required to follow step by step instructions in a textbook. They would rather have the instructor demonstrate a skill on the screen than read the textbook.

The next rule is rather obvious; most people are not interested in boring presentations. In order to help the students learn, we should find creative and interesting ways of presenting the material. UNOH is constantly researching new supplements to classroom learning, many of which can be added to e-learning. One recent technique is iRespond, which is teaching with PowerPoint but asking questions in between slides. These questions can require a specific answer or offer the student multiple choice answers, or merely tally their responses in the form of a graph. The student’s responses are collected via wireless remote controls that each student is given at the beginning of class. Instructors at UNOH have noticed that quieter students have become encouraged to speak out in class and the question results have sparked conversation in the classrooms. Currently, only four courses are utilizing this technology as it was just introduced to the faculty two months ago.

Repetition is important because students tend to hear the information, use it one time, and then forget it by their next test. In order to learn and remember something, students need to hear and see it repeatedly (Hubbard, 2009). One of the benefits of E-learning is that a student is able

to look over the course materials whenever they want. An excellent example is the DP150 Microsoft Excel course at UNOH. This past Spring Quarter saw the addition of SNAP to the course materials. Students were required to purchase this course supplement that gave them access to the SNAP website (<http://snap2007.emcp.com/login/login.php>).

This website was created by the authors of the course textbook and the SNAP objectives were in line with the textbook. The best part of SNAP is an interactive web-based simulation of Microsoft Excel 2007, in the form of a tutorial. The student loads up the tutorial and they are required to perform certain tasks. If they are unsuccessful after three attempts, SNAP will show the correct way of completing the task and then they will proceed to the next question. The students are able to go back to a specific question and attempt it again. They can also open the tutorials at any time, from the UNOH campus or their house. Several E-learners in our DP150 VC (virtual course) have expressed their gratitude towards the SNAP requirement. They only major downfall to SNAP is bandwidth issues and it will often freeze or crash. This does disrupt the learning process, as many have noted to UNOH instructors.

E-learning should attempt to stimulate the student's senses (Hubbard, 2009). The current working version of the DM125 interactive syllabus contains an instrumental music track that is upbeat, somewhat like a song you might hear in a dance club. This track can be found on the CD-ROM version of this project or at the project preview site (<http://goakley.iweb.bsu.edu/DM125/DM125.htm>). Not all students like the same types of music, but a second version of this program could be designed to give the user an option to choose a type of music. Music is crucial because it helps to draw the student into the project, especially if it is a song that they like.

Another way to stimulate the senses, in this particular course, is to provide video tutorials that actually show what they will be learning in this course. This interactive syllabus has incorporated such video tutorials and allowed this to be more interactive. The videos are a screen

capture of an instructor demonstrating a few of the key concepts learned in the DM125 course. Using visuals is involving what Hubbard considers to be a crucial sense, that being vision, and the tutorials are an excellent supplement (Hubbard, 2009).

This syllabus is an attempt to put some of these rules into action considering some E-learning courses are very difficult and boring. Almost every student has experienced an online course or a boring traditional day course so these students will hopefully appreciate the efforts made in this syllabus. Adobe acquired Macromedia in 2005 and just recently released version 11 of Director. The latest version 11.5 was just released in the summer of 2009. It includes the ability to incorporate Flash FLV video files, which are they type of file that YouTube and other video sites use. If FLV files are created properly, they can allow for hours of high quality video to play on a website within a matter of seconds.

## CHAPTER 6 – THE END RESULTS AND FUTURE PLANS

This syllabus and course will migrate to curriculum offered by Adobe in order to fully meet their specifications in certification preparation. Adobe has books, lessons, and tests that are freely available to instructors who require the students to purchase their materials for class instruction. The decision to migrate is to remain consistent with Adobe as they change certification specifications.

The following is a walkthrough of the interactive syllabus from the perspective of a student enrolled in the class for a grade. The titles below are for each section that is accessible from the Main Menu.

### **Instructor**

This section lists the classroom information, class times and office hours for the instructor. There is a bio of the instructor that is intended to help the student see how the instructor is as a person. This helps them to understand that the instructor is a real person who does have a family and outside hobbies. There is a sidebar that lists the instructor's educational experience so that students can quickly see the education of their professor.

At the bottom, there is a section that attempts to either does or does not to explain the grading process to the students. Students in day and virtual classes both have expectations of their instructors that we don't necessarily share with them. For example, they expect grades to be returned to them instantly and for there to be complete feedback. Instructors generally return grades within one week of when they were due, giving ample time to grade them. Students expect grades within a week of when they submit the homework, even if they submit it early.

This section is intended to clear up any confusion or questions the student might have about contact with the professor. From this window, they will be provided any information needed to contact their professor. It is also intended to allow the students to be able to relate better with their instructor. All DMM traditional day courses will be include a web enhanced shell where a student can also chat and the instructor.

### **Tutorials/Quizzes**

The description is what is included in the UNOH course catalogue and any changes have to be approved by UNOH administration. Therefore, this section cannot be changed by the instructor. The description describes what the course content is about. UNOH has removed all specific software names so we are not out of date when a new version of a software program comes out. For example, we don't include Adobe Photoshop in the description in case we ever make a switch to another photo editing software.

This link also contains the training and assessment for all sections of this course. In this section, students are able to view videos, from the actual instructor, for most tutorials. They are able to access a quiz from the main Tutorials page. Further development of this section will see navigation changes as those shown in Tutorial Four. Currently, students enter Tutorial Four and see a description of what is to be learned, click a link to the tutorial, click a link to the actual course assignment for this section of the course, and finally take a quiz over terms for this section. This provides quicker access to the exact material the student desires. Another navigation change that might be made in the future is the Main Menu. There are several links to each area of a typical syllabus. However, many could be combined to provide more room on the menu and allow for more graphical buttons.

### **Course availability**

This section is very brief and it shows the quarters that this class is offered. Currently, UNOH only offers DM125 once a year during the winter quarters. In future versions of this

interactive syllabus, this would display all degrees that this class is offered in or if it has been added as an elective in some of the programs.

### **Textbook/supplies**

Textbooks change almost yearly, as does the software versions. This section will provide the current textbook to ensure the students are purchasing the correct book. This section is also set aside to tell the students of any other materials they might need, such as external portable hard drives to keep all of their work for the UNOH Portfolio Capstone course.

### **Course requirements**

There are specific tasks that need to be completed in order for the student to pass the course. This section is not specifically referring to the actual grades needed, but rather what assignments are required in the course. This section also states what grading scale will be used, which is the UNOH grading scale that is found in the student handbook.

### **Assessment**

The University of Northwestern Ohio has six institutional goals. While enrolled at UNOH, students will work within the classroom and in co-curricular and extracurricular activities to develop the following skills: Computer Literacy Skills, Critical/Analytical Thinking Skills, Decision Making/Problem Solving Skills, Information Retrieval/Secondary Research Skills, Communication Skills and Work/Social Skills. Each class at UNOH tries to instill specific skills that relate to our goals, through various assignments, discussions, and exams. The instructor does not need to relate all goals to their class, but they need to have lectures, assignments, and exams related to at least two of these goals.

### **Goals**

This section lists the specific goals for this course as determined by the Department of Information Technology. These goals are created by the instructor and the department facilitator. See Appendix D.

### **Course evaluations**

The evaluation is probably the most crucial section for a student. This is where the instructor lists their policies on late work, incomplete work, withdrawal from the class, instructor's expectations for homework submission, and so many other items that are pertinent to passing the class. This section also changes based upon personal preferences of the instructor. This section varies for any given class based on the assigned instructor. See Appendix D.

### **Final exam**

The final is normally 90 minutes. However, sometimes the instructor might waive this and just have a final project for a class. Regardless, this section needs to clearly indicate what final will be given.

### **Academic honesty**

Educational institutions have always been plagued with cheating and plagiarism, and UNOH is no exception. DM 125 has a history of students "borrowing" other student's work, which can be either sharing homework with other students or actually taking a student's homework without their permission. Regardless, taking credit for someone else's work is unacceptable. This section is intended to positively make the student aware of what UNOH expects of them. See Appendix D.

### **Academic integrity**

This section follows Academic Honesty because it is intended to make the student aware of what can happen if they actually cheat. Between this section and the Academic Honesty, the goal is to make sure students are aware of what cheating is and what the consequences are for doing it. See Appendix D.

### **Students with disabilities**

UNOH strives to give academic excellence to all students, especially those with disabilities that might hinder their learning. UNOH offers a special lab dedicated to tutoring,

testing, and quiet study for all students. If a student meets certain requirements, they have the right to receive tutoring, extended test time, oral tests, and many other opportunities that enhance their learning. See Appendix D.

### **Additional information**

This is the last section of the syllabus and it sums up many of the class requirements. This section also lists the instructors right to change or deviate from the course syllabus at any time. The instructor reserves this right in case any situations arise that might justify a change. For example, they syllabus might state that the course is covering Adobe Photoshop CS4 and instead Adobe Photoshop CS3 is the only version they could acquire. Basically, it includes any information that did not fit into a previous section but it needs to be included so the student is aware of it. See Appendix D.

### **Agreement to abide by syllabi**

At the end of every paper syllabi, most instructors include a short form that students sign stating that they have read the syllabus and agree to what is included in it. This form has been used to show the Dean if a student does not meet the course requirements and decides to complain to UNOH administration. This form is not necessarily binding, but it has been used to dispense with some issues before they are brought before the administration.

### **Future Plans**

After completion of this project, there were many apparent problems and changes needed. Director offers a wide array of multimedia capabilities, but there other current multimedia software that will be researched for an interactive syllabus. The interactive syllabus for Director would require instructors to provide new cd-roms for each class, each quarter. Everytime there is an update to the class, a new cd-rom would be needed. If the Director version of the syllabus were to be posted on the web, it would require a two to five minute download time on high speed

internet. Director has improved compression of projects in the recent version, but still not enough to compare to other multimedia programs.

Some programs can be used across the web and they produce smaller files for streaming purposes. One such program is Adobe Flash, but it does have a learning curve to reach it's full potential. Given the popularity of social networking sites, further investigation will also be completed in other venues such as Facebook and Myspace.

As an experiment, a Facebook group was created with the name of UNOH: DM125 Graphic Imaging (<http://www.facebook.com/home.php?#/group.php?gid=97390613773>). This is a private group that does not show in the Facebook search and potential members have to be invited to join. This group was set to private and hidden since this group will only be used for only class related interaction.

Most students at UNOH have a Facebook account, as shown by the number of students who access it before and after class, as well as those in the open labs. You can walk by any lab at any given time and most likely see a student using a computer to surf Facebook. Many users now update their Facebook account via their cell phones.

In the UNOH: DM125 Graphic Imaging Facebook group, videos were posted of the tutorials that are on the interactive syllabus. At this time, they are hosted on YouTube because the Facebook video upload tool was having errors. It would not allow files to upload that were allowable by YouTube. I already had a YouTube account set up so the tutorials were hosted there. Vimeo (<http://www.vimeo.com/>) is another video hosting site that will require further investigation, but many have boasted this site as a reliable video hosting site.

Since the videos are not hosted on Facebook, they are embedded in the group page and can be played from there. The videos are posted in the Links section of the group. This solution does take time to complete. Facebook states they are working to improve their video hosting, so in the near future it might be possible to have the videos posted under the Video section.

Along with videos, the Links section also contains links to Photoshop resources that all students can see. One such link is the National Association of Photoshop Professionals (NAPP) which shares its resources with members. The other link is one for numerous Photoshop topics and links to others who have posted tutorials on those topics. Most importantly, students are able to post links to their own resources to share with other students.

I also posted two class assignments under the Discussion Board so students can see the assignment and post responses as they research the topic on the web. Facebook allows users to post their responses to each discussion topic, as well as post follow-up messages to other student posts. This would allow for collaborative learning, which was lacking in the Director version of the syllabus.

Continuing with the encouragement of collaborative learning, the group has a photo section where students can post their own work to share with other students. Any member of this group can add comments to each picture to either offer encouragement to fellow classmates, or offer tips on working in Photoshop. Facebook even provides a link to the picture that anyone can view, even if they are not signed up with Facebook or not a member of this group. This would allow students to share their work with family members or potential employers. When a person accesses the link, they are able to view the photo, who posted it, and some friends of the one who posted it. You must be a member to see any further information.

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## Appendix A

### Student emails about Photoshop

Mr. Oakley,

Photoshop is my favorite class because there is so much you can do with the program. It offers a wide variety of effects and tools to use. The possibilities are almost limitless and there are many cool designs you can create. This allows for a lot of creativity which makes the program enjoyable. You don't have to know a lot about Photoshop to be able to use it. The built-in effects make it easy to use and create awesome designs. Photoshop files can also be incorporated into other programs. It allows for greater flexibility with designs and text that other programs don't offer. Overall it is my favorite program because I enjoy expressing my creativity and experimenting with the different effects it offers.

Christina Kaufman  
0313043

Mr. Oakley,

Photoshop is my favorite class. I really enjoy being able to do all of the interesting things that the program can do to photos and images. I find it very fascinating to cut up multiple images, and be able to blend them together into one, seamless image, as well as the alterations I can make to photos. I can alter the colors within an image to seamlessly change colors and layouts within pictures, and make them appear to be the original pictures. I also find it very useful to create buttons to use within Director, and also to create a layout for web pages. I also find it very useful to use to create layered backgrounds that can be used within After Effects. It allows for some really amazing effects when the layers are used properly. It is integral to almost all of my projects that I create, and it makes my projects so much easier, because it allows me to quickly create the art that I need for my projects.

Doug Dellinger  
UNOH Student #0347172

## Appendix B

### DM125

#### Car Color Change Project

- Make a copy of the layer the car is on.
- Delete the background on the new layer (using methods of selection taught in Chapter 2 of book).
- Zoom in close to see detail and make your selection precise.
- Select and copy windows, lights, chrome, tires, bumper, etc... to new layers so that they can be manipulated as well (everything that is not the color of the car).
- Basically, strip the car.
- Change the color of the car by using various methods taught in the previous lesson.
- Have fun

Due Friday January 26<sup>th</sup>

#### Rubric:

- \_\_\_\_\_ Copy of background layer (10 points)
- \_\_\_\_\_ Use of various selection tools (10 points)
- \_\_\_\_\_ Precise selection, attention to detail (20 points)
- \_\_\_\_\_ Entire car pieces separated to layers. (10 points)
- \_\_\_\_\_ Layers are named properly (10 points)
- \_\_\_\_\_ Color changed properly (40 points)

## Appendix C

### Pictures of Kiosk Machine



## Appendix D

Copied from <http://movies.atomiclearning.com/highed/termsandconditions>

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Agreement is binding upon and shall inure to the benefit of the legal successors and assigns of the parties. • If any provision of this Agreement is found to be void, invalid, unenforceable or illegal, the validity and enforceability of the other provisions will not be affected and any unenforceable provision shall be modified and interpreted so as to best accomplish the intent of such provision. • Neither party shall be deemed to be liable for any provisions under this Agreement for failures in performance resulting from acts or events beyond the reasonable control of the party. • Failure to enforce any provision of this Agreement is not a waiver of the provision or of the right to enforce the provision later.

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**University of Northwestern Ohio  
DM125 Graphic Imaging**

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**Instructor: Mr. Oakley  
Winter 2009**

**Quarter:**

**COURSE DESCRIPTION**

This course will give the students the skills necessary to select and manipulate image selections using all of the selection tools, navigate images efficiently at different magnifications, create and manipulate layers, work with layer opacity and mode, combine images, create text and apply layer effects, adjust image color, use the painting tools, use gradients, create painting effects, adjust color saturation and work with mask and channels.

Prerequisite: IT110

3 Credit Hours

**GENERAL INFORMATION**

Class Time: 8:00 am to 8:45 am EVN

Office: 3319

Office Hours: 10:00 am to 10:45 am Daily

Office Phone: 419-998-3274

E-mail: gtoakley@unoh.edu

**TEXTBOOK & SUPPLIES**

- Adobe Creative Team (2007). ***Adobe Photoshop CS3 Classroom in a Book***.  
Adobe Press  
ISBN-10: 0-321-49202-1

You need to use your own form of saving (external hard drive, flash or thumb drive etc. You are responsible for any work lost. It is recommended that you prepare backups. You are able to use your H: drive, as instructed in the course. DO NOT SAVE ON THE LAB COMPUTER C: DRIVE AS THIS DATA IS REGULARY ERASED!!

**ASSESSMENT**

The University of Northwestern Ohio has six institutional goals. While enrolled at UNO, students will work within the classroom and in co-curricular and extra curricular activities to develop the following skills: Computer Literacy Skills, Critical/Analytical Thinking

Skills, Decision Making/Problem Solving Skills, Information Retrieval/Secondary Research Skills, Communication Skills and Work/Social Skills.

In this course specifically, the following skills will be developed:

- **Communication Skills** by using an appropriate vocabulary of critical discourse around the tools of digital multimedia and by group simulation of the tools which will be measured by completing a group presentation of an independent project.
- **Computer Literacy Skills** by creating, designing, editing, and manipulating graphic images using creative photographic art principles applied to web and print design which will be measured by completing several independent projects in a lab environment.

**Critical/Analytical Thinking Skills** by learning to describe and identify photo styles on formal aesthetic criteria and to recognize the visual limits imposed by internet technological restrictions which will be measured by completing several class projects, by completing chapter tests, and by maintaining proper file elements.

### **DEPARMENT GOALS**

- **Students will demonstrate** an understanding of application software used in multimedia
- Students will demonstrate an understanding of all the design concepts in relation to digital multimedia
- Students will demonstrate an understanding of the design process when applied to creating a digital piece of media

### **LEARNING GOALS**

- Recognizing the foundational and functional applications in multimedia software.
- Identifying the methods used in editing graphic images for print and web use.
- Describing various styles used within digital multimedia.
- Identifying the visual limits imposed by media restrictions for print and web use.
- Recognizing the evolution of a proper vocabulary of critical discourse relating to the tools of electronic digital media.
- Illustrating the knowledge of visual communication styles using formal aesthetic criteria.
- Recognizing the technological principles with web media and design.

### **COURSE REQUIREMENTS**

- ***LATE WORK WILL NOT BE ACCEPTED. THIS CLASS IS WEB ENHANCED, SO DROPBOXES WILL CLOSE AT THE ASSIGNED TIME, SO YOU MUST COMPLETE THE WORK ON TIME OR TURN IT IN EARLY.***

- All coursework must be completed to receive a passing grade. Homework is 40% of your grade, not completing it could automatically reduce your grade to a 60%.
- The instructor reserves the right to drop or withdraw a student if they do not complete the final project/exam.
- Students are expected to turn in completed homework assignments when they are due, take tests when they are scheduled, and come prepared for discussions and group work (meaning you must read the assigned sections of the book).
- Students are responsible for the information discussed in class in addition to the material in the textbook, even when class is missed.
- Students are required to complete two chapter tests and a comprehensive final exam/project.
- Students will complete several chapter assignments and quizzes, some of which may include on-line study.

### **CLASS DISCUSSIONS**

This course involves reading the assigned chapters in the book and discussing the material in class. You must read the assigned chapters before coming to class in order to actively join the discussion. The class discussions will not be lecture, meaning that you will need to be prepared and add to the conversations. We will be discussing key concepts that will be addressed in future classes in the DMM program.

### **COURSE EVALUATIONS**

- 40% Homework/In class assignments
- 30% Tests and Quizzes
- 30% Final Exam

The final exam is comprehensive and no student will be excused from taking this exam.

All grades will be recorded as percentages. The University of Northwestern Ohio grading system will be used. There is a copy of this grading system in your student handbook.

To calculate your grade, multiply the average of each of the above assignments by the corresponding percentages (.35, .40, etc.). Add the resulting products to calculate your current average. If certain grades have not been recorded yet (i.e. you have not turned in your project or a test hasn't been taken), divide your average by (1 - the percentage of your missing assignments).

### **INSTITUTIONAL ATTENDANCE POLICY**

- The instructor reserves the right to withdraw a student from the course for missing 5 class meetings (5 are allowed, 6 means withdrawal).
- Students will be withdrawn from the course for missing 3 consecutive classes.
- If you miss class meetings during the final two weeks of the quarter, and these absences surpass the allowed number of absences (5), rather than being withdrawn from the course, the instructor reserves the right to assign you a failing grade for the course.
- If you have extenuating circumstances surrounding your absences, please contact your instructor as soon as possible.
- Students are to be in class at the scheduled start time, if they arrive after 10 minutes have passed in class, they are absent for that day.

## **TARDINESS**

Late Arrival to Class: Being late to class also represents a serious problem in the course. For attendance purposes, two tardies will count as one absence. Attendance is taken at the very beginning of the period. The student must ask the instructor to change an absence to a tardy at the end of the period. No changes will be made to the attendance record after the period is over. A student is tardy if they arrive after class has started (after scheduled start time of class). If a student arrives after 10 minutes have passed in class, they are to be counted absent for that day.

Absence Limits: Absences and tardies totaling beyond three will interfere with the instructor's ability to monitor the student's progress, and it might indicate a serious problem with the student's ability to make satisfactory progress in achieving course objectives.

Consequences: The instructor reserves the right to reduce the final grade by one-half letter grade (0.5%) for each absence beyond three absences. **Student will be dropped from the class if 3 consecutive days are missed.**

Responsibilities: The student must contact the instructor after an absence in order to receive information regarding the next class meeting, to deliver work due on the day of absence, and to maintain the communication that is necessary for a course of this nature. Work due on the day of absence is due the next day.

## **TEST, QUIZ, FINAL EXAM ABSENCES**

It is your responsibility to contact the instructor before missing a test, if possible. You are to send an email or call the instructor at the information given above. The call/email must be received within 2 hours after the test was given, or you will not be allowed to

make it up. If you are not able to contact the instructor prior to the test, you must bring proof of your absence upon your return (ex: doctor slip) to be considered for making up the test.

If you miss a test due to a documented emergency (this policy does not include quizzes), it is your responsibility to see the instructor the next class day. Depending on the reason for missing the test, you may not be given the opportunity to make it up. Only documented emergencies will be given the chance to complete the missed test. It is the instructor's discretion on how to handle missed tests. Any tests not made up within one week of the class will receive a failing grade for that test. Quizzes, regardless of the reason for being missed, cannot be made up.

The final exam is the final assessment for the course and it accounts for 30% of the overall grade. If a student misses the final exam, without proper documentation, they will be failed for the entire course.

### **ACADEMIC HONESTY**

Student academic honesty is essential in all programs at the University of Northwestern Ohio. All students are expected to do original work; using ideas or works by anyone else without appropriate research documentation is considered plagiarism. Academic Dishonesty is defined as any act that would give or receive credit for work he/she did not complete on his/her own. This includes sharing answers or printouts, sharing disk or file copies, sharing answers on tests or quizzes, plagiarizing others' work, or any other related act. If you are in doubt, it is probably cheating. Taking tests or doing in-class assignments outside of class may also constitute Academic Dishonesty, unless prior instructor permission is given.

In these instances, the instructor is not able to ascertain whether the product is actual work of the student or "borrowed" from another source. Acts of dishonesty may cause students to fail courses and/or be dismissed from the University.

### **ACADEMIC INTEGRITY POLICY**

**Academic integrity** or honesty is the foundation for all the coursework at The University of Northwestern Ohio. Cheating and plagiarism are considered dishonest. **Cheating** includes, but is not limited to, copying another person's answers on homework, quizzes, or tests, whether in paper or electronic format. **Plagiarism** includes using another's work as one's own, either paraphrasing or directly quoting without proper citation. An incident of cheating or plagiarism will be considered an

offense; subsequent offenses will be met with increasingly severe penalties. Please consult the student handbook for additional details concerning this policy.

### **STATEMENT REGARDING STUDENTS WITH DISABILITIES**

Accommodations are collaborative efforts between students, faculty, and The Learning Lab. Students with accommodations approved through The Learning Lab are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through The Learning Lab should contact Danielle Myers immediately at 419 998 3157. Any student with a disability or special need who requires accommodations should inform the instructor at the beginning of this course.

### **ADDITIONAL INFORMATION**

#### **Notes:**

1. The instructor reserves the right to amend, adjust, or deviate from this syllabus when necessary.
2. All students are required to keep graded assignments, quizzes, papers, projects, and other coursework for all courses which will be used in the Portfolio Assessment course that is required of all students before graduating.
3. Academic Dishonesty in any form will result in an automatic failing grade for each student involved in the act. The failing grade may be assigned to the project in question or for the course, the decision of which is at the instructor's discretion. Academic Dishonesty is defined above under the heading **ACADEMIC HONESTY**.
4. Cell phones and pagers must be turned off or set to quiet mode during class. Use of cell phones in class is strictly prohibited.
5. Food and drink are not permitted in computer lab classrooms. Please finish all food and beverages before entering the classroom. You will be required to either remove the items from the classroom or discard them. If you have a sealed beverage container, you still cannot drink it in the classroom at any time.
6. Inappropriate Material is not allowed at any time during this course. If any inappropriate material is found, the instructor reserves the right to assign a failing grade for the project in question or for the course. If you have any question as to what is inappropriate, ask the instructor.

## **AGREEMENT TO ABIDE BY COURSE SYLLABUS**

I acknowledge review and understanding of the syllabus for

\_\_\_\_\_ (course number) that applies to

\_\_\_\_\_ (instructor's name) in Winter Quarter, 2009.

It is my responsibility to comply with the syllabus directives.

Should I have a question regarding the syllabus, I will contact the instructor within a reasonable time prior to the due date of the assignment or directive.

\_\_\_\_\_

(Name)

(Date)