

LINC 82C: CREATING INTERACTIVE MEDIA FOR INSTRUCTION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Basic skills using standard computer systems and internet-based technologies.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Create online interactive assessments for learners
- Utilize instructional design principles to create an instructional video
- Embed interactive media for use by learners in a learning management system

Description

This advanced course in creating interactive media for instruction continues the coursework of LINC 82A and LINC 82B and provides the depth of skills and knowledge needed for making online learning media that includes interactive components, such as instructional video, multimedia, game-based learning, graphical user interface design, interactive tutorials, embedding collaborative elements in websites or learning management systems. Students interested in the study of instructional design and technology will develop a project for either education or business learning contexts.

Course Objectives

The student will be able to:

- Define levels of instructional interaction
- Create online interactive games and activities for learners
- Create online interactive assessments for learners
- Utilize instructional design principles to create an instructional video
- Apply the concept of flipped learning
- Create a plan for flipped learning environment in the classroom
- Embed interactive media in a website and collaborative online documents
- Embed interactive media for use by learners in a learning management system
- Explore the pedagogy behind game-based learning
- Explore several tools for game-based learning

Course Content

- Levels of instructional interaction

- Level 1: Passive - no interaction
 - Level 2: Limited interaction
 - Level 3: Moderate interaction
 - Level 4: Simulation and game-based learning
- Online interactive games and activities
 - Learner objectives
 - Format
 - Content
 - Online tools - Flash, HTML5, other
 - Hosting platform
 - Online interactive assessments
 - Learner objectives
 - Reliability and validity
 - Format
 - Content
 - Online tool
 - Hosting platform
 - Instructional video
 - Learner objectives
 - Instructional sequence of content
 - Format
 - Screen casting
 - Screen shots and images
 - Video
 - Hosting platform and embedding
 - Understand flipped learning
 - Individualized/personalized learning
 - Interactive learning environment
 - Plan for flipped learning
 - Flexible environment
 - Instructor and student roles
 - Use of time
 - Technology
 - Instructional content
 - Ongoing assessment
 - Embed interactive media - website and documents
 - Enhanced instruction
 - Personalized learning
 - Technical aspects
 - Embed interactive media - learning management system
 - Enhanced instruction
 - Personalized learning
 - Technical aspects
 - Game-based learning - pedagogy
 - Collaborative problem-solving
 - Divergent thinking
 - Creativity
 - Game-based learning - tools
 - Print-based
 - Electronic
 - Online

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)

B. When taught online via Foothill Global Access students must have current email accounts and/or ongoing access to computers with email and web browsing capability

Method(s) of Evaluation

Designing and developing an interactive online instructional project
Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

Writing notes, listening, and participating in lecture presentation
Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
Presenting and communicating their ideas in discussion and/or participating in peer reviews

Representative Text(s) and Other Materials

Mayer, Richard. Multimedia Learning, 3rd ed.. 2020.

Golombisky, Kim, and Rebecca Hagen. White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, 3rd ed.. 2016.

Lester, Paul Martin. Visual Communication: Images with Messages, 8th ed.. 2019.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Writing assignments are completed online.

Discipline(s)

Instructional Design/Technology