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Student satisfaction of Educational Media Reference Guide for courses 240:020 and 240:031 at University of Northern Iowa

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Student satisfaction of Educational Media Reference Guide for courses 240:020 and 240:031 at University of Northern Iowa

Abstract

University of Northern Iowa students desiring to become educators are required to enroll in an introductory basic technology course. Integrating technology has become an important issue in American schools. Ritchie and Baylor (1997) argue teacher candidates will be required to demonstrate their knowledge and skills in educational technologies before acquiring their teaching credentials. How to help future educators grasp technology-related competencies and the use of technology when teaching is being addressed by many institutions of higher learning within their teacher education programs. Ritchie and Baylor suggest that in addition to providing demonstrations and hands-on experience, reference aids which detail the steps used during instruction should also be available to the students.

To develop the required reference guide, three primary principles were incorporated: delivering effective training, how to teach people to use computers, and instructional development. It is the writer's opinion that it is important to use a systematic method of instructional development during the development of training materials.

Student Satisfaction of Ed Media Reference Guide
For
Courses 240:020 and 240:031
At
The University of Northern Iowa

Graduate Project Summary Paper Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements of the Degree
Master of Arts
Communication and Training Technology
University of Northern Iowa

By

Velma M. Sallis

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Titled: Student Satisfaction of Educational Media Reference Guide
For Courses 240:020 and 240:031 at the University of Northern Iowa

has been approved as meeting the research requirement for the
Degree of Master of Arts.

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INTRODUCTION

Integrating technology has become an important issue in American schools. Ritchie and Baylor (1997) argue teacher candidates will be required to demonstrate their knowledge and skills in educational technologies before acquiring their teaching credentials. How to help future educators grasp technology-related competencies and the use of technology when teaching is being addressed by many institutions of higher learning within their teacher education programs. As part of the strategy to teach technology skills to future educators, Ritchie and Baylor suggest that in addition to providing demonstrations and hands-on experience, reference aids which detail the steps used during instruction should also be available to the students.

Although we are in an era when multimedia commands much attention, it is useful to remember the fundamental power of print (Shushan and Wright, 1994). Technology has increased the potential for communication, but the electronic age has not given us a paperless society. Print material can be read whenever one would like, at ones own pace, and be kept for future reference. Shushan and Wright suggest the elements that make up a successful print document—careful writing, thoughtful organization, effective design—grow out of an understanding of the message, the audience, and the resources. According to Shusan and Wright, one of the most important questions that should be asked when creating printed material is why the reader needs or wants the information in the document. Keeping the reader's needs in mind helps to focus the writing. Instruction and reference manuals require careful organization and graphic devices that help the reader to find what is needed (Shusan and Wright, 1994).

The University of Northern Iowa is one of many institutions of higher learning that have a comprehensive teacher education program within its College of Education.

Students desiring to become educators are required to enroll in an introductory basic technology course, Educational Media and Classroom Computing. Smaldino and Muffoletto (1997) recognize that future educators need to gain an understanding of the applications of technology in education in the broad sense, with an in-depth examination of how technology supports learning in specific content areas. The course syllabus defines Educational Media as a "basic course" in the planning and use of resources for message development in the classroom or other locations where learning takes place. Students in this course are exposed to various ways of thinking about educational media and the message it delivers. The course is designed to provide students with experiences which will enable them to select, arrange, utilize, and produce a variety of resources using a systems approach to message development. Part of the curriculum of the course is to provide the students with a microcomputer experience. The students are required to demonstrate an understanding and knowledge of microcomputer software and operation and to complete individual and group assignments or projects (refer to Appendix A).

The overall structure of the Educational Media course is one of collaborative learning. Approximately 70 to 80 students are enrolled in each of the four sections of Educational Media. Students are divided into groups of four or five. Each week, two microcomputer workshops (refer to Appendix B) are held simultaneously to provide verbal instructions and allow hands-on experience in the use of the computer software in order to complete the required assignment or project. At least one member of the group is required to attend one of the workshops. The students attending the workshops would then become the "subject matter expert" of the software application for that application. They are responsible for meeting with the other group members and teaching them the skills that were acquired in workshop.

Prior to the Fall 1996 semester, pre-service education students were given handouts at the first meeting of the class. Due to the enhancements of computer software applications in recent years, the information in the handouts was quickly outdated. Also, students would lose or forget to bring the appropriate handout to the workshop. To provide a more positive microcomputer experience and provide an additional resource for the students, the professors felt an updated and compiled reference guide needed to be developed.

According to Merriam Webster's Collegiate Dictionary Tenth Edition (1995) the word "reference" is defined as a source of information to which a reader is referred. "Guide" is defined as something that provides a person with guiding information. Although, teach, instruct, and train have been used synonymously, the word "teach" applies to any manner of imparting information or skill so that others may learn. "Instruct" suggests methodical or formal teaching. "Train" stresses instruction and drill with a specific end in view. As a graduate student who has not acquired formal teaching credentials, it is my preference to use the word "train" or "instruct". The above definitions will be used within the context of this paper.

REVIEW OF LITERATURE

Dick and Carey (1990) state a more contemporary view of instruction as a systematic process involving every component that is crucial to successful learning. Dick and Carey's (1990) systems approach model includes nine steps for the design of instruction.

The first step in Dick and Carey's model is to identify an instructional goal, which is identifying what you want students to be able to do when the instruction is completed. After identifying the instructional goal, an instructional analysis should be done to determine what type of learning is required of the learner. This step in the model will help to identify the skills that must be learned. The third step in the model is to identify specific skills the students must have prior to beginning the instruction. Based on the results of the third step, the fourth step of writing performance objectives should define what learners will be able to do when they complete the instruction. Step five includes the development of criterion referenced test items which are based on the written objectives.

Identifying the strategy that will be used in the instruction to achieve the objectives is included in step five of the Dick and Carey (1990) model. Once the strategy has been determined, the next step is to develop or select the instruction. An instructional developer should design and conduct a formative evaluation to collect data that can be used to improve the instruction before it is presented. The final step is to use data from the formative evaluation to revise the instruction before it is presented.

To develop the required reference guide, three primary principles were incorporated: delivering effective training, how to teach people to use computers, and instructional development. It is the writer's opinion that it is important to use a systematic method of instructional development during the development of training materials.

Similar to Dick and Carey (1990), Goad (1982) also states that training can be treated as a total system and the system can be thought of as a cycle with interrelated phases. Unlike Dick and Carey (1990), Goad (1982) identifies only five major phases of training. The first is the analyze phase, which has two primary purposes: (a) to determine that the training is needed and, (b) to make sure that the training that does occur is based on sound, clearly identified requirements. The design phase is second step that is used to plan the strategy for accomplishing the training. Third, developing the training materials is taking the course outline and converting it into a complete set of materials that will result in the attainment of the desired learning objectives. Conducting the training, according to Goad (1982) is his fourth step, where the trainer will instruct, cajole, incite, coordinate, and otherwise facilitate the occurrence of learning. Last, the evaluation and update of the training. Goad (1982) states, to continue to be good, training and the associated materials must be validated and updated. Print is the most commonly used medium for delivery of instruction, exceeding even teacher-based instruction as the primary means of instructional delivery according to Ragan and Smith (1993). Sushan and Wright (1994) suggest that one must consider the common elements in printed material. Most readers scan the page when reading and designers should consider techniques to facilitate this. A strong visual framework will help separate one item from another and indicate relative importance. Balance text with visuals and use graphics to move the reader's eye from one place on the page to another.

Ragan and Smith (1993) advise using one of the six common text structures. Suggested text structures are description, chronology, comparison-contrast, cause-effect, problem-solution, and problem-solution-effects. The appropriate text structure can be selected based upon the type of learning outcome. The learning outcome for the students

in Educational Media was to understand the concept of how to use various computer software. Therefore, the description text structure was used in developing the reference guide.

It is important to have a good writing style for instructional text. Strunk and White's *The Elements of Style* (1979) states a brief list of guidelines for writing instructional text. Sentences should be short, simple, and concrete, an active voice should be used rather than a passive voice, and make sure the instructions are free from gender bias are a few of the guidelines provided by Strunk and White (1979). Using an attention-getting technique for words or items you want to emphasize and using headings to break up the text into sections or to chunk related text are also important.

Strunk and White (1979) state that graphics or illustrations can be used to clarify, organize, summarize, or support recall of information. Place the graphics or illustrations as close as possible to the text to which they refer. It is also important for the graphics and illustration to have the appropriate level of detail. Ragan and Smith (1993) suggest developing a grid to determine what will go where on a printed page. Newby, Stepich, Lehman, Russell (1996) advises writers to use the same type of text in the same typeface, size and layout from page to page. Provide ample white space to facilitate reading, note taking, and location of information to be reviewed.

McAlphine and Weston (1994) have developed a comprehensive list of attributes for instructional materials. McAlphine and Weston state that when an individual is asked to give an opinion about instructional materials, the set of attributes that might be applied to the task varies from individual to individual, depending on experience and training. It is the belief of McAlphine and Weston that one person may focus more on instructional design characteristics, while another may focus on aspects of format.

It was the intent of McAlphine and Weston (1994) to provide a comprehensive list of attributes that incorporates the different perspectives when considering the attributes of instructional materials. There were three stages included in McAlphine and Weston's research. In the first stage, members of the research team reviewed literature from 1976 to 1986 to generate a complete set of recommendations for the evaluation and revision of any type of instructional material regardless of the medium. Sixty-six core items were sorted to combine items of the same semantic meaning and broaden attributes that were specific to a medium. McAlphine and Weston added items to include attributes that were missing and identified a new category not previously described in literature.

Refining the list was the second stage of the process. The final list of forty-one (41) attributes is generic across contexts. McAlphine and Weston (1994) grouped the fundamental attributes into the four categories listed below:

1. Instructional design category contained thirteen attributes that would be included in a typical instructional design model.
2. The nine language category items focused on semantic and syntactic structure.
3. Thirteen items in the presentation category focused on the physical attributes of materials, graphics, format and layout.
4. The category of subject matter covered six items representing the knowledge structure of the domain that is the focus of the instruction, such as content accuracy, comprehensiveness and recency.

The last stage was testing the validity and reliability of the instructional attributes. Over a five-year time frame the list of attributes was used by the research team in a variety of settings to analyze both instructional materials and data about instruction provided by learners and experts.

All four categories developed by McAlphine and Weston (1994) are relevant when developing instructional materials. In developing the reference guide for Educational Media, the presentation and subject matter attributes were very relevant. The following lists are an extract of the presentation and subject matter attributes from McAlphine and Weston's (1994) complete table.

Presentation Attributes

1. Space:
 - Is ample space provided where written answers are elicited?
 - Is a consistent method used for allocating space between headings, sub-headings, paragraphs, words, and lines?
2. Typeface:
 - Is a legible typeface used?
 - Is upper case type used only for initial letters and proper nouns since lower case facilitates reading?
3. Titles, headings and sub-headings:
 - Do they clarify and guide?
 - Are they as short as possible?
4. Use of numbers:
 - Are numbers used for a sequence of steps or in lieu of subheadings and for displaying nested content?
 - Are number symbols used rather than prose when presenting a series of items?
5. Graphics, illustration, visuals:
 - Are these elements supportive of content and accomplish something that the narrative cannot?
 - Are they appropriate for the intended audience?
6. Audio/music:
 - Are these elements appropriately used?
 - Are they supportive of content and accomplish something that visuals/text alone cannot?
7. Color:
 - Is color used sparingly and with a purpose that is clearly explained?
 - Is color used to enhance or highlight a display and to promote discrimination between elements?

8. Presentation size and style: Is a standard size presentation used?
Is a consistent structure maintained, especially in length and visual balance, to make presentation aesthetically pleasing?
9. Margins: Are right margins unjustified since right justification impairs reading and causes awkward word spacing and hyphenation?
10. Columns: Is a two-column structure instead of a one- or three-column structure used for straightforward prose text?
Is a single column text used for content that is interrupted by charts and tables?
11. Technical quality: Is the technical quality of visuals, audio, and text good (e.g., clarity of graphics, exposure, no typographic errors)?
12. Highlighting: Are various techniques used to emphasize important concepts (e.g., color, typeface, typestyle, boxes)?
Are prompts, visuals, narrative displays, color, and sound used to support the instructional plan (e.g., a new term is identified by a visual cue such as underlining, a different typeface, or boldface)?
13. Format and layout: Is a consistent format maintained?
Do the various aids used, such as numbering systems, headings, indentation, and spacing, promote a consistent presentation?

Subject Matter Attributes

1. Value of content: Is the content relevant, important, appropriate, and necessary?
2. Content accuracy: Is the content accuracy?
Is the content research based and reviewed by scholars in the field?

3. Comprehensiveness: Is the content comprehensive in terms of both quality and quantity?
Is the rationale/philosophy of the subject matter in harmony with the educational goals of the particular area of education?
4. Integration: Are content elements properly integrated?
Are related items grouped together?
5. Objective presentation/bias Is the presentation of the content objective and unbiased?
Are stereotypes avoided?
6. Recency: Is the content 'state-of-the-art' does it represent current trends in the area?

This review of literature has identified only a few of the characteristics that should be considered when developing and evaluating printed instructional material.

METHODOLOGY

According to Dick and Carey (1990) the instructional designer should conduct a summative evaluation. Dick and Carey (1990) state that this is not part of the design process, but an evaluation of the absolute and/or relative value or worth of the instruction.

The purpose of the survey is; (1) to determine the student satisfaction with the Educational Media reference guide; (2) identify if the reference guide is a helpful resource to the students; and (3) identify the frequency of use of the reference guide. It is the writer's goal to incorporate the suggestions from the students into the future revision of the reference guide.

Approximately two hundred plus students who were enrolled in the Fall 1996 Educational Media class at the University of Northern Iowa. The students were solicited to provide feedback for the summative evaluation step. Students enrolled in Educational Media are primarily pre-service education majors and would be familiar with developing materials for instruction. The computer skills of the students ranged from experts to not having any computer experience.

The survey (refer to Appendix C) contains six general questions about the overall usefulness of the reference guide. Three open-ended questions: What I like most; What I liked least; I would change and an overall rating questions were repeated for each individual section of the reference guide. Students were also asked to indicate how many times they referred to the reference manual during the semester and to provide any additional comment addressing items they thought needed to be added to the reference guide.

A copy of the survey was submitted to the Human Subjects Review Board for review and approval was granted. Students were informed that participating in the survey would

not have a negative impact on their grade and their name or any other identifying information should not be included on the survey form. Two hundred and eighty surveys were handed out to the students with a request that the survey be returned by December 4, 1996. Eighty-eight (88) surveys were returned by the due date.

ANALYSIS OF DATA

The responses to the survey were tabulated using frequency counts shown in Table 1 and 2 and then were converted into percentages. Table 1 shows the raw numbers for the six general questions. An average of ninety-three percent (93%) of the students responded to this section of the survey.

Table 1	Distribution of Response								
	Yes	No	<2	3-4	5-6	7-8	9-10	Did Not Use	No Rating
1. The written clearly designed and helped me with the content of this course.	84	1						2	3
2. Materials presented in the course packet were clear and followed the oral instructions being presented.	82	4							2
3. The course packet was helpful during the workshops.	80	6							2
4. The course packet was helpful in completing my assignments	83	3							2
5. I found the course packet a useful resource of information and will continue to use it as a reference after this course.	83	3							2
6. During the semester I referred to the course packet.			4	11	12	16	45	2	11

The percentages indicate an overall positive satisfaction with the reference manual. Of the students who responded to question one ninety-five percent (95%) of the students felt that the reference manual provided help in understanding the content of the Educational Media course. In response to question two, ninety-three percent (93%)

thought the material presented in the reference manual was clear and followed the instructions given in the workshops. Question three was asked to determine if students were bringing and making reference to the manual during the workshops. The percentage of ninety-one (91%) provides a positive indication that the manual was used during the workshops, with only seven percent (7%) not making reference to the manual during this time. The students not only used the manual during workshops, but also to complete the assignments at times other than the workshop as indicated by the ninety-four percent (94%) response to question four. To the writer's surprise, ninety-four percent (94%) of the students thought the reference manual was useful and would continue to refer to it after the course. A total of eighty-three percent (83%) of the students referred to the manual five to ten times during the semester and fifty-one percent (51%) used it between nine and ten times during the semester.

Table 2 indicates the students' satisfaction with each section of the reference manual. On a scale of one to ten, with one being unhelpful and ten being helpful, the students responses ranged on average between an eight and a ten. Table 2 also shows that there was a high percentage of students that did not use or rate each section. This is quite evident for the Eric/CD-Rom, PageMaker, and MSW PowerPoint sections. Students may not have given a rating for the PageMaker and PowerPoint section because these were used for group final presentation assignment and it is possible that only one person may have used this section to complete the assignment.

Table 2

Overall Rating As to the section being helpful

Section	1	2	3	4	5	6	7	8	9	10	Did Not Use	No Rating
IRTS Lab	1	0	1	1	5	3	9	19	20	21	8	14
MSW Word Processing	0	0	2	1	2	3	9	15	24	25	9	17
MSW Spreadsheet	0	0	5	1	6	6	10	7	27	28	6	10
MSW Database	0	0	5	0	8	3	16	14	16	27	5	11
E-Mail	1	0	0	1	5	7	10	14	15	35	6	13
Eric/CD-Rom	0	7	0	5	3	10	8	14	15	19	10	19
HyperCard	0	0	0	2	5	1	7	7	24	25	3	9
PageMaker	0	1	3	5	7	5	11	6	15	16	22	32
SuperPaint	0	2	2	2	5	5	9	14	19	26	8	16
MSW PowerPoint	0	1	0	2	6	5	3	17	17	20	10	28

Students were given the opportunity to give an opinion about what they liked best, liked least, and would change for each section. The following lists are a summary of the major responses from the students for each section. If an item was mentioned more than once, the number of times is noted in parenthesis after the item.

IRTS Lab	Liked Best:	<ul style="list-style-type: none"> Step-by-step instructions (19) Graphics (9) Information about the Macintosh computer and email (6) Explanation of the Netscape toolbar (4) Thought it was good for beginners
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	Liked Least:	Information only addressed the IRTS Lab (4)
	Would Change:	Add information about other labs (4) Nothing (9)
Wordprocessing	Liked Best:	Step-by-step instructions (29) Graphics (5) Quick reference commands (6) Very complete (6)
	Liked Least:	Section was to lengthy (3) Print was to small
	Would Change:	Add assignment objectives Nothing (9)
MSW Spreadsheet	Liked Best:	Step-by-step instructions (15) Graphics (19) Good introduction to a difficult program Good details (9)
	Liked Least:	Formula directions were confusing (3) Section was to lengthy Forgot some of the steps (3)
	Would Change:	Add information about the assignment (4) Make formula directions clearer Nothing (7)
MSW Database	Liked Best:	Step-by-step instructions (17) Graphics (9) Explained each field (3) Easy to understand (6)
	Liked Least:	Header and printing instructions omitted (2)

	Would Change:	Add information about the assignment (2) Add information about how to widen margins and change to landscape view Add information on how to print (3) Nothing (8)
E-Mail	Liked Best:	Good introduction for first-time users (4) Clear instructions (14) Provided instructions for different computer platforms All information was helpful (13)
	Liked Least:	Notes section (8) Hard to follow and understand
	Would Change:	Nothing (8) Remove the notes section (2) Make instructions more clear (3) Add sending email to multiple persons not in a distribution list
Eric/CD-Rom	Liked Best:	Step-by-step instructions (17) Graphics Sample searches (2)
	Liked Least:	Section was confusing (7) Instructions in reference manual and actual computer were different Too much information (3)
	Would Change:	Update information Add examples
HyperCard	Liked Best:	Step-by-step instructions (28) Graphics (8) Easy to use (9)

	Liked Least:	Confusing (4)
	Would Change:	Nothing (12) Transition affects were missing
PageMaker	Liked Best:	Step-by-step instructions (7) Explanation of all commands (6) Graphics (3)
	Liked Least:	Section was confusing (3) To much information (2) Inserting a graphic (2)
	Would Change:	Add more graphics of the actual computer screen Add step-by-step instructions for assignment
SuperPaint	Liked Best:	Explanation of tools (14) Great detail (7) Graphics (10) Good directions (5)
	Liked Least:	Hard to follow (2)
	Would Change:	Make instructions more clear (3) Add step-by-step instructions Add assignment criteria Nothing (5)
MSW PowerPoint	Liked Best:	Step-by-step instructions (6) Graphics and explanation of tools (14) Easy to use (4) Great details (6) Organized well (4)
	Liked Least:	Graphics were hard to read (5)
	Would Change:	Nothing (4) Add instructions for inserting clip art (2)

The number one item that the students expressed should be added to the packet was a section on how to create a web page. Fourteen percent (14%) of those who responded mentioned this item. Students also expressed repeatedly defining the sections more clearly would make it much easier to locate the different sections. The third item that was mentioned frequently was to add criteria about each assignment to each section.

CONCLUSION AND RECOMMENDATION

The general consensus of the students is the reference manual was well designed. The students felt there was a challenge locating the information they needed, but the reference manual was helpful in the learning of technology. The reference manual helped to reinforce the verbal instructions given in the workshops. This was the first time that a compiled, with updated information, reference manual was being used in the Educational Media course. Suggestions and opinions from the students enrolled in the course are important in future revisions of the reference manual.

Based on the results of the survey, the writer suggests the following recommendations:

1. Information and instructions addressing the creation of a web page be added to the reference manual.
2. Define each section more clearly to reduce any challenges for students when trying to locate information.
3. Criteria for each assignment should not be added to all of the sections of the reference manual. This information is provided in a hypermedia format to allow students an opportunity to use the hypermedia technology.

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APPENDIX A

240:020 & 240:031 ED MEDIA COURSE SYLLABUS[HTTP://www.uni.edu/edtech/edmedia](http://www.uni.edu/edtech/edmedia)

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Mission Statement of the Department of Curriculum and Instruction:

To prepare professionals who demonstrate capable performance and insightful leadership for entry level and senior positions, and to provide advanced study and professional growth opportunities for practicing professionals.

The Course:

Educational Media is a basic course in the planning and use of resources for message development in the classroom or other locations where learning takes place. Students will be exposed to various ways of thinking about educational media and the messages it delivers.

The course is designed to provide the student with experiences which will enable her/him to select, arrange, utilize, and produce a variety of resources using a systems approach to message development.

Requirements:

1. Read assigned sections from textbooks and other materials during the course.

Recommended Texts:

Ackerman, E., Learning to Use the World Wide Web.

Bauman, S. & Mandell, S., HyperCard Today.

Considine, D. & Haley, G. Visual Messages: Integrating Imagery into Instruction.

Finkel, L., McManus, J., & Zeitz, L. Microsoft Works Through Applications: IBM PC Version.

Finkel, L., McManus, J., & Zeitz, L. Microsoft Works 3.0 Through Applications: Macintosh Version.

Heinich, R., Molenda, M., Russell, J., & Smaldino, S. Instructional Media and the Technologies for Learning.

Provenzo, E., Video Kids: Making Sense of Nintendo.

Simonson, M., Thompson, A. Educational Computing Foundations.

Teague, Rogers, Tipling. Media and Technology in the Classroom, (second edition)

Thornburg, D. Education, Technology, and Paradigms of Change for the 21st Century.

Tyner, Media and You: An Elementary Media Literacy Curriculum.

2. Learn to operate the various types of audio-visual equipment associated with this course. Video tapes of equipment operation are available in the IRTS Lab (SEC 222). The equipment will include: 16mm and slide projectors. Checkouts or performance procedures will be explained in class.
3. Microcomputer experience will be a part of this class. You will need to demonstrate an understanding and knowledge of microcomputer operation. Computers are available in the Education Center in the IRTS Lab (SEC 222), and the ICS Student Computer Labs. Macintosh computers are also available in the Center of Educational Technology.
4. Students will be required to complete individual as well as cooperative group projects.
5. Class attendance is **REQUIRED**. Many of the aspects of the assignments will be covered in class and workshops. To do a good job on the assignments it is to your benefit to attend class and workshops. Workshops are designed to get you started on many of the assignments. Points will be subtracted for non-attendance.
6. The course packet can be purchased from CopyWorks. You will need to purchase the Ed Media disk from University Book and Supply. Any computer assignments need to be saved on a separate disk. You will need to turn in one 3 1/2 inch disk for the HyperCard assignment. The Media Graphics envelope can be purchased from the Center for Educational Technology two weeks prior to the Traditional Graphics workshop.

Assignments	Pts	Grp
Intro Quiz	20	
E-Mail #1	10	
MS WORKS:	30	
Spreadsheet	(10)	
Database	(10)	
Word Processing	(10)	
E-Mail #2	20	
Notes 1	20	
Software Eval Forms	15	Grp
Eric/CD-ROM Search	10	
HyperCard	50	
Superpaint	15	
Objectives Quiz	30	
Notes 2	20	
Graphic Mounting	10	Grp
Graphic Transparency	15	Grp
Graphic Handout	15	Grp
Equipment Checkout	10	
Unit Resource/Database	20	
Project/Presentation	40	Grp
Project/Newsletter	25	Grp
Project/Web Page	25	Grp
Attendance	40	85% attendance will be required to receive 40 points all or nothing
TOTAL	450	
Extra Credit	5	Extra Credit allowed only if all other assignments have been turned in on time

All assignments are due at the beginning of class on the dates indicated.

All assignments include: Your name, instructor, section #, and computer username.

Pints/Grades:	430+	=A
	418-429	=A-
	402-417	=B+
	390-401	=B
	378-389	=B-
	362-377	=C+
	350-361	=C
	338-349	=C-
	322-337	=D+
	310-321	=D
	298-309	=D-
	<298	=F

Special Note: The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. Students with disabilities and other special needs should feel free to contact the professor privately if there are services or adaptations which can be made to accommodate specific needs.

APPENDIX B

Ed Media and Classroom Computing - Fall 96

Date	Week/Assign		Time Block	Topic	Room
Aug. 27	1	A	Lecture	Class Intro/Groups	Lecture Hall
		B	Wkshop 1:	Intro Mac/Printshop	Mac Lab (IRTS)
		B	Wkshop 2	Intro to IBM/ Word Processing	
		C	Group Time		
Sept. 3	2	A	Lecture	Teams/Partners	Lecture Hall
		B	Wkshop 1	MS Works: Database	Mac Lab (IRTS)
		B	Wkshop 2	Electronic Mail	IBM Lab (1 st Flr)
		C	Group Time		
Sept. 10	3	A	Lecture	Technology in Education	Lecture Hall
		B	Wkshop 1	MS Works Spreadsheet	Lecture Hall
		B	Wkshop 2	Internet Resources	Mac Lab (IRTS)
		C	Group Time		
Sept. 17	4	A	Lecture	Visual Literacy	Lecture Hall
		B	Wkshop 1	Software Evaluation Demo	Lecture Hall
		B	Wkshop 2	Software Evaluation Demo	Lecture Hall
		C	Group Time		
Sept. 24	5	A	Lecture	Educational Television	Lecture Hall
		B	Wkshop 1	Notes on Mac	Mac Lab (IRTS)
		B	Wkshop 2	Eric Search	IBM Lab (1 st Flr)
		C	Group Time		
Oct. 1	6	A	Lecture	Software Presentation	Lecture Hall
		B	Wkshop 1	Software Presentation	Lecture Hall
		B	Wkshop 2	Software Presentation	Lecture Hall
		C	Group Time		
Oct. 8	7	A	Lecture	Software Presentation	Lecture Hall
		B	Wkshop 1	HyperCard Wkshop (Mac)	Mac Lab (IRTS)
		B	Wkshop 2	HyperCard Demo	Lecture Hall
		C	Group Time		
Oct. 15	8	A	Lecture	Futures	Lecture Hall
		B	Wkshop 1	Trad. Graphics-Groups 1-5	(SEC - 423)
		B	Wkshop 2	Checkout - Groups 6-10	(SEC - 423)
		B	Wkshop 3	Project Planning - Groups 11-20	(Lecture Hall)
Oct. 22	9	A	Wkshop 1	Trad. Graphics-Group 6-10	(SEC 423)
		A	Wkshop 2	Project Planning - Groups 1-5	(Lecture Hall)
		A	Wkshop 3	Checkout - Groups 11-20	(SEC 252)
		B	Wkshop 1	Trad. Graphics - Groups 11-20	(SEC 423)
		B	Wkshop 2	Checkout - Groups 1-5	(SEC 252)
		B	Wkshop 3	Project Planning - Groups 6-10	(Lecture Hall)

Ed Media and Classroom Computing - Fall 96

Date	Week/Assign	Time Block		Topic	Room
	10	A	Lecture	ASSURE Model/Project	Lecture Hall
Oct. 29	Trad. Graphics	B	Wkshop 1	Project Brainstorming	Lecture Hall
		B	Wkshop 2	Project Planning	Lecture Hall
		C	Group Time		
	11	A	Lecture	WWW Integration	Lecture Hall
Nov. 5	Notes 2	B	Wkshop 1	HTML/Web Pages	Mac Lab (IRTS)
	Objectives Quiz	B	Wkshop 2	HTML/Web Pages	Mac Lab (IRTS)
		C	Group Time		
	12	A	Lecture	Multi-Media	
Nov. 12	Unit Resources	B	Wkshop 1	Desktop Publishing	Mac Lab (IRTS)
	Database	B	Wkshop 2	PowerPoint	IBM Lab (1 st Flr)
		C	Group Time		
	13	A	Lecture	The Technology Question	Lecture Hall
Nov. 19		B	Wkshop 1	ICN	SEC 130
		B	Wkshop 2	HTML/Web Page Review	Mac Lab (IRTS)
		C	Wkshop 2	Final Presentation Review	Lecture Hall
Nov. 26	Thanksgiving		Break		
	14	A		Presentations	Lecture Hall
Dec. 3	Present	B		Presentations	Lecture Hall
	DT Publish	B		Presentations	Lecture Hall
	HTML	C		Presentations	Lecture Hall
	15	A		Presentations	Lecture Hall
Dec. 10	Present	B		Presentations	Lecture Hall
	DT Publish	B		Presentations	Lecture Hall
	HTML	C		Presentations	Lecture Hall
	16	A			
Dec. 15	(Exam Wk)	B			
		B			
		C			

APPENDIX C

**Course Packet Evaluation
240:020 and 240:031 Ed Media**

Your voluntary participation in this survey is being requested to improve the design and content of the course packet. Participating in this survey **WILL NOT have a negative impact on your grade for this course.** **Your name and/or any other identifying information SHOULD NOT be included on the survey form.** This survey is being conducted by Velma Sallis, a graduate student in the department of Curriculum and Instruction under the direction of Dr. Sharon Smaldino. Either person may be contacted at (319)273-5852. For answers to questions about the surveys and the rights of survey participants, you may contact the office of the Human Subjects Coordinator, University of Northern Iowa (319)273-2748.

Please complete and return the survey by December 4, 1996.

GENERAL QUESTIONS:

1. The written clearly designed and helped me with the content of this course.
 Yes No

2. Materials presented in the course packet were clear and followed the oral instructions being presented.
 Yes No

3. The course packet was helpful during the workshops.
 Yes No

4. The course packet was helpful in completing my assignments.
 Yes No

5. I found the course packet a useful resource of information and will continue to use it as a reference after this course.
 Yes No

6. During the semester I referred to the course packet: (please circle one)
Less than 2 times 3-4 times 5-6 times 7-8 times 9-10 times

<p>E-MAIL (Blue color)</p> <p>1. What I liked most:</p> <p>2. What I liked least:</p> <p>3. I would change:</p> <p>4. Overall rating: (Please circle one)</p> <p>(Unhelpful) 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Helpful)</p>	<p>ERIC/CD-ROM (White color)</p> <p>1. What I liked most:</p> <p>2. What I liked least:</p> <p>3. I would change:</p> <p>4. Overall rating: (Please circle one)</p> <p>(Unhelpful) 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Helpful)</p>
<p>HYPERCARD (Brown color)</p> <p>1. What I liked most:</p> <p>2. What I liked least:</p> <p>3. I would change:</p> <p>4. Overall rating: (Please circle one)</p> <p>(Unhelpful) 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Helpful)</p>	<p>PAGEMAKER (Purple color)</p> <p>1. What I liked most:</p> <p>2. What I liked least:</p> <p>3. I would change:</p> <p>4. Overall rating: (Please circle one)</p> <p>(Unhelpful) 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Helpful)</p>

