

Catholic University of America
School of Library & Information Science
CLSC 772 – Media Services
Spring 2008

Professor: Raymond Stewart

Time: Tuesday 6:00 – 8:30 p.m.

Location:

Eagle Ridge MS
42901 Waxpool Road,
Ashburn, Virginia 20148

Office Location: Hours: by appointment. (Due to nature of course, locations will be determined with individuals)

Email: stewart.raymond@gmail.com

Web site: <http://lsc772.pbwiki.com>

Phone: Work: 703.749.6359 Cellular: 415.513.3773

Blackboard Course: <http://bb.cua.edu>

Course Description:

This course will explore the use of multimedia and non-print resources in the context of libraries and information/media centers. We will focus on the various aspects of multimedia and equipment that you are likely to encounter in your career. The course work is designed to support and produce computer-based instruction in all professional settings; specifically as it relates to library use and support.

This course will focus on 5 critical areas of multimedia and library science:

1. Defining multimedia
2. Use multimedia software tools (basic to advanced)
3. Assessment and application of multimedia tools
4. Multimedia access and communication
5. Multimedia and equipment

This course is designed to provide you with the skills needed to address issues surrounding multimedia design, production, and use and will introduce you to those elements you are most likely to encounter working with media users.

Course Goals and Objectives

The course is designed to:

- Introduce terms and concepts of instructional media and the role of multimedia in instructional design
- Prepare students to use, evaluate and support basic multimedia technologies in a library
- To provide the basic skills needed to produce, support, and evaluate instructional materials in a computer- and/or web-based environment
- Give students an understanding of basic design principles
- Prepare students to solve technology problems in a professional setting
- Provide a context for thinking about current and future technology issues as they relate to library and media/information centers

By the end of the course you will have defined multimedia in your own terms, gained familiarity with a variety of media formats, delivery methods and the software used to create them. You should be able to create web-based or stand-alone instructional applications (and assessments) using a variety of media. In addition, you will develop a working knowledge of design principles in order to help you design materials appropriate to your own professional setting.

A major focus of this course will be for students to use media types to solve information problems in a library setting. Students will learn to identify and even predict problems in a library setting of their choice.

Students will explore in great detail, various organizational issues relating to the implementation of multimedia solutions in a library. This will be done through a series of information case studies concerning which students will propose and, in some cases, create solutions. Furthermore, there will be a heavy component of peer review and evaluation that will take place in class on a weekly basis.

Course Calendar and Readings

The location of this class is in Loudon County, at the address noted above. There will also be a virtual class offered through Blackboard and/or other applications. Finally, depending on the availability of applications at our site, we may move a session or more to an alternative location that gives us more access to equipment and software titles requisite for this course.

Books:

1. **Understanding Digital Libraries, Second Edition by Michael Lesk.** This book can be found online by clicking [here](#). If that does not work, please search Amazon.com for the above author's name.

2. **Designing Web Usability by Jakob Nielsen.** This book can also be found online by clicking [here](#). If that does not work, please search Amazon.com for the above author's name.

Other readings from online sources as assigned.

Other books referred to in this course are:

Exploring Multimedia for Designers (Design Exploration) by Ray Villalobos

E-Learning and the Science of Instruction, Second Edition by Ruth Colvin Clark and Richard E. Mayer

Using Technology with Classroom Instruction that Works by Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski

Multimedia Projects in Education: Designing, Producing, and Assessing, Third Edition by Karen S. Ivers (Author), Ann E. Barron

Learn Multimedia Management First North American Edition (Library Education Series) by Carol Javes (Author)

Web Style Guide, Second Edition by Patrick J. Lynch and Sarah Horton

E-Learning by Design by William Horton

Differentiated Instruction Using Technology by Amy Benjamin

Course Calendar – CLSC 772 – Spring 2008 - Raymond Stewart

Phase I: Definition

January 15, 2008 (Class 1)

Topics:

1. Introduction
2. What is multimedia?
3. How does multimedia apply to media in the library?

January 22, 2008 (Class 2)

Readings: Lesk – Chapter 1
Clark and Mayer, Chapter 1 (will be provided)
Ivers and Barron, Chapter 1

Topics:

1. Why use multimedia?
2. Role of multimedia in libraries/media centers
3. Issues created by use of multimedia
4. Where/how people learn

Assignment:

January 29, 2008 (Class 3)

Readings: <http://www.cast.org/research/udl/index.html>
<http://www.usask.ca/education/coursework/802papers/mergel/brenda.htm>
http://en.wikipedia.org/wiki/List_of_file_formats
Clark and Mayer, Chapter 2 (will be provided)

Topics:

1. Identification of multimedia tools and examples
2. Media selection and file formats
3. Implications on file format selections
4. Instructional design methodologies

Assignment:

Phase II: Use Multimedia Tools (Basic to Advanced)/ Phase III: Assessment and Application of Multimedia Tools

February 5, 2008 (Class 4)

Readings: Lynch and Horton – Forward, Preface (1&2), Chapter 1
Nielsen – Chapters 1 & 2

Topics:

1. Introduction to web design
2. Navigation/site mapping
3. WYSIWYG programs
4. What makes a website “good”?

Assignment:

February 12, 2008 (Class 5)

Readings: Horton, Chapter 1
Lesk, Chapter 3
Clark and Mayer, Chapter 3

Topics:

1. Visual principles and design

2. Fonts and graphics
3. Digitalization of materials and digital images

Assignment:

February 19, 2008 (Class 6)

Readings: Lynch and Horton, Chapter 7
Villalobos, Chapter 4

Topics:

1. Graphic editing and manipulation techniques
2. Pictures for web and print
3. The story they tell

Assignment:

February 26, 2008 (Class 7)

Readings: Lesk, Chapter 12
Villalobos, Chapter 5 and 8

Topics:

1. Animation
2. Audio and video formats
3. Strategies for the use of these tools

Assignment:

March 4, 2008 (Spring Recess) – No Class

March 11, 2008 (Class 8)

Readings: Ivers and Barron, Chapter 7
Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski, Chapter 2
<http://www.utsystem.edu/OGC/intellectualProperty/copypol2.htm>

Topics:

1. Evaluation of multimedia tools and their application
2. Design of assessment tools and strategies
3. Viewpoint: User versus manager

Assignment:

Mid-course Dialogue

March 18, 2008 (Class 9)

Readings: Lesk, Chapter 9

Topics:

1. The mid-course transition: theory into practice
2. If multimedia is prevalent in all facets of education/library/media/information centers, how do we apply it?
3. How do we assess ourselves?
4. How do we assess the resources and make them accessible?
5. How do we manage the vastly increasing amounts of information?
6. How does multimedia play a role in how we present resources to patrons?

Assignment:

Phase IV: Multimedia access and communication

March 25, 2008 (Class 10)

Readings: Nielson, Chapters 4 & 5

Lesk, Chapter 6

Topics:

1. Tools to accomplish sound multimedia design and support
2. Issues with access to equipment/delivery of instruction
3. Role in the libraries and media centers, current and future
4. Multimedia as a collaborative tool

Assignment:

April 1, 2008 (Class 11)

Readings: Lesk, Chapter 7 and 8
Nielsen, Chapter 6

Topics:

1. Accessibility/ assistive technology
2. Control of information/privacy
3. Legal implications
4. Current trends

Assignment:

April 8, 2008 (Class 12)

Readings: <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>
<http://www.youtube.com/watch?v=nsa5ZTRJQ5w>
<http://www.go2web20.net/>
http://www.digital-web.com/articles/web_2_for_designers/
<http://digitalmedia.oreilly.com/2005/07/20/WhatIsPodcasting.html>
<http://radio.about.com/od/podcastin1/a/aa030805a.htm>
http://www.press-feed.com/howitworks/rss_tutorial.php
<http://en.wikipedia.org/wiki/Wiki>
<http://en.wikipedia.org/wiki/Blog>

Topics:

1. Web 2.0
2. Podcasting and RSS
3. Wikis and blogs
4. Methods of communicating intention and information

Assignment:

Phase V: Multimedia and equipment

April 15, 2008 (Class 13)

Readings: Lesk, Chapter 10

Topics:

1. Fiscal implications of managing libraries/media/information centers
2. The technical side of equation
3. The language and the paradigm
4. The budget process: things to consider

Assignment:

April 22, 2008 (Class 14)

Readings: <http://library.mcmaster.ca/mills/comp-equip-1.htm>
<http://uaav.web.arizona.edu/InstructionsMultimedia.html>

Topics:

1. Multimedia equipment
2. Application and use

3. Upkeep
Assignment:

Final Projects Due / Presentations

April 29, 2008 (Class 15)

Readings: Lesk, Chapter 13 and 14

Topic: The Future

Final Projects Due: Class presentations

May 6, 2008 (Class 16)

Class presentations

Final remarks

Notes:

Course Information

This course will require a fair amount of interaction with content online using various collaborative tools. Most assignments can be completed during class, except for reading that must be completed prior to class in order to fully participate. Because *information professionals* will often be working in environments where they will produce cooperative and collaborative products, several projects will require students to work in groups.

While we have access to the Blackboard system as a tool for online collaboration, I will be employing some tools that are predominantly in the public domain. This provides a means by which course materials can be made available to you on the web and it also provides tools for collaborative work, online discussions, and ongoing course updates. Since this kind of application is widely used to deliver course content and training materials online, it is important for you to have some experience using it as a student—the course will give you experience using it as an instructor.

Course Requirements

Class Participation

- 1. Use of case studies in the course:** This is essentially a problem-based course. Major terms and ideas of multimedia will be presented wherever possible, in terms of case studies. Most of the cases studies will be tailored to multimedia scenarios in library/media center environments in order for this to be the most effective and useful. We will consider these problems in terms of library-appropriate settings. The intention is for us to analyze these cases as a group and as such, your eager participation will benefit the entire group.
- 2. Design examples:** Students will be expected to present examples of design at least once in the semester. We will discuss the details of this on the first day of class.
- 3. Group exercises:** A significant portion of this course will be group exercises. These will most often be completed during the lecture segment of each class, although some group projects may extend into interaction via the web, email, or other tools.
- 4. Readings:** Readings will be assigned from the Lynch text and from other sources as well. Each student will also be responsible for presenting an article to the class at least once during the semester—details will be discussed on the first day of class.
- 5. Student Portfolio:** The exercises and assignments in this course are intended to provide you with “real-world” examples of multimedia file formats, applications and the means by which they are combined into something meaningful. More precisely, this course will help you determine how you might best use multimedia in your own current/future workplaces. To this end, you will be creating a multimedia portfolio containing the end-products of the various exercises and assignments in the course. *This portfolio is for you and will be submitted for evaluation.*

As part of your professional experience, you will be encouraged to consider how each specific use of media applies to your own area of library and information science and how this does/might/will affect your professional aspirations.

6. Virtual Class Assignment

One class this semester will be delivered virtually. Details will be provided the first day of class and the data will be determined as content and time allows.

7. Multimedia Instruction Project

The final project in this course is a mixed-media project that you develop to instruct the class and is intended to be a synthesis of all the skills you found useful this semester. You will be creating a short instructional piece tailored to a specific library setting of your own choosing. (You might want to look at a library setting you have not thought about before—even if you have no intention of ever working in this setting.)

Grading

- Class and online participation: 50%
- Portfolio: 10%
- Virtual Assignment: 15%
- Final Project: 25%

Participation includes completion of assignments and exercises, attendance, meeting deadlines and class discussion. Attendance at all class meetings is assumed. Students who are unable to attend class should notify the instructor - in advance if possible. Students are responsible for all course content covered and for announcements made at class meetings.

ADA Accommodation

Any student with a disability that will require accommodation under the terms of federal regulations should present a written accommodation request to the instructor by the second class meeting. It is also recommended that the student contact the Office of Multicultural and Special Services, 2nd floor, University Center East. This office is responsible for disability accommodation and services. Their phone number is 202-319-5618 or 202-319-5211 and their fax number is 202-319-5126. Additional information can be found in the online student handbook at:

<http://students.cua.edu/stuhbook/studentlife.htm>

Information about accommodation for learning disabilities can be found at:

<http://counsel.cua.edu/ADA/learning.htm>

Disclaimer

This syllabus should not be construed as a contract between the student and the instructor. It may be changed at any time as needed in order to meet the instructional goals and needs of the class, including changes in the grading policy that is described above.