

MMO Spring 2015 - Online Capstone Syllabus

Multimedia Online – Capstone - Class Instructor: **Rob Bremmer**

Office Hours - The class is fully online, I have no physical presence at PSU. You may email me at my official PSU email of bremmer@pdx.edu, using your regular PSU email or any external email; this is the quickest way to get in contact with me. You can also leave a message in email INSIDE the D2L online class section, which takes a little longer. Or call me at 503-776-0079, or schedule a time to video conference with me using skype, Google Plus or Elluminate within D2L.

Required Book:

“Changing Minds – *The Art and Science of Changing our Own Mind and Other People’s Minds*”
by Howard Gardner

Recommended Book:

“Infotopia – *How Many Minds Produce Knowledge*”
by Cass R. Sunstein

Course Integration with University Studies Goals

INQUIRY AND CRITICAL THINKING - *“Students will learn various modes of inquiry through interdisciplinary curricula - problem-posing, investigating, conceptualizing - in order to become active self-motivated, and empowered learners.”* In our course we meet this goal by examining real-world problems in sustainability, and environmental economics that face real populations, now. We learn and use methods from psychology, writing, graphic design, marketing, internet technology and political policy in a team based environment where collaboration at multiple levels is essential to success.

COMMUNICATION - *“Students will enhance their capacity to communicate in various ways - writing, graphics, numeracy and other visual and oral means - to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.”* In our course, we use writing, asynchronous online communication, phone, video, chat, Instant Message, graphic design, photography, and internet skills to develop an entirely new website starting from nothing, and publishing to support a specific cause to a proven group of readers, We also maintain and contribute to an ongoing blog and contribute to a growing body of content which supports growing world wide readership. We do this In a topic oriented class, within 6 groups in the class, and within small teams - all the while applying and using project management communication and marketing communication skills.

THE DIVERSITY OF HUMAN EXPERIENCE - *“Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.”* In our course we focus on sustainability issues that cross all possible demographics. Knowing this and discussing this, we use techniques developed by people such as Howard Gardner to in order to create content which is inclusive and approachable by all groups. One might think we exclude those who don’t have internet access or who can’t read, however through online marketing and strategy we can create methods whereby remote readers can share the information we create with those around them.

ETHICS AND SOCIAL RESPONSIBILITY - *“Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.”* In this class we create two key group projects working together to produce a website and maintain an ongoing blog with the theme of the term. We also collaborate and reinforce other learning communities by sharing our findings with them electronically and building synergy across shared values.

Syllabus & Weekly Outline

Multimedia/New Media Capstone Synopsis

You combine all your learning to date in a class where you learn more by creating a useful product or service for a community based interest. You will practice 'Service-based Learning,' and you will work with people unlike yourself; both within and outside the class. You will learn by discussions and negotiations with team members and class members, through producing a product and through written reflection.

We make interactive media using existing software, English, visual imagery, scripting languages and programming languages. You'll learn an overview of all team components necessary to build a project from conception to completion, and have a focused understanding of at least one particular area. The areas of major emphasis are: Client Liaison/Research (Cl/R), Content Development (CD), Creative (Cr), Technical (T) Coordination (Co) and Marketing (Mg).

Course Detail

You will not be told specifically what to do, only generally what needs to be done. Stronger learning can occur when students learn to trust their own voice and own solutions. You will be shown all the necessary basics but each and every major decision along the way will be made by you individually, within your groups and by the class as a whole. This is not a college class where you will succeed by doing exactly step a, then step b, then c, in the same way as others before you. This is a group-dynamic experience where you will learn more about yourself and others and some community. In this particular capstone, you'll also know at the end how to make interactive online media with an integrated marketing strategy. More importantly, you'll be able to recognize more readily the subtle shift in direction as a project moves closer to success or closer to problems and be able to apply this knowledge at an earlier point in the future on your own. Past classes have said at some point "If you only told us exactly what to do we could have made a better project!" That is not the point of this class. It is more about empowering the learning, leadership and creative and result-driven building capacities of each and every student. I seek to increase your critical thinking skills, your leadership and team skills and your ability to create something that has actual measurable influence in the world, in this case, the readership we can track, in the community of our global readership on specific sustainability topics.

Focal areas (main function-groups)

CL/R - Client Liaison/Research - Responsible for gathering accurate data, from client or through research; assuring accurate development, obtaining feedback from client. CL is the eyes and ears of the class. CL responds to requests from the class for more information, subject material, and content. CL may conduct interviews and be the primary contact with the community contacts. CL assures throughout the process that the integrity of the original goal is not lost as data and information are worked through several processes and groups. CL conducts usability analysis and communicating recommendations from the class to the client, or vice versa.

CD Content Development – CD works in conjunction with CR and CL to take facts and information gathered and tailors it to support the end objectives required and set up by the community entity and the class. This will involve formatting and writing text, creating credits and reference pages, tracking references with CL, and performing multiple grammar and spelling checks using a three step process (word-by-word, paragraph &page, and backwards) creating graphics, formatting photos and/or video and/or audio, as determined by the class.

CR - Creative - INFORMATION DESIGN & LAYOUT First, responsible for deciding how best to present client data using colors, texture, graphics, illustrations, photos, videos, sound animation and interactivity. How best to convey the ideas from one mind to another with the least idea degradation, fewest megabytes, and least time and cost. Second, take these decisions and create an overall flow chart (site map) and draw out how pages link. Third, detail out the major sections in terms of storyboard, mood, tone, and interactivity; and document the page name and the page links. Convey this to technical and work with technical to see it to fruition, also conveying this information to CD.

T - Technical - INFORMATION ARCHITECTURE-First, responsible for assessing technical capabilities of the class, and the lab assets as they are configured for your particular term. Practice developing complete pathways from start to end before committing to that path with major classwork. In other words, before agreeing to include embedded video, practice digitizing video and placing small sections into a test interactive structure. There are four areas of distinct responsibility in Technical; Developing, importing assembling and burning the main work, converting acquired data to digital form and appropriately formatting, and "Scouting." The scouting role looks forward along the project timeline, testing for weak areas and either strengthening them or routing the main group around them.

Co- Coordination– Responsible for development of GANNT chart, periodic review of chart with other teams, tracking change and quality assurance across groups and across term and managing production of final product in software and hard copy and web, if developed for web. Watches for cross-group hurdles and flags for class/group discussion. Guides class to state mission statement of class at earliest opportunity and then keeps class on target and true to that statement throughout the class. The Mission statement must take into account WHO is are target audience, and HOW do we want to influence their thoughts and behaviors.

M – Marketing – Develops Marketing Strategy working with CI/R, CD and CR. Helps maintain ‘branding’ aspects throughout the term. Helps keep groups on main mission and on target with stated goals. Develops and launches at least one survey, and integrates results into class project. Tracks web and blog site-meter results, and applies lessons learned through web analytics to end of term project outcomes.

10 Milestones

Mile 1

Develop email group and introduce blog. Split into groups. Everyone has email for everyone else plus those in their own group specifically. Everyone is familiar with the free online tools, has made at least one class blog entry and is able to communicate effectively with each other and the instructor through the D2L (Desire to Learn) class site. Legacy elements from previous classes and the instructor are examined and discussed. Study the topic for the term. Experiment with Eluminate, the built in video chat and whiteboard tool.

Mile 2

Brainstorm ideas. Begin drawing and discussing ideas. Begin experimenting with hardware/software and capture equipment. Begin listing project elements. Attempt to prioritize, count and sequence elements. Continue gathering and begin filtering raw data. Content Development prototypes some file modules which may be used later.

Mile 3

Mission statement exists and is in use. End user is defined as a demographic and we know how we want to alter their thoughts and/or behaviors. Everyone has a sense of how they plan to contribute to the project. The official external Blog has its first entries for the new term.

Mile 4

Development modules, composed of elements which support specific points we wish to make, are defined, and beginning to appear in the Blog and on the site. Camera crews (if used) begin practicing; sub-dividing into capturing on tape and editing to digital files, same with audio, if used. Other sub groups may form; animation, etc.

Mile 5

Creative transfers designs to Technical and assists in development. Files are assembled in central locations (with back-ups please!!) The blog is underway, a site meter is installed, and marketing is busy generating buzz and creating traffic. The website is under development.

Mile 6

All groups are communicating well with each other, each group and each individual has a solid role.

Mile 7

No new ideas are introduced unless absolutely essential. Quality Control from Coordination and team efforts is making checks and recommendations Content Development is creating file work, formatting other files, digitizing text, and working with CR to finalize Layout and Global Navigational schema. Content Development is primarily concerned with how class ideas are expressed in text (some imagery) Creative group is more focused on imagery, layout and the collective visual impact of all elements.

Mile 8

Credits are developed and include information on the class and our sources. References are documented and presented on the official Blog and/or website. Marketing is preparing a final analysis and recommendation.

Mile 9

Responding to the marketing report and analysis, the class makes final tweaks and adjustments to both the web and the blog. The blog has a functional link featured near the top leading to the class website for the term. The class website has a featured link going to the blog.

Mile 10

The blog and website are functioning and have functioning site meters. All necessary data, passwords user-names and URL's are documented on one word document and put in the group site AND given to the instructor. A final quality control check - are the styles consistent? Is the brand of the blog represented well with image, title and layout? Does the site look and feel professional and high quality and does it relate well to the blog?

Midterm and Final

A mid-term assessment and final review and assessment of the community based learning project will be explained in greater detail at midterm and one week prior to finals. These papers are to be thoughtful introspective and analytical essays, and will be submitted directly to the Instructor. I will send you the midterm and final directly as an email attachment and you will send it back to me for grading. After I grade it I will return it to you with your paper grade and any comments.

HUNGRY? KNOW ANY STUDENTS WHO ARE?

There is no reason for anyone to suffer performance or health problems because of food issues.

Please read -

For information on food assistance and other resources please visit:

<http://www.pdx.edu/studentaffairs/CISFS>

SAFE CAMPUS REQUIREMENT

*If you have not done so already, please complete the **Safe Campus Module in d2I**. The module should take approximately 30 to 40 minutes to complete and contains important information and resources. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault/>. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.*