

MMO Winter 2021 - Online Capstone Syllabus

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

Course Description

Students work together to develop a functional online presence providing solutions and awareness for community partners and community based issues. Topic focus is on sustainability as it relates to socioeconomic and ecological balance, and is experienced through the lens of diversity, and Vulnerable People and Places. The class is fully online and can be completed from anywhere in the world as long as the student has good internet access. We develop digital content to support community goals using web pages, blogs and videos or other digital content such as documentation that assists the community based mission.

Office Hours - The class is fully online, I am reachable every day during normal hours and am available for phone discussions when scheduled. You may **email me at 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/text me at 503-544-3339, or schedule a time to video conference with me using Zoom or Google Meet.

Required Book:

“Changing Minds – *The Art and Science of Changing our Own Mind and Other People’s Minds*”
by Howard Gardner (Harvard Business School Press)

Recommended Book:

“Critical Thinking” by Jonathan Haber (MIT Essential Knowledge Press)

Encouraged Additional Reading Topic areas:

Self Selected reading in these areas will help deepen your understanding of the work we do in the term, what we read and discuss, work with community partners or topical issues, and your own personal awareness of how to be effective in the world: Inquiry, Critical Thinking, Communications, Quantitative Literacy, Effective Writing, Diversity, Equity, Social Justice, Ethics, Agency, Community, and Trauma Informed Approaches to interactions with others. These topics represent University Studies goals - we will be integrating them throughout the term and working with application of definitions of these terms, provided to you in Document 8 - Goal Terms & Definitions: Foundational Strategies for the Course & Beyond

	Major Course Objectives	Major Course Outcomes
1	Practice and improve written and verbal communication skills with classmates, clients, and subject matter experts.	Demonstrate improving communication skills in practice during the term and in writing on the essay final.
2	Practice and improve the use of online tools and methods.	Ability to use online tools and methods will be at a higher level than at the start of the term.
3	Perform investigation and discovery of community based topic as it relates to social and economic issues, and vulnerability of people and places.	Develop and publish online, digital material addressing the terms socioeconomic or ecologic dilemma.
4	Develop a marketing strategy to Influence the greatest possible number of readers and users.	Use online analytic tools and methods to demonstrating marketing penetration.
5	Examine the four key University Studies program goals: 1) Inquiry & Critical Thinking 2)Communication 3)Diversity, Equity & Social Justice, and 4) Ethics, Agency & Community.	Demonstrate knowledge and awareness of these goals in your final essay paper, and be able to show how they came into play in our engagement of the community issue addressed during the term.

Course Integration with University Studies Goals

INQUIRY AND CRITICAL THINKING - In our course we meet this goal by examining real-world problems in

sustainability, and environmental economics that face real populations. We learn and use methods from psychology, writing, graphic design, marketing, internet technology and political policy in a team environment where inquiry, critical thinking, and collaboration, are essential to success.

COMMUNICATION - In our course, we use writing, asynchronous online communication, phone, video, chat, Instant Message, graphic design, photography, and internet skills to develop entirely new digital online materials, sites or videos, starting from nothing, and publishing to support a specific cause. 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.

DIVERSITY, EQUITY, & SOCIAL JUSTICE - In our course we focus on 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 others who do not have internet access.

ETHICS, AGENCY & COMMUNITY - In this class we apply ethical thought and decisions to our agency, or how we freely choose to act and implement within a community, to make change.

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 for the community use, 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), User eXperience/User Interface(UX/I) [formerly Creative-Cr), Technical (T) Coordination (Co) and Marketing (M).

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 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 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. This class is 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.. 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 conducts communications 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 tailor 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.

UXui - User Experience/User Interface First, responsible for deciding how best to present information using colors, texture, graphics, illustrations, photos, videos, sound animation and interactivity. How best to convey ideas from one mind to another given limitations in the digital world. 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. Work closely with CD group and T group.

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 and assembling, converting acquired data to digital form and appropriately formatting.

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 coordinating production of final product. Watches for cross-group hurdles, flagging any 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. CO 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.

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.

8 Milestones - Understand the relationship between milestones and dates. *Milestones roughly align with the weeks of the term, but they don't have to exactly. Milestones are used instead of dates because what is important is completing the sequence properly before moving to the next one. It does not matter if Milestone 1 takes a little longer, or Milestone 2 is completed more quickly. These are decisions made inside the class and tracked on a Gantt chart. There is only one hard deadline - The work on the blog and on any media developed for our service community must be 100 percent completed by the end of the term. These milestones are an approximate average of what is done each term. They will be described more precisely and specifically in the weekly news in D2L, in a way that maps most closely to the specific work of this term.*

Milestone 1

Develop email groups 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, and is able to communicate effectively with each other and the instructor through the D2L (Desire to Learn) class site or using PSU regular email. Legacy elements from previous classes and the instructor are examined and discussed. Study the topic for the term. Experiment with the built in video chat and whiteboard tool inside D2L. Everyone is up and running on the Quick Reference Sheet (QR) introduced by Tuesday, week 1).

Milestone 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.

Milestone 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.

Milestone 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; subdividing into capturing on tape and editing to digital files, same with audio, if used. Other sub groups may form; animation, etc.

UXi transfers designs to Technical and assists in development. Files are assembled in central locations (with back-ups please!!) The blog is underway, analytics are being used in the blog tool, and marketing is busy generating buzz and creating traffic. The website or other final product is under development.

Milestone 5

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

Milestone 6

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 Navigation schema. Content Development is primarily concerned with how class ideas are expressed in text (some imagery) UXi group is more focused on imagery, layout and the collective visual impact of all elements, and how they are experienced by the user. A simple way to understand UXi is this - make the text and graphics clean and the interactions intuitive.

Milestone 7

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.

Milestone 8

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.

The blog and website are functioning. . All necessary data, passwords usernames and URL's are documented on one word document and put in the group site AND given to the instructor by placing them inside the google docs aligned with that terms project. 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.

Post Course long term Outcomes

A student passing this course will be able to:

- Communicate more effectively in an online environment.
- Practice and improve critical thinking skills.
- Understand the six operational areas required for effective web development.
- Develop skills functioning within interdisciplinary teams.
- Practice using social media and analytics to influence content development decisions.
- Understand the importance and interrelated aspects of the UNST goal -
 - *Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.*
- Understand how to develop content to influence users decisions.
- Understand and be interested in the value of community based volunteering.

Grading for Online Multimedia Capstone UPDATE- Fall 2020

You will be graded on your individual effort, group effort, and results. More weight is on individual effort, so in this way no team member ever needs to feel they are unfairly pulling the weight of another member.

There are 6 primary grading components:

- 1 - **Blog entries** (2 minimum, per student)
- 2 - **Mid-term** (1 midterm per student)
- 3 - **Final** (1 final per student)
- 4 - **Accountability Report** (1 per person per week, starting week 2, and filled out online)
- 5 - **Reflective paragraphs on UNST Goal** - paragraphs/statements relating to the integration of the diversity, equity and social justice goal - introduced week 2
- 6 - **Final Project** - Typically a website, sometimes a video or other online content, depending on the need of the community served each term. Introduced at **Mandatory meeting first Wednesday**. This is GROUP WORK - everyone has different tasks on the one main project.

There is a secondary grade component – when I am wavering on a grade, between A- and B+ as an example, I will look at participation. Who is heavily involved with group communications? This data is used sometimes to help with the decisions; lots of participation, the grade may go a half grade higher. Minimal participation, the grade may go a half grade lower.

1

The first gradable component is Blog entries: A typical entry on the class-maintained blog will be relevant to the mission of the term, unique from other entries already posted. Points will be given for relevance, interest, uniqueness, and links to other sites which must be clicked to take surveys or read the rest of an enticing topic. Each student will make a minimum of 2 entries over the course of the term. A total of 100 points will be given for each entry for a possible total of 200 points. I will know when a student posts an entry as they will **email me a copy** of the entry to bremmer@pdx.edu. - from regular PSU email - (You still must post your entry on the blog, that is required) Students in the marketing group must post not only the required three but as many others as they think significant; their job is to increase readership and interest in the topic, which will require frequent and high quality posts.

200 maximum points for 2 blog entries. I recommend ONE POST SUCCESSFULLY POSTED BY END OF WEEK 5 AND ONE POSTS SUCCESSFULLY POSTED BY END OF WEEK 8.

2

The second component is the midterm. The midterm will be posted on week 4 and will consist of essay type questions about the book Changing Minds and about the class and examining your results and experiences in the class. You will have at least 4 days to get the midterm to me. Please email it to me as a word doc attachment AND cut and paste the content in text, into the body of the email.

A total of 200 points is possible on the mid-term.

3

The third component is the Final. The final will be posted on week 8 and will consist of essay type questions about the book Changing Minds and about the class and how your results and experiences in the class, and will also ask you to compare and contrast against your mid-term goals. You will also be asked to reflect upon community and community based learning as it applied in this class, and respond to questions involving social justice, diversity and equity issues, which are a major part of the class and a key driver for what we do. Like the midterm, you will have at least 4 days to complete the final, which will come out during week 10, usually towards the end of the week. Please email it to me as a word doc attachment AND cut and paste the content in text, into the body of the email.

A total of 300 points is possible on the Final.

4

The fourth component is the Accountability Report. Each of the groups CL, CD, UX/UI, T, M, and CO, has a section, per week, where they can make their short report.

- Week 3 Report, everyone says what they have done already. and what they will do in week 4.
- Week 4 Report, everyone says what they did last week, and what they will do in week 5.
- Week 5 Report, everyone says what they did last week, and what they will do in week 6.
- **Week 6 Report, everyone says their best success so far and weakest area to improve.**
- Week 7 Report, everyone says what they did last week, and what they will do in week 8.
- Week 8 Report, everyone says what they did last week, and what they will do in week 9.
- Week 9 Report, everyone says what they did last week, and what they will do in week 10.
- **Week 10 Report, everyone says their biggest personal success of the term.**

The Accountability Report is about what the individuals in each group say they will do. It's about integrity. state your goal and try to make it - if you don't, reframe it the next week and move on. Points are for engaging, not for being perfect.

At the end of the term, anyone who has a complete set of accountability lines by their name get an automatic 100 extra points towards their final grade.

5

The fifth component is goal-related Reflective Response paragraph. Each class member will provide a paragraph (5 paragraphs, spread out every two weeks) supporting the UNST goal and critical thinking,, starting in week 3. They will also find a paragraph written by another student and respond to that paragraph. **20 points per completed paragraph.**

6

The sixth component is your share of work on the final project. The final project is a shared group project. Everyone has an opportunity to participate in the final project. I encourage people to share components whenever possible. There will be a question on the final paper asking what components you were responsible for researching, or creating, or implementing, or aiding others on a shared component. To get the 40 points for your participation in the final group project, you must document in the final essay response when asked, what you did, and how it impacted the project. You must also name another member in the class who is aware of the work you did and could verify if asked that you did that work. **40 points** for verifiable and well explained group work in the final project.

Grades are calculated after the final at the end of the term. If you want to know your standing in the class, or you have specific concerns about your grade in the class, contact me at any time.

STANDING ANNOUNCEMENTS FOR ALL STUDENTS - BELOW

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

HUNGRY? KNOW ANY STUDENTS WHO ARE?

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

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 d2l**. The module should take 30 to 40 minutes, 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.*

'Ask a Librarian'

<https://library.pdx.edu/services/ask-a-librarian/>

At "Ask a Librarian, we offer different types of access to inquiry for different types of learners. We can help you research needs and strategies, as well as help you with finding books for you courses, or directing you to Campus resources, or how to get a public library card. The types of questions that we field are endless!

INAPPROPRIATE BEHAVIOR IN CLASS AND CONSEQUENCES

All students are expected to be collaborative, polite, and respectful of all other students at all times. In this class we enjoy practicing open and safe communication with each other in a respectful way, even if disagreements arise. Verbal or written bullying of any form will not be tolerated and when discovered or reported will be dealt with as severely as the University system allows.