Course Number: CTMU 7570-7976
Course Title: Music Instruction Multimedia Research and Development
Credit Hours: 3 semester hours
Prerequisites: CTMU 7550 or departmental approval
Corequisite: None

Instructor: Dr. Jane Kuehne – kuehnjm@auburn.edu – 334-844-6852 – 334-332-7228 (cell/text)
** Please use Blackboard for course-related questions. **
Office Hours: By Appointment, but generally I am in my office during the following days/times:
May 24 – June 25 – M-Th 2:30 p.m. – 3:45 p.m. and July 5 – August 3 – M-Tu 2:30 p.m. – 3:45 p.m.

GTA: Jeff Gilbreath – a gilbrje@auburn.edu

Date Syllabus Prepared: Updated May 2010

Texts and Materials
• Web Design Application – You can choose which one you want to use. I will show Dreamweaver and another open source option, NVu or Kompozer (Kompozer is built on NVu platform, but does a little more).
• Adobe Flash Pro CS4 (or 5) for Teachers and Students – You can choose to purchase this, or download the free trial (which is fully functional). However, after 30 days, the free trial is no longer functional and you will need to purchase. I suggest the following retailers if you want to purchase it: http://www.academicsuperstore.com/products/Adobe/Flash ($179).
• You MAY want to purchase a book on Flash, but it's NOT required.
I use: *Flash CS4 All-in-One For Dummies*, by Doug Sahlin and Bill Sanders © 2009 by Wiley Publishing, Inc. which can be found on Amazon here.

Course Description:
Current research in music instructional technology, design of interactive applications.

Course Objectives: The student will be able to:

1. Describe current research in instructional technology (music)
2. Design an original music instructional technology application
3. Review related literature
4. Design a pilot study
5. Plan learning assessment

Course Content and Schedule (by week – 5 week course)

1. Describe current research in instructional technology (music/language)
   Review related literature and design a pilot study.
   Designing for the WWW (1)
2. Designing for the WWW (2)
   Begin designing instructional technology application and learning assessment
   (Flash and WWW)
3. Continue with instructional technology project and assessment (Flash and WWW)
4. Continue with instructional technology project and assessment (Flash and WWW)
5. Complete project and present to class (Flash and WWW).

Course Requirements/Evaluation:

20%	Class Participation, Online Discussions (distance class notes if necessary)
20%	Research Reviews (6 articles) and Method Section for Pilot Study
20%	Written Outline/Overview of Your Instructional Project and Assessment
20%	Web-based Product based on your Instructional Project and Assessment Outline
20%	Presentation of Project and Assessment, Group Meetings and Group Member Project Assessments

Grading System: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0

Instructor may deduct points for or refuse to accept late assignments due to timely nature of topic.

Class Policy Statements:

Participation: Students are expected to participate fully in all class activities and discussions. All students are expected to have occasional dialogue with each other through the class discussion board by responding to other student's postings. Discussion participation will be evaluated on frequency, professionalism, and scholarly content. The quality and frequency of participation will be assessed by a variety of means. In all cases, students are expected to be professional, considerate, and prepared to participate. Attendance will also be graded. All students should be prepared, present (logged in, viewing video stream) promptly at the beginning of class. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Weekly assignments will be submitted by posting them to Blackboard. The instructor will explain each week's assignments and submission format.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub.* Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness. Note: Appointments for routine medical and dental checkups are not considered excused absences. Students must supply official evidence of illness or other excuse the day they return to class or the absence will not be excused. Distance students will fax their excuse to 334-844-4735.

Tardy residential students are requested to wait quietly in the hall until admitted by the instructor to enter HC 1408. Distance students will be able to access the live video stream 5 minutes before class begins and should log into the chat room before class begins. If a distance student is late in logging in, they will be counted as tardy and they should enter the chat room unobtrusively. Tardy distance students or distance students who leave class early must view class archives, email their class notes via Blackboard to the instructor by the following Monday at 8:00 a.m., provide their excuse, and submit any class assignments by the class due dates to potentially receive an excuse and participation credit.

Students who must miss class should inform the instructor via Blackboard email a week before the absence. Distance students (only) who have been granted an excuse ahead of time must view class archives, email their class notes via Blackboard to the instructor by the following Monday at 8:00 a.m., provide any required absence documentation, and must submit any class assignments by the class due dates to receive participation credit. Resident students may view class archives to catch up and must submit any class assignments by the class due dates for assignment credit. They will not receive participation credit except under extenuating circumstances as approved by and negotiated with the instructor. Consideration for extenuating circumstances along with suggested make-up assignments should be proposed to the instructor via Blackboard email by the following class meeting (sooner is better).

Unannounced quizzes: There will be no unannounced quizzes.

Due dates and formats: Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 23 hours late, so one letter grade is deducted.)

Incompletes: Final semester grades of Incomplete will not be given except in cases of documented illness or other emergency situation (like death in immediate family). Incompletes must be removed by the third week of the following semester.

Loaned materials: Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

Office Hours and Assistance: The instructor cannot be available 24 hours per day, but will keep weekly office hours as indicated in class. During these periods, the instructor will be available by telephone. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check Blackboard email each afternoon, Sunday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple message for the same inquiry. (For example, use ONE Blackboard email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry.

Students should contact the instructor or post to the discussion board questions related to the course content or course requirements. The GTA will NOT answer questions that should be directed to the instructor.

Professionalism: Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students, Auburn University Policy on Classroom Behavior, and Policies of the Graduate School, especially those regarding Plagiarism, Academic Progress, and the Graduate School Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

College of Education Professionalism Policy
As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or disposition are listed below:
- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Technology: All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in Blackboard mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to Blackboard, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site or the OIT web page to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in Blackboard email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Distance students must have a microphone/headset and use it correctly upon instructor request for voice conferencing. All distance students should work through the Music Education Distance Training materials provided at http://openBlackboard.auburn.edu and those on the Music Education Graduate Student Orientation and Community site at http://Blackboard.auburn.edu well ahead of the beginning of the course.

Extraordinary Circumstances: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Kuehne if you have questions about this addendum.

Other: Students must satisfy all course objectives in order to pass this course.

Justification for Graduate Credit:
Students will analyze research publications and design effectiveness studies in music instructional technology.

Brief Assignment Overviews

Literature Reviews and Pilot Study Method Section

1. Think about a research project that you might want to do using instructional technology. Write a prospective purpose statement and method section.
    a. What would the purpose of the study be?
    b. Who would the participants be?
    c. Where would it be completed?
    d. What will you do in the study?
    e. You will work on this throughout the class, as it may change as you create your instructional project.

2. Find six (6) research articles in your area that use technology in some way or address the area(s) in your projected research study. Use either the PowerPoint Model or the Excel Model to complete the research reviews.

Written Overview of Instructional Project and Web-based Product

1. Create a descriptive outline of a multimedia instructional project. The outline will probably start out shorter, but will grow as you begin to understand what you can do within the software.
2. Try to think in a "very detailed" way.
3. What do you want to do and how many steps you might need to complete to make your ideas work? Write out those steps in a logical manner (outline). Add to this list as you begin completing your project.
4. Create a Web-based Project from your overview using Flash (which will be distributed through your AU web space)

Written Assessment (Based on Instructional Project)

1. Write an assessment for students who have used your project (above).
2. "Try out" your assessment with your group members. Have each group member go through your project and then take the assessment.

Presentation of Project and Assessment of Group Members' Projects

1. Present your project at the end of the course (in final two days of class). If you cannot be available (excused by Dr. Kuehne for acceptable reason), create a presentation and archive it in Live Classroom so that other class/group members and/or Dr. Kuehne can view it.
2. Work with your group/partner to design an assessment instrument for multimedia instructional products.
3. Make sure it will accurately assess each group member's product.
4. Use to assess the product for each group member.