EDUC 528: Intro. to Presentation Design
Fall, 2012

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Office Location: Education North 213
Office Hours: Face-to-Face: Tues/Thur 9-11; Online: Mon/Tues/Thurs 7 pm
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Course Description: This course is designed to help teachers and trainers move their training and facilitation skills to the next level of performance. Topics cover a wealth of issues including where to begin with online learning. For example, how to use case studies, conduct inventories, exercises, games, and simulations, facilitate role plays, as
well as conduct effective and safe demonstrations. The use of technology to develop effective, transformational online learning experiences will also be discussed.

Student Learning Outcomes:

*Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.*

1. Describe the strategic importance of presentation design.
2. Identify appropriate guidelines for designing an online learning environment.
3. Examine the requirements for designing effective presentations.
4. Compare various design programs.
5. Evaluate your presentation style.
6. Discuss strategies to optimize effective presentations in online learning environments.
7. Describe effective strategies for online facilitation.
8. Describe best practices for effective presentations to promote active learning.
9. Identify the process of managing teaching reflectively.
10. Discuss the strengths and weaknesses of different evaluation designs.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Presentation and Discussion Board (75%): 750 possible points

Each student is to post a journal entry for each unit’s reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Also, each student will make at least 3 meaningful discussion posts for the discussion assignments interacting with the other students in the class. Each student will be placed into a group to make a presentation on the methods they would use to make a presentation to a culture different than their own. The presentation needs to include a discussion of the reasons for using certain methods and not others to effectively communicate to the culture. Groups will be assigned a country/region for this assignment. The student will be placed into a group lead the class discussion of this topic. The presentation will be made using Adobe Connect. Further instructions will be posted in the course assignment tab. This assignment will be used to assess the ability of the student to do research and develop their presentation skills.

Please view the Rubric for Presentation for this assignment in the syllabus. The student may also download a copy of the rubric from the Course Home section of the course website. Each student will develop a MERLOT web page based on a topic covered in this course. Please refer to the MERLOT tutorial on the Digital Ecosystem page if you are not
familiar with MERLOT.

*Journal (10 points/unit x 7 units = 70 points)

*Discussion Board (10 points/posted comment x 30/unit x 6 units = 180 points)

*MERLOT Web Page (250 points)

*Group Participation (50 points)

*Group Presentation (200 points)

*Assessment Project (25%) : 250 possible points

Each student will complete an assessment of a student presentation in MERLOT. The student will be assigned a presentation to assess and will use the MS Global ELearning Assessment of Student Presentation Rubric located under the Course Home Tab on the Course website. In addition to completing the Rubric, the student will also write a one-two page critique identifying the parts of the presentation that were done well and why; the student will also identify the parts of the presentation that could be improved and how this could be accomplished. Please submit the Assessment Project to the Dropbox. *The assessment project is not required for the undergraduate component of this course.

Assessment Method:

Rubric of Student Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unacceptable</th>
<th>Student’s Score</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td></td>
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<tr>
<td>Organization</td>
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<td>Content</td>
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<tr>
<td>Visual Aids</td>
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<td><strong>Total:</strong></td>
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Keys:
1. **Purpose**
   The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details, which are fully developed.

2. **Organization**
   The speaker establishes a beginning, middle, and an ending. The presentation is well organized and easy to follow.

3. **Content**
   The speaker developed the main idea which was effectively supported by details and examples.

4. **Language**
   The speaker’s words were appropriate and correct. The speaker also pronounced words clearly and was easily understood.

5. **Visual Aids**
   The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.

**Grading**

A = Exceeds Standards and demonstrates learning beyond course. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (900 points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (800 – 899 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (700 – 799 points)

D or F = Failure to meet Standards (699 points and below)

### TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with
- Internet access (high-speed preferred)
- Microphone for classlive sessions throughout the semester (these run about $10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to
email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

**ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.-5:00 p.m., Monday through Friday.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!!! in the subject line. **HOWEVER... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.**

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **rick.lumadue** as the contact to add me to your list.)

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Late work:** Late work is not accepted. You will have plenty of notification and time to
complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

**Plagiarism:** Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**Attendance:** This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**University Specific Procedures:**

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27 – Sept 2</td>
<td>1</td>
<td>Review of Syllabus, Introduction and Overview – The Design of Online Learning Environments</td>
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<tr>
<td>Sept 3 – Sept 9</td>
<td>2</td>
<td>Applying Online Learning to Teaching Practice in Higher Education</td>
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<tr>
<td>Sept 10 – Sept 16</td>
<td>3</td>
<td>E-Learning and Use of Technology in Training Presentation Group 1</td>
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<td>Sept 17 – Sept 23</td>
<td>4</td>
<td>Transforming Learning Methods through Online Teaching Presentation Group 2</td>
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<td>Sept 24 – Sept 30</td>
<td>5</td>
<td>Where to Begin with Online Learning Presentation Group 3</td>
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<td>Oct 1 – Oct 7</td>
<td>6</td>
<td>Managing Teaching Reflectively Presentation Group 4 MERLOT Web Page Due</td>
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<td>Oct 8 – Oct 12</td>
<td>7</td>
<td>Training Evaluation Presentation Group 5 Assessment Project Due</td>
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