



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Designing for Presentation Using Information Communication Technology

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	1472	74802	1, 2008	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070100

## STAFFING

Examiner: Peter Albion  
Moderator: Petrea Redmond

## OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

## RATIONALE

Powerful tools for design and publication in a variety of media are being made widely available through personal computers and are increasingly used in education and other occupations. In an image conscious culture, knowledge and skills which enable use of such tools to promote personal and corporate image through good design are valuable assets. Conversely, poorly designed materials can be detrimental. Educators can benefit from enhanced capabilities for designing with ICT, both for preparing presentation materials for their own use and for providing guidance to learners working with ICT for interpreting and presenting information. These capabilities are important in the development of the multiliteracies that will be required for a future in which citizens must navigate multiple lifeworlds.

## SYNOPSIS

Students will be introduced to basic principles of design for presentation including typography, placement of graphic elements, appropriate use of colour and motion. Hardware and software used for computer acquisition and production of text, graphics, animation, audio and video will be examined and used to produce a variety of presentation materials appropriate to the work of educators. Students will be expected to demonstrate knowledge of design principles through the preparation of presentations using software tools such as artistic graphics, desktop publishing, presentation software and audio and video editing. The importance of effective presentation as an aid to professional communication will be emphasised throughout the course. Intending students

should be aware that they will require regular access to ICT resources including email and the Internet.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. describe and explain basic principles of design as they apply to presentation of information in a variety of media for print and electronic distribution (Assignment 2 and Test)
2. describe and compare a variety of methods and techniques for acquisition, storage, manipulation and presentation of information using ICT to publish in print or electronic form (Assignments 1 and 2, and Test)
3. apply design principles to the preparation of presentations using a variety of software (Assignment 2)
4. discuss, with examples, the application of presentation skills to the work of educators (Assignments 1 and 2, and Test)
5. demonstrate knowledge of the principles and application of project-based learning in school classrooms (Assignments 1 and 2, and Test)
6. demonstrate knowledge and skills relevant to design and implementation of project-based learning in school classrooms using multimedia-rich projects (Assignments 1 and 2, and Test)
7. demonstrate knowledge of course content using appropriate modes and conventions of expression (Assignments 1 and 2)

## TOPICS

	Description	Weighting (%)
1.	Elements and principles of design	20.00
2.	Principles and application of project-based learning	20.00
3.	Application of ICT to presentation in various media: text, graphics, animation, audio and video, publishing for print and/or screen	30.00
4.	Designing presentations for educational purposes	30.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There are no prescribed texts in this course.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information  
<http://www.usq.edu.au/library/> . The gateway to education resources is here...  
<http://www.usq.edu.au/library/faculties/education/default.htm>

Atkinson, C 2005, *Beyond bullet points: using Microsoft PowerPoint to create presentations that inform, motivate, and inspire*, Microsoft Press, Redmond.

Bull, G, & Kajder, S 2004, Digital storytelling in the language classroom, *Learning and Leading with Technology*, 32 (4), pp46-49.

Chamberlin, B 2004, Key concepts for digital photography, *Learning and Leading with Technology*, 31 (8), pp38-40,42-4.

Chen, P, & McGrath, D 2004, Visualize, visualize, visualize: designing projects for higher-order thinking, *Learning and Leading with Technology*, 32 (4), pp54-57.

Johnson, K, & Sharp, V 2005, Is PowerPoint crippling our students?, *Learning and Leading with Technology*, 33 (3), pp6-7.

Pogue, D 2000, *iMovie: the missing manual*, Pogue Press, Sebastapol.

Pogue, D, Schorr, J & Story, D 2005, *iPhoto: the missing manual*, Pogue Press, Sebastapol.

Saylor, T 2005, ' ' (Available: [http://people.csp.edu/saylor/effective\\_powerpoint.html](http://people.csp.edu/saylor/effective_powerpoint.html)) [Accessed 28 02 2006]

Scot, TP, & Harding, D 2004, Splicing video into the writing process, *Learning & Leading with Technology*, 32 (1), pages 26-27, 29, 31,

Steelman, JD 2005, Multimedia makes its mark: the benefits and drawbacks of including multimedia-rich projects with your curriculum, *Learning and Leading with Technology*, 33 (1), pp16-19.

Williams, R 2004, *The non-designers design book: design and typographical principles for the visual novice*, 2nd edn, Peachpit Press, Berkeley, CA.

Williams, R 2005, *The non-designer's type book*, 2nd edn, Peachpit Press, Berkeley, CA.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	15.00
Lectures	13.00
Private Study	109.00
Tutorials	26.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	20.00	20.00	28 Mar 2008
ASSIGNMENT 2	50.00	50.00	06 Jun 2008
TEST	30.00	30.00	13 Jun 2008

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:**  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- Penalties for late submission of required work:**  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- Requirements for student to be awarded a passing grade in the course:**  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- Method used to combine assessment results to attain final grade:**  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- Examination information:**  
There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**  
There will be no Deferred or Supplementary examinations in this course.
- University Regulations:**  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## ASSESSMENT NOTES

- The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.

- 2 Students may be required to provide a copy of assignments submitted for assessment purposes. Such copies should be dispatched to the USQ within 24 hours of receipt of a request to do so.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

- 4 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.
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