Course Description

This course will be an orientation course intended to give students both a theoretical understanding of, and practical experience with, designing multimedia products and the user interface in information systems. It will be at introduction level to introduce basic knowledge of human computer interaction (HCI) and various computerized and Internet based multimedia system designs.

There is no programming ability is required; however the student will be expected to be able to learn quickly how to interact with and customize some media instruments and software packages. The course work is designed to prepare students to support multimedia and computer based instruction in library and information provision settings.

This course fulfils one of the requirements for the Master of Library Science degree at SCSU.

Course Objectives

To provide a basic understanding of the concepts involved in multiple interface design. The basic course objectives include the following:

1. Understand general human-computer interaction design issues
2. Understand basic principles for designing the user interface in information systems, with special reference to computerized systems
3. Introduce popular usability evaluation methods: usability inspection methods, analytic techniques and experimental techniques
4. Practice the design and production of multimedia resources for libraries
5. Deliver and apply interactive systems
6. Assess and evaluate interactive systems
7. Explore Implementation issues
In this Spring 2005, this course will focus on multimedia interface design for digital libraries, through introducing various computerized and Internet based designs.

**Required Texts**

No required text for this course.

**Recommended Texts**


**Helpful Reading Resources:**


Each Unit session has supplied a number of reading materials as helpful sources supporting the discussion topics. Students are encouraged to read these materials before the Unit. Students are also encouraged to check online databases like LIBRARY LITERATURE, the bibliographies in ARIST (Annual Review of Information Science and Technology), as well as to peruse the Index-L listserv for new/related materials.

"Course Bibliographies" contains a list of related sources for further readings.

ALA TechSource at [https://www.techsource.ala.org/](https://www.techsource.ala.org/) reports the most new technologies and software application used in libraries. It is a good source to track the library technology development.

**General Policies**

As a student in this course, you will:
1. assume responsibility for your learning
2. use the provided learning guides and resources; and conduct information searches when necessary
3. manage your time effectively (plan a schedule and practice time management)
4. ask for assistance when you need to avoid unnecessary frustration and confusion
5. remain active in class threaded discussions and other activities
6. prepare all work at graduate performance levels
7. follow good etiquette

**Prerequisites & Requirements**

**ILS 501**

Prerequisite: basic knowledge of computers.

**Course Outline**

See [Course Outline](#) in Course Info section

**Grading Description**

1. **Common Exercises and Assignments — 50 %**
   
   1) **Subject Review** [individual work, 10%]
   Evaluate 2 or more current curricula on multimedia interface/system design taught in the universities that offer information and library science courses.

   2) **Bibliographic Essay** [individual or team work, 15%]
   Outline assigned unit topic, review related literature, and present results to the class. Then, selected one or more related software to give an illustration or demo, as a "teacher".

   3) **Multimedia Presentation Exercises** [individual work, 10%]
   Conduct a number of exercises with multimedia methodologies and terminologies.

   4) **Interface Design Evaluation** [individual or team work, 15%]
   Find real examples of the multimedia software that are in practice in libraries, such as adoptive technologies, use of digital camera/camcorder in digitization, flash used in library websites, ... then, make comparisons and critics on the multimedia interface design products and/or usability of a digital library: evaluating a sample digital library to detect any usability problems.

All assignments are due at the end of the units or the due dates. To receive full credit, you have to hand in each assignment/in-Unit exercise project on time unless you have a reasonable excuse.
2. Course Project — 35%

The student [individual or team] will conduct one of the following course projects:

* CD-ROM Product: Create a multimedia CD-ROM, integrating multiple media (text, animation, graphic, audio, and video resources) into a presentation on a topic selected.

* Web project: Create a multimedia website, integrating multiple media (text, animation, graphic, audio, and video resources) into a presentation on a topic selected.

* Research paper: Conduct a survey or review or evaluation studying multimedia technologies used in libraries, information centers and/or academic practices for education purposes.

Guideline of the projects:

The final project can be finished by either a group or individual. Each student or group will select a topic of interest but related to the information and library profession and write up a short research paper for presentation. Sprinkled throughout the Units are places for presentations to the Unit so that we can all share in understanding the topic chosen.

Your project will be due on or before the 12th week. Note: This assignment is not something that I expect you to worry about until the prospectus is due since we will need to get through a good bit of material before you can decide what you wish to pursue. Also, the scope of the paper should be such that it will fit into the last few weeks of the semester. Where common interests are evident, students may work together as a team for the project assignment.

Full credit will be given when reports exhibit originality of thought, clarity, and readability. Important consideration will be given to the quality of the Unit presentation, including the use of Power Point, or other presentation software.

3. Unit Attendance and Participation — 15%

Each student must participate in weekly threaded discussions, as well as lead one threaded discussion unit. The measurement of the contribution will be a combination of number of responses to threaded discussion questions and quality of the responses. The total cumulative points for the participation will be fifteen.

Each student has to lead one unit discussion jointly with members of the unit discussion group, contributing one or more threads to the discussion unit ahead of time as well as summarizing the unit discussion by the end of unit. Five total cumulative points will be given to each of the team members for good performance.

In online environment, as in on-ground courses, students participate by seeking interaction with other students and with the instructor. Since there is no face to face meeting in the online environment, this interaction becomes very important to effective learning online. Therefore, good class participation is essential and will account for a significant part of your grade. You should plan to contribute to every discussion Broken Link in the Threaded Discussions, such as a response that expresses clear thinking and problem-solving, and that is relevant to the discussion. This usually requires that you say more than just "I agree."

Please inform me if you will not be able to contribute your threads on time or be unable to participate in class for an extended period (more than one week).

Students are welcome to contribute reading sources and/or web documents/resources related the unit topics to the Course Resources section.
Grading Systems

Assignments will be graded with this grading system:

- A (95-100) = ?Exceptional? (The ?A? truly does mean exceptional)
- A- (90-94) = ?Excellent? (The ?A-? is for work that truly exceeds expectations)
- B+ (84-89) = ?Very good? (The ?B+? is for work that exceeds expectations)
- B (75-83) = ?Good? (expected graduate-level performance and an indication that the assigned task was performed satisfactorily)
- any average below B is below expected graduate level performance.

Evaluation Criteria:

Assignments will be graded on a normative based evaluation scale. Below is a description of this scale:

- An "A" assignment not only completes the assignment, but contributes unique, creative, and significant insights. Student has spent considerable effort in completing assignment and his/her assignment demonstrates "superior performance."
- An "A-" assignment completely fulfills the assignment. Student has clearly completed each component of the assignment and his/her assignment demonstrates "expected performance."
- A "B+" assignment fulfills most of the assignment. Student has completed most components of the assignment and his/her assignment mostly demonstrates "expected performance."
- A "B" assignment fulfills some of the assignment. Student has completed some components of the assignment and his/her assignment somewhat demonstrates "expected performance."
- A "B- or less" assignment does not fulfill most of the assignment. Student demonstrates "passing, but below Graduate Standards" skills or "unacceptable performance" ("C- or less").

Late assignments will be decremented by one point per day.

Class Method & Course Materials

As a hybrid course, we will use both flexible campus-classroom meeting time and WebCT-SCSU or WebC at Southern http://webct.southernct.edu/ as our teaching mode.

The course is comprised of a combination of readings, lectures, discussions, exercises and class projects that will enable students to more easily absorb course content. The principles will be introduced in lectures, and shown in the text/readings; practical reinforcement will be through assignments in which the student will review/evaluate related technologies, construct interface design terminologies, and create an multimedia information system.

There will be three categories of course assignments: readings, evaluations, and designs.

The teaching method is informal, non-theoretical, based on practical experience, larded with real-world examples and concentrates on what works, rather than what ought to work. Student participation is required ? through discussions, team projects, in-class exercises and demonstrations. Please do not come expecting to sit and have knowledge poured into you. You can only learn multimedia design by doing it.

Course website we use contains five types of works commonly used in an educational setting. They are 1. Works generated by the professor or students in the class; 2. Works by others used under the exceptions allowed by the copyright law of the U.S; 3. Works in the public domain; 4. Links to URLs containing information needed for homework assignments and 5. Excerpts from the textbook used by the class.
Every attempt has been made to acknowledge all works properly. Any omission is unintentional. If, however, an oversight has occurred, please contact me at liuy1@southernct.edu immediately so any error may be corrected.

Instruction on Participation

In online courses, as in on-ground courses, students participate by seeking interaction with other students and with the instructor. Since there is no face to face meeting in the online environment, this interaction becomes very important to effective learning online. Therefore, good class participation is essential and will account for a significant part of your grade. You should plan to contribute to every discussion in the Threaded Discussions; each response should express clear thinking and problem-solving and should be relevant to the discussion. This requires saying more than just “I agree.”

Definition of Collaboration

This is a course highly recommending team works. Course projects require extremely cooperation and collaboration.

Group members must prepare individually by 1) familiarizing themselves with the text and other information sources, noting points of interest and practices and how they relate to the group’s work goals; and 2) bringing additional personally-known or researched information which is relevant or, in combination with the unit’s agenda, could make for interesting comparisons or discussions. Analysis, commentary, and forecasting is encouraged.

How to Study for this Course

How to Study for this Course

For each class, you need to prepare in the following ways:

1. Complete all assigned readings and lecture notes, write a brief (one-two paragraph) summary of key points and list questions which grow from the reading or from gaps in the reading’s coverage; use these writings to prepare for your course project work and final exam.
2. Participate in threaded discussions by posting your threaded discussion questions or responding to the threaded questions.
3. Accomplish unit assignments, exercises, and class activities by the due days.
4. Gather information and materials for your evolving final course projects.

As this is a 3-credit course, you should plan to spend a minimum of fifteen hour each week in focused study for this course. Graduate education and graduate work is very different from undergraduate work. You are now expected to participate in the teaching process through collaborative and individual work and sharing of this work with classmates. Success in graduate school takes planning. Devise a study space where you can work uninterrupted. Gather materials you will need before you begin your study session. Schedule your study time, don’t plan to fit it into spare moments or steal it out of time you have scheduled for other activities. Develop a network of classmates you can call upon for help. Develop a network of practitioners you can call upon for advice, information, ideas, and help.
The graduate catalog defines the university’s standards for grading student work in graduate courses: B, and B+ denote expected levels of performance; A- and A denote superior levels of performance. B- or lower are below graduate level.

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**Plagiarism**

The University and ILS have specific policies regarding plagiarism [http://www.southerncn.edu/departments/ils/plag.html](http://www.southerncn.edu/departments/ils/plag.html). Please be aware of them.

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**Academic Integrity**

It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance will not be tolerated. Please consult with me if you are in doubt regarding ethical academic behavior. Please be familiar with the ILS Statement on Academic Integrity [http://www.southerncn.edu/departments/ils/plag.html](http://www.southerncn.edu/departments/ils/plag.html) and the department’s policy on inappropriate behavior in electronic communications [http://www.southerncn.edu/departments/ils/olpolicy.html](http://www.southerncn.edu/departments/ils/olpolicy.html).

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**Learning Tools**

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You, the student, are the center of the learning process. In this online environment it is the student’s responsibility to follow up all class schedules and activities.

While your professor can provide you with the guidance and materials that you need to succeed, the instructor is only a leader of your learning process, it is your responsibility to set goals, plan your work, make notes from readings, lectures and discussions, and schedule the time you will need to complete assignments.

Developing good study skills can not only save you time and energy, but can also help you learn better, independently, and with less guess work.

This section outlines the effective study skills that will promote learning.

- Self-management
- Set learning goals
- Plan and organize a schedule with ample time for reading, studying, reviewing, and preparing (studying) for tests
- Adjust your schedule as the course progresses
- Break down work into manageable units
- Pace the course workload evenly
- Use a study location free of distractions
- Review periodically
Set incentives or rewards for the completion of a section
Reading to learn
Determine the purpose for reading (general ideas, structure an argument, scrutiny of detail, inference, applications); adjust speed and process accordingly.
Preview the text (titles, subheadings, maps, photos, summaries, intro) to help you understand and organize the concepts you will be reading.
Question the text (formulate questions about the text by changing headings into questions; after reading the section, answer the formulated question; what new questions are raised).
First reading: concentrate on major ideas, underline, highlight, or outline them; do not focus on details.
Reread to check understanding; summarize main ideas of each section by restating the concepts in your own words. If you are confused, go back and reread the part you don't fully understand. Make notes, margin notes, or underline key phrases. Visualize the information as you read it, relating it to something you already know; read out loud or think aloud, and discuss the reading with someone else.
Review the information in the text by rereading your notes, questions, and any exercises that have been assigned; use index cards to review key terms, recite the information out loud, and explain the information to someone else.

Making useful notes

Complete assigned readings and make an organized set of notes; include questions raised by the readings
Take notes from the lecture selectively
Rewrite notes to include new insights and questions raised
Periodically review and rewrite notes to clarify issues

Studying with others

One of the best ways of learning is to study with someone else. Get to know one or more students enrolled in this course and establish a good communication relationship. After a reading assignment, review the answers to any questions you have been given and discuss what you believe were the major points. Test each other on specific knowledge. Or try explaining what you are trying to learn to a friend who has never studied the subject. Your understanding of the material is clarified when you must present ideas so that others can understand them. Studying with others has been shown to be one of the most effective ways to study and learn.

In times of frustration, stop and ask yourself these questions: What exactly am I feeling right now? Why am I feeling this way? What do I need to appease this feeling? Once you get to the third answer, devise an action plan.

You will be learning by doing (plan and carryout class projects and informational conferences) as well as by studying (text, journal articles, and lecture notes). You will also learn (or review) how to write a graduate level research paper.

Instructor Information

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Office Hours:
Monday: 3-6:30 pm
Thursday: 3-6:30 pm
Friday: 11-1 pm
**Online time - please allow at least 24-hours for reply

In-person is more than welcome but should be by appointment by phone or email.

ILS 539 Multimedia Interface Design, SCSU Dr. Y Liu