Toronto Metropolitan University

The Chang School of Continuing Education

TED ROGERS SCHOOL Information Technology Management

(C)ITM 445– Multimedia in Business

COURSE OUTLINE FOR 2025-2026

Prerequisite(s): (C)ITM 200 and (C)ITM 207
Lecture room:

Faculty Information

- **Instructor Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:** (416) 979 – 5000
- **Course Website:** my.torontomu.ca
- **Email Address:**
- **Graduate Teaching Assistant:**

Email Policy

Students are expected to monitor and retrieve messages and information sent through D2L and TMU email on a frequent and consistent basis. In accordance with the Policy on TMU Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account Communications sent from other accounts may be disregarded.

Course Description

Multimedia is an important industry in Canada as well as a sophisticated business tool. ITM 445 introduces students to the application, production, and implementation of multimedia in business. Topics include fundamentals of multimedia production such as graphics, audio and text, multimedia applications in business, and issues in the management of multimedia such as usability, design and distribution. Emphasis is on hands-on experience with multimedia applications. A multimedia development project is required.

Course Details

Teaching Methods

Course outline and learning modules as outlined in D2L Brightspace. This course will use a combination of lectures, hands-on exercises and laboratory assignments, a project, and challenges. Laboratory exercises will be provided to practice the software and a lab assignment for that laboratory will also be assigned for the following week. These assignments assist

students in learning the course materials including the software required to complete the major project. A major project with four separate deliverables will also be used for students to demonstrate competency in the course concepts. Students can work in pairs for the project; however, all other submissions must be completed individually.

The class will be held in person during the first one hour and forty-five minutes of the listed time, followed by a one-hour laboratory as indicated in the schedule. The GA will be available during lab time for assistance with the lab material and software, questions and discussion. We will also be using D2L Brightspace for in-class, asynchronous and synchronous activities.

Variations within a course

All sections of a course (Day and CE sections) will follow the same course outline and will use the same course delivery methods, methods of evaluation, and grading schemes. Any deviations will be posted on D2L Brightspace once approved by the course coordinator.

Course Materials

Materials for laboratory

1. Figma https://www.figma.com/
2. OBS studio https://obsproject.com/
3. GIMP https://www.gimp.org/
4. Clipchamp https://clipchamp.com/en/
5. Audacity https://www.audacityteam.org/
6. Generative AI tools
    a. Image generation (e.g., Dall-E, midjourney, dreamstudio-stablediffusion, BingImageCreator)
    b. Text generation (e.g., ChatGPT)
    c. Music generation (e.g., AIVA, soundraw, Meta'sMusicGen)

Texts and other reading materials

1. The WebProject. (2000). A Rough Guide to Multimedia.
2. Codoen, S., (2008). The role of the multimedia project manager in a changing online world. Professional Communication Conference. Montreal. pp. 1-5. http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=4610197
3. University of Michigan Library (2022) All about images. https://guides.lib.umich.edu/c.php?g=282942&p=1885348
4. Agrawal, N. K. (2021, October). An Analytical Study of Digital Marketing and Use of Emerging Tools. In 2021 5th International Conference on Information Systems and Computer Networks (ISCON) (pp. 1-4). IEEE. https://ieeexplore-ieeeorg.ezproxy.lib.torontomu.ca/document/9702474
5. Folino, L. & Rafter, M.V. (2010). How to use multimedia for business marketing. Inc. http://www.inc.com/guides/multimedia-for-business-marketing.html
6. Vukanovic, Z. (2018). The influence of digital convergence/divergence on digital media business models. DOI:10.1007/978-3-319-99426-0_13
7. Hass, J. (2013). Introduction to computer music: Volume 1. Chapter 1: An Acoustics Primer, sections 1 – 15 and Chapter 5, sections 1-8. http://www.indiana.edu/~emusic/etext/acoustics/chapter1_sound.shtml
8. Videos in Interactive Media http://burnleyandpendlenews.blogspot.ca/2011/01/videos-in-interactive-media.html

9. What Is a Video Codec and How to Choose the Best One https://www.brid.tv/best-video-codecs-to-use-and-how-to-choose-the-right-one/
10. Stanford Academic Computing. (2013). Video production basics. http://zimmer.csufresno.edu/~candace/videobasics.htm
11. Dikshit, J. Garg, S., Panda, S. (2013). Pedagogic effectiveness of print, interactive multimedia, and online resources. International Journal of Instruction. 6(2). 193-210. http://files.eric.ed.gov/fulltext/ED544083.pdf
12. Martin, S., Diaz, G., Sancristobal, E., Gil, R., Castro, M., & Peire, J. (2011). New technology trends in education: Seven years of forecasts and convergence. Computers & Education, 57(3), 1893-1906.
13. Lunch, P.J. & Horton, S. (2011). Web Style Guide. Chapter 8 Typography. http://webstyleguide.com/wsg3/8-typography/index.html
14. Carter, M. (2014). My life in typefaces – Ted Talk. Retrieved Jan. 7, 2015 https://www.ted.com/talks/matthew_carter_my_life_in_typefaces#t-50720
15. Kirsh, D. (n.d.). Interactivity and multimedia interfaces. http://adrenaline.ucsd.edu/kirsh/Articles/Interactivity/brock-single.html
16. Lunch, P.J. & Horton, S. (2011). Web Style Guide. Chapter 4 Interface design http://webstyleguide.com/wsg3/4-interface-design/index.html
17. Inakage, M., Arakawa, T., Iguchi, K., Katsumoto, Y., Katsura, M. et al. (2010). Designing for entertaining everyday experiences. Art and Technology of Entertainment Computing and Communication (must be at university to access this document). http://link.springer.com/chapter/10.1007/978-1-84996-137-0_10#page-11
18. Zichemann, G. How games make kids smarter. Ted Talk. http://www.ted.com/talks/gabe_zichermann_how_games_make_kids_smarter
19. Veeravalli, B. (2008). Distributed multimedia systems. In Furht, B (ed). Encyclopedia of multimedia. Springer. 189-194. http://link.springer.com/referenceworkentry/10.1007%2F978-0-387-78414-4_307
20. Ferrate, A.; Surya, A., Lee, D., Ohye, M. Carff, P., Shen, S., & Hines, S. (2011). Building Web Apps for Google TV. E-book, Ryerson Library. http://www.oreillynet.com/pub/au/4763
21. Berg, M. (2010). Mobiles for health. PopTech Talk: http://poptech.org/popcasts/matthew_berg_mobiles_for_health
22. Nielsen, J. (n.d.). Jakob's Law of Internet User Experience. https://www.nngroup.com/videos/jakobs-law-internet-user-experience/
23. Harley, A. (2020, Feb). How to film and photograph online content for usability. UX details for videos and images. https://www.nngroup.com/articles/video-image-details/
24. Moran, K. (2019, Dec). Usability Testing 101. https://www.nngroup.com/articles/usability-testing-101/
25. Harley, A., (n.d.) Why didn't people scroll? The illusion of completeness. https://www.nngroup.com/videos/illusion-completeness/
26. W3C (2018). Web content accessibility guidelines (WCAG) 2.1. https://www.w3.org/TR/WCAG21/
27. YouTube. (2020). Translate videos & captions. https://support.google.com/youtube/topic/9257536?hl=en&ref_topic=9257610
28. W3C. (2020). Audio description of visual information. https://www.w3.org/WAI/media/av/description/

Course Learning Outcomes

The purpose of this course in multimedia is to provide students with an introduction to the application, production, implementation and management of multimedia in business. We will be using software tools (e.g., Figma, GIMP, Clipchamp, Audacity, OBS Studio, etc.), and other multimedia applications to create multimedia content.

Learning outcomes
The course is designed to provide students with:

- Knowledge of the various applications of multimedia in business. This will involve mobile and Web technologies.
- Experience with the fundamentals of multimedia production and software applications including inclusion and accessibility.
- The opportunity to create, and produce a multimedia project. This will involve learning and using computer production and authoring tools at a basic level.
- A forum to demonstrate their work.
- Understanding where multimedia fits in business and considerations for managing it.

Academic Integrity

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. Senate Policy 60: Academic Integrity defines academic misconduct, provides a non-exhaustive list of examples of behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the Faculty/Contract Lecturer, is considered a violation of Policy 60.

Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring

Generative AI Course Policy

The use of Generative AI (e.g., ChatGPT, Quillbot, Grammarly, Google Translate) can be used to help with the writing process. They cannot be used to generate original material, such as an introduction or conclusion. If these applications are used, they must be cited within the assignment or report accordingly. However, material from these applications cannot be copied directly. Copy and pasted material will be considered a breach of Policy 60: Academic Integrity.

Turnitin or other originality detection software

Turnitin.com is an originality detection and a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their faculty/contract lecturer to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by Turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Copyright

The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

Academic Integrity Resources

To learn more about Policy 60 and how to avoid academic misconduct, please review and take advantage of these resources:

- Policy 60: Academic Integrity: www.torontomu.ca/senate/policies/academic-integrity-policy-60/
- Academic Integrity Office website: www.torontomu.ca/academicintegrity
- “Academic Integrity in Space” game: https://games.de.torontomu.ca/aio/#/
- “Academic Integrity in Cyberspace!” game: https://www.torontomu.ca/aic/#/

Student Life and Learning Support: www.torontomu.ca/student-life-and-learning/learning-support

Topics and Course Schedule

Week	Lecture Topic	Readings	Hands-on/Lab	Due dates
1	- Intro - Project management - File structure	- 1, 2 - Project outline	Multimedia project management	
2	- Graphics - Image file compression	- 3, 4	Figma for vector graphics	
3	- Marketing applications	- 5, 6	GIMP for photo editing	L1 (Figma lab)
4	- Video - Video file compression	- 8, 9, 10	Clipchamp for video editing 1	L2 (GIMP lab) Project proposal
5	- Education + training applications	- 11, 12	Clipchamp for video editing 2	
	Study week **no classes**			
6	- Sound - Audio file compression	- 7	Audacity for audio editing	L3 (Clipchamp lab)
7	- Text	- 13 - 14	Generating text using AI tools	L4 (Audacity lab) Web portfolio design mockup
8	- Interface design and multimedia	- 17 - 22 - 23 - 27	Video capture and streaming using OBS studio	
9	- WIP demo day			Progress presentation and report & WIP demo Peer evaluations – submission due 1.5 hours after class)
10	- Accessibility	- 20 - 21 - 24 - 25 - 26 - 28	Accessibility: Captioning	
11	- Games/Entertainment/ Edutainment Applications/Generative AI	- 15 - 16 - 18	Generating music and image using AI tools	L5 (Accessibility lab)
12	- Group presentations	- 19	TA office hour	Final project demo video, working website, and a report

Evaluation, Assessment and Feedback

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Due Date	Percentage of Final Grade	Anticipated Return Date
Project proposal	Week 4	10	Week 6
Web portfolio design mock-up	Week 7	8	Week 8
Work-In-Progress presentation + report	Week 9	10	Week 10
Work-in-Progress peer evaluation	Week 9	5	
Final project demonstration video, finished web portfolio, and a report	Week 12	27	Week 14
Lab assignments			
L1 Figma vector graphics lab	Week 3	5	Week 4
L2 GIMP image lab	Week 4	5	Week 5
L3 Clipchamp video lab	Week 6	10	Week 7
L4 Audacity audio lab	Week 7	5	Week 8
L5 Accessibility lab	Week 11	5	Week 12
Pop challenges (2 in the course)	TBD	10	
Total		100	

Note: Students must achieve a course grade of at least 50% to pass this course.

At least 20% of the grade based on individual work will be returned to students prior to the last date to drop a course in good academic standing. For Fall 2025, this is Friday November 14, 2025. For Winter 2026, this is Friday March 27, 2026.

Late Assignments
Assignments and labs must be handed in by the deadline (11:59 pm on the day it is due), otherwise, the submission will be deemed late and a penalty of 10% per day late will be applied. Assignments more than three (3) calendar days late will not be accepted and a grade of zero (0) will be assigned.

Exemption or deferral of an assignment is permitted for medical or compassionate reasons. Ideally, students will notify their instructor or the TA by email prior to the due date, or within 3 days of the due date if feasible. Students must submit appropriate documentation according to University policy. For religious observance, a request must be submitted to your instructor within the first two weeks of the course.

University Policies

You are reminded that you are required to adhere to all relevant university policies found in their online course shell in D2L and/or on the Senate website. Please refer to the Course Outline Appendix for more details.

Important Resources Available at Toronto Metropolitan University

- The Library provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or students can use the Library's virtual research help service to speak with a librarian.

- The Academic Integrity Office provides education and support for the administration of Policy 60: Academic Integrity.

- Student Life and Learning Support offers group-based and individual help with writing, math, study skills, and transition support, as well as resources and checklists to support students as online learners.

- You can submit an Academic Consideration Request when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radio button on the top right-hand side entitled: Academic Consideration Request (ACR) to submit this request.

  For Extenuating Circumstances, Policy 167: Academic Consideration allows for a once-per-semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate Policy 167: Academic Consideration.

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning Guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without Respondus LockDown Browser and Monitor, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

- Information on Copyright for Faculty and Students.

Accessibility

- At TMU, we are deeply committed to ensuring that our teaching and learning environments are inclusive and accessible to all students, including those with disabilities. We believe that all students deserve an equal opportunity to learn, participate, and thrive in our educational offerings.
- We commit to practicing inclusive teaching. We employ teaching methods that are inclusive and address diverse learning needs. This might include diverse modes of instruction, flexible assessment methods, and clear and organized presentation of content.
- All digital content, including course websites, videos, and online resources, have been designed or vetted to be accessible. This includes captioning for videos, alternative text for images, and ensuring compatibility with screen readers.
- Any in-person sessions or activities will take place in locations that are physically accessible. If there are specific concerns regarding physical access or needs related to mobility, please inform us as soon as possible.
- As outlined in Policy 159: Academic Accommodation of Students with Disabilities, students are required to proactively consult with AAS, the faculty/instructor, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about Academic Accommodation Support.
- Learn how to register with AAS.

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about Academic Accommodations versus Academic Consideration and how to access each.

Wellbeing Support

At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at any time:

- **Distress Line:** 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416–408–4357)
- **Good2Talk:** 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- **Keep.meSAFE:** 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- **Centre for Student Development and Counselling:** 416-979-5195 or email csdc@torontomu.ca
- **Consent Comes First – Office of Sexual Violence Support and Education:** 416-919-5000 ext 3596 or email osvse@torontomu.ca
- **Medical Centre:** call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University Mental Health and Wellbeing website.