

DMT 2150 Distance Learning Development

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Course Introduction

- *Introduce Myself and contact information*
- *Description of the course*
- *Textbook and equipment requirements (including software)*
- *Basic course layout (4 hours a week)*
- *Review Discussion Board requirements / Netiquette*
- *Review Syllabus*
- *Help in a Flash!- Help Foru*

Standard Module Outline

Introduction Video: Brief introduction to what will be covered within the module.

Lesson Pages: One page per lesson, typically several lessons a week. Each lesson includes the YouTube Presentation, PowerPoint (if applicable), Study Guide, and any resource files required for that topic.

Discussion Board: A series of discussion boards that are relevant to the topics of the module. Students will choose from 2 of the topics to participate in and respond to fellow classmates postings. **There will be no Discussion Boards for the weeks when Portfolio Projects are due.**

Module Assessment: A 10 point quiz that covers pertinent information from the module. **There will be no Module Assessment for the weeks when Portfolio Projects are due.**

Module Assignment Submission: A short project submitted by the student to demonstrate their ability to use the skills obtained from the module's lessons. **There will be no Module Assignment for the weeks when Portfolio Projects are due.**

Unit 1 - Module 1

Introduction to Adobe Flash (F001) (15:49)

In this lesson, the student will be introduced to Adobe Flash Professional and how it is used to create a variety of applications including interactive menus, web pages, videos, and mobile devices. The student will also be introduced to the difference between Raster and Vector based graphics. A brief explanation of how Flash functions will also be provided.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Explain the brief history of Flash and how it has become the program we know today.
- Explain some of the enhancements that have been made to improve the program.
- Describe what a Rich Internet Application is
- Distinguish between raster-based graphics and vector-based graphics, as well as understand the benefits and limitations of each.
- Describe what types of applications can be created with Adobe Flash Professional.

Resources:

(Video) DMT2150_F001 "Introduction to Adobe Flash" YouTube

(Presentation) "What is Flash?" (pdf)

(Study Guide) None

(Fla Files) None

Assessment Questions:

Planning an Interactive Media Project (F002) (8:12)

In this lesson, the student will begin planning their Flash projects by using a systematic approach and evaluating the need for Flash. We specifically look at why we should use rich media content, the audience, and the audience's needs. Two Flash projects are evaluated. To determine what audience would be best suited for the project.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Evaluate the need to use Flash to build an application

- Understand the audiences needs
- Determine what type of project is best suited for the audience

Resources:

DMT2150_F002 “Planning a Flash Project” YouTube

(Presentation) None

(Study Guide) F002 – Planning a Flash Project

(Fla Files) adultNutritionWebsite.flas , childrensNutritionWebsite.flas

Assessment Questions:

File Management in Flash (F003)

In this lesson, the student will become familiar with how to use the Splash Screen options, as well as the Main Menu File option to open, save, and close a Flash Project. This lesson also covered the fundamentals of proper file management and the various file formats that Flash functions with.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Launch the Adobe Flash Professional application
- Describe the various components of the SplashScreen
- Open, Save and Close a Flash Project (.fla)
- List several file management standards required to maintain a professional project
- Save a file in the required format for submission to the dropbox.

Resources:

(Video) DMT2150_F003 “File Management in Flash” YouTube

(Presentation) None

(Study Guide) F003 – File Management in Flash (pdf)

(Fla Files) none

Assessment Questions:

The Flash Interface Overview (F004)(6:45)

This introduction begins with covers the general layout of the various workspace options and tools that the student will be working in while developing rich media with Adobe Flash Professional. The student will become familiar with the names designated to various parts of the software.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Name the various components of the Flash Interface
- Utilize various workspace options to customize the interface
- Identify commonly used tools that will be used in Flash

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

(Study Guide) F004 – The Flash Interface Overview (pdf)

(Fla Files) none

Assessment Questions:

The Main Menu (F005)

This lesson will look more specifically at the Main Menu of Flash Professional and the various options available by pull down menu. Functions such as Editing, Modifying and the use of the Help menu will be reviewed.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the main options available through the use of the main menu

Resources:

(Video) DMT2150_F005 “The Main Menu” YouTube

(Study Guide) F005 – The Main Menu (pdf)

(Fla Files) none

Assessment Questions:

The Stage / Workspace (F006)

This lesson focuses on the Stage area of Flash Professional and how the user can modify properties of the stage such as size & color. The student will also become familiar with tools that allow the user to scale the visible workspace and manipulate it for design purposes. Scene management will be briefly discussed.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the location and options available through the use of the Stage.

Resources:

(Video) DMT2150_F007 “The Stage and Workspace” YouTube

(Study Guide) F007 – The Stage and Workspace (pdf)

(Fla Files) none

Assessment Questions:

The Property Panel (F007)

This lesson specifically covers the use of the properties panel area of Flash and how it allows the user to adjust properties of various assets.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the main options available through the use of the properties panel

Resources:

(Video) DMT2150_F006 “The Properties Panel” YouTube

(Study Guide) F006 – The Properties Panel (pdf)

(Fla Files) none

Assessment Questions:

The Toolbar (F008)

This lesson that covered the Flash interface focuses on the various tools used to create, edit and produce the many assets within a Flash project. A quick overview of every tool will be covered, however, specific tools will be expanded upon during future lessons.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Name the various components of the Flash Interface
- Utilize various workspace options to customize the interface
- Identify commonly used tools that will be used in Flash

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

(Study Guide) F004 – The Flash Interface Overview (pdf)

(Fla Files) none

Assessment Questions:

The Timeline (F009)

The timeline lesson will introduce the benefits of layers and the many ways to utilize them for creating rich content. The basics of keyframing and frame rates will be discussed, as well as the control options for animation.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Explain how frames are used in Animation
- Understand how layers assist in organizing work
- Add , move and name layers in the timeline
- Set properties for each layer including color (outlines), visibility and locking a layer
- Use the Play head to scrub the active timeline and view animations
- Distinguish between frames, keyframes and blank keyframes.

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

(Study Guide) F004 – The Flash Interface Overview (pdf)

(Fla Files) none

Assessment Questions:

Module 1 Discussion Forum Questions

- Name an instance when a vector based approach would be more accepted than the use of raster graphics on a web page using Flash and why?
- If you were expected to create a Flash Website from scratch, list some questions (a minimum of three) you would ask the client to obtain the information you would need to ensure Flash was a good fit for the concept or the audience.
- Often web designers work in teams to develop large scale websites. How important do you think file management is when working on a collaborative project? Create a hypothetical situation in which bad file management could make the process more difficult. Explain what would be needed to correct the situation.

Module 1 Assessment Questions

- Two graphics are on a webpage. They both are the same measurement on the screen, but one is a vector and one is a raster. Which most likely has the larger file size, raster or vector?
- What does RIA stand for?
- True or False –Flash can be used to create web applications such as shopping carts and forms?
- True or False – Flash can use both Raster and Vector graphics?
- What Plug-in is required on the browser to view a Flash Application, run the ActionScript and uncompress a Flash Movie?
- What format extension represents the working Flash file that can only be opened by Adobe Flash Professional?

Unit 1 - Module 2

Drawing Tools (F010)

In this lesson, the student is introduced to creating vector graphics in Adobe Flash with the use of the several of the tools found inside the Flash interface. Drawing concepts such as a stroke and fill are discussed, as well as the creation of standard shapes.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create shapes using the various drawing tools such as the Pen Tool, Pencil Tool, and Primitive Shapes.
- Create Irregular Beizer curves using the pen tool
- Edit shapes using the sub-selection method and free transform tools.
- Distinguish between a shapes stroke and fill
- Edit shape contours
- Edit the stroke and fill properties of a vector shape

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

(Study Guide) F004 – The Flash Interface Overview (pdf)

(Fla Files) none

Assessment Questions:

Assistance with Drawing and Animating (F011)

Onion Skinning, Grid, Align, Grouping, Guides and Rulers

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Understand how coordinates work in Flash
- Use Grid, Rulers and Guides to assist in the layout process of assets on the stage
- Add, move, hide and delete guides

- Open the Align panel and use to align objects on the stage
- Group shapes together
- Use the distribute to layers feature in Flash
- Turn on Onion Skinning to assist in the animation process

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

(Study Guide) F004 – The Flash Interface Overview (pdf)

(Fla Files) none

Assessment Questions:

Merge Drawing Mode (F012)

This lesson specially looks at the default drawing mode in Flash known as Merge Drawing mode. Students will practice using Merge drawing mode to create shapes using a destructive drawing method, and use multiple vector shapes to create more complex shapes, including subtraction, union and intersection.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify a shape that was created with the Merge Drawing method
- Create and edit “Merge Drawing” shapes
- Identify how to union, subtract and intersect shapes to create more complex shapes
- Covert a Merge Drawing into an Object Drawing shape

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Object Drawing Mode (F013)

Object drawing mode is a second option in Flash that automatically groups drawing objects. Students will practice the skills of creating Object Drawing shapes and learn how to convert them into Merge Drawing objects. The reverse process will also be discussed , and how to convert a Merge Drawing to Object Drawing.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify a shape that was created with the Object Drawing method
- Create and edit “Object Drawing” shapes
- Identify how to union, subtract and intersect shapes to create more complex shapes
- Covert an Object Drawing into a Merge Drawing shape

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Animation Basics (F014)

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Be familiar with the various terms used in animation such as frame, keyframe, blank keyframe, tween, and timeline.
- Identify the components of an animation within the timeline.
- Identify the four types of tweening in Adobe Flash and when they are to be used

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Shape Tweening (F015)

In this lesson, the student will be introduced to the first of three animating techniques used in Adobe Flash. The introduction of shape tweening will allow the student to animate shapes with basic manipulations such as movement, scaling, color change, and morphing.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create a shape tween movement, rotation and scale
- Create a shape tween color change
- Create a shape tween shape morph

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Publishing Flash Movies (F016)

In this lesson, the student will learn how to preview the Flash movie (swf) inside of Flash Professional, as well as view the external swf file using the browser. The student will also be introduced to the Publish settings and how to define a Flash Movies location, file name and format.

At the conclusion of this lesson the student should be able to . . .

- Preview a Flash Movie inside Adobe Flash Professional
- Preview a Flash Movie using a browser
- Use the shortcut keys to quickly publish a swf. File
- Use the Publish settings to define particular components of the Flash Movie such as file name, location, and format.

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Text (F017)

At the conclusion of this lesson the student should be able to . . .

- Create and edit text on the stage
- Differentiate between Classic Text and TLF Text
- Determine when to use Static Text, Dynamic Text, or Input Text
- Change text properties such as font type, font size, and color

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Importing Audio (F018)

In this lesson, students will learn what audio format types are accepted into Adobe Flash. A brief introduction to audio editing in Adobe Audition will be covered, as well as how to import the audio file into the library of the Flash Project. The student will be instructed on how to apply the audio track to the timeline and how to adjust the properties of the audio track using techniques such as stream, event etc.

At the conclusion of this lesson the student should be able to . . .

- List which audio file formats will work inside Flash
- Basic edits in Adobe Audition
- Import audio files to the library of a Flash project

- Place an audio file on the stage and view it in the timeline
- Adjust audio properties for different applications

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Classic Tweening (F019)

This lesson covers our second type of animation tweening. Students will use Classic Tweening to perform animations that use assets other than shapes, such as text and graphics.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create a classic tween movement, rotation and scale
- Create a classic tween color change
- Create a classic tween fade effect
- Create a classic tween filter effect

Resources:

(Video) DMT2150_F004 “The Flash Interface Overview” YouTube

Study Guide:

Resource Files:

Assessment Questions:

Assignment #1 (A001)

For your first assignment submission, you are required to create a short 100 frame animation with three different shape tweens , and publish it to a shockwave-flash file (swf).

Objectives:

At the conclusion of this assignment the student should be able to . . .

- Create a new project and edit stage properties
- Manage and name layers within a Flash project
- Draw a series of shapes using the drawing tools in Flash
- Create a series of shape tweens
- Publish a flash file

Study Guide:

Grading Rubric:

Module 2 Discussion Forum Questions

- (1) To continue our discussion from last week, we are searching to understand the limitations of using Flash to develop websites and web elements. If you were a freelance web developer, how would you convince your client that using Flash would benefit their site? Give two or three examples of benefits you would try and sell them on. Also, anticipating their skepticism about using Flash, what arguments would they offer and how would you defend them?
- (2) This week we learned how to create and edit text within Flash. We also learned that the text within Flash is vector based. Read the following articles on the web and then answer the questions below.
 - [Ch. 8 Typography](#)
 - How important is this to consider when creating a Flash site with reading material? What are some ways to offer a content based page with reading materials that also uses the animation features of Flash without overwhelming the audience? What are some key standards we should follow to ensure that we do not overdue it?
 - (3) "The promise of multimedia has been slow to reach the web, primarily because of bandwidth limitations. But in today's web environment, multimedia is firmly established as a viable means for delivering content." The authors have a great point, read the following articles on Multimedia and answer the questions below.
- [Ch. 12 Multimedia](#)
- Flash can be considered the epitome of multimedia. Based off the reading, what are some things we need to consider when using Flash on the web. Do you agree with everything the author has stated in regards to multimedia? Why or why not?

Module 2 Assessment Questions

- True or False. While looking at a shape and its properties, the outlined area of a shape is controlled by an icon of a paint bucket.
- When turned on, this drawing assistant shows the pixel numbers and locations along the x and y axis of the stage.
- Choose which of the following are correct methods for selecting the entire shape of a merge drawing shape. Multiple answers are accepted.
- A shape with this type of drawing mode is obvious when a bounding box surrounds both the fill and stroke of a selected shape.
- True or False. An object created in Merge Drawing mode could be turned into an Object Drawing shape using the Group command.
- This animation technique is short for the term inbetweening.
- You are attempting to create a morphing shape animation. Which tween would use use?
- You are attempting to animate a series of text. The text is vector-based within Flash. What animating technique would you use?
- When you import Audio into the project and then place it on the stage, you must set this property in order to hear the live music play on the timeline, allowing you to move the playhead and hear the sound.

Unit 1 - Module 3

Project 1: Kinetic Typography

Objectives:

At the conclusion of this project the student should be able to . . .

- Edit and import a 30 second audio clip to be used within a Flash Project
- Create various words and animate the text to synchronize with the audio track using the keyframing process and classic tween animations.
- Use Classic tween to animate various features of text including position, scale, color, and effects.
- Publish the final Kinetic Typography project as a swf and place it onto the web.

Resources:

(Video) DMT2150_F004 "The Flash Interface Overview" YouTube

Rubric:

Resource Files:

Unit 1 - Module 4

Importing Illustrator Files (F020)

The benefit of importing Adobe Illustrator files is that Adobe Flash recognizes the original layers, and keeps the files in a vector format which is often required for certain animations. In this lesson, we learn how to import the .ai format into a Flash project.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Import an Adobe Illustrator File into Flash.
- Understand the different import options for the Illustrator file.

Resources:

(Video) DMT2150_F020 "Importing Illustrator Files" YouTube

(Study Guide) F020 – Importing Illustrator Files (pdf)

(Fla Files) none

Assessment Questions:

Importing Photoshop Files (F021)

Often graphic artists will use Photoshop to create raster based images that will be used in Adobe Flash. Because of its powerful layering ability, Photoshop has become the standard for Photo manipulation. In this lesson, we will import native Photoshop files (.psd) into Flash and use the graphic's layers to work inside the Flash layers on the timeline.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Import an Adobe Photoshop File into Flash.
- Understand the different import options for the Photoshop file.

Resources:

(Video) DMT2150_F021 "Importing Photoshop Files" YouTube

(Study Guide) F021 – Importing Photoshop Files (pdf)

(Fla Files) none

Assessment Questions:

Introduction to Symbols (F022)

Symbols are reusable assets that can be used for special effects, animation, or interactivity. This week, the student will be introduced to the three types of symbols and how each works differently within the Flash Project. We will also discuss the importance of using instances of the symbols to maximize performance within the project.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Define what a symbol is
- Identify and differentiate between the three types of symbols
- Create and edit a graphic, button, and movie clip symbol
- Convert an asset to a symbol

Resources:

(Video) DMT2150_F022 “Introduction to Symbols” YouTube

(Study Guide) F022 – Introduction to Symbols (pdf)

Assessment Questions:

The Library Panel (F023)

The Library is the location that Flash stores all assets that are within the project. The Library allows you to organize and manage symbols that can be used to produce instances for use on the stage.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Explore the various library management options to assist in organizing assets and symbols

Resources:

(Video) DMT2150_F023 “The Library Panel” YouTube

(Study Guide) F023 – The Library Panel (pdf)

(Fla Files) none

Assessment Questions:

Articulated Motion (F024)

Bones and articulated motions are often required in order to animate multiple joints of walking characters or moving mechanical parts. The bone system in Flash uses inverse kinematics which is a mathematical approach to calculating different angles of a jointed object to achieve a certain configuration. This type of articulation uses poses in place of keyframes, which simplifies the process of animation.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Animate armatures with multiple linked symbols
- Constrain and pin joints
- Simulate physics with the spring feature

Resources:

(Video) DMT2150_F024 “Articulated Motion” YouTube

(Study Guide) F024 – Articulated Motion (pdf)

(Fla Files) none

Assessment Questions:

Shape Morphing with Bones (F025)

Bones and articulated motions are often required in order to animate multiple joints of walking characters or moving mechanical parts. The bone system in Flash uses inverse kinematics which is a mathematical approach to calculating different angles of a jointed object to achieve a certain configuration. This type of articulation uses poses in place of keyframes, which simplifies the process of animation.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Animate armatures with shapes
- Morph organic shapes with shape tweens
- Use shape hints to refine shape tweens

Resources:

(Video) DMT2150_F025 “Shape Morphing with Bones” YouTube

(Study Guide) F025 – Shape Morphing with Bones (pdf)

(Fla Files) none

Assessment Questions:

Module 5 Assessment Questions

When working with armatures - a pose is the same as a keyframe. True or False?

The bone function that controls how much a joint can rotate is called. . .

You must create a new layer for the bones that you will create on the stage. True or False?

Module 5 Discussion Forum

(1) Some may argue that Flash Technology on the web can be extensively used, resulting in an intrusive and annoying fashion. Flash has also been criticized for adversely affecting the usability of web pages. What is your opinion of this accusation? Do you believe that Flash is used extensively? Do you believe that too much Flash can hinder the simple navigation of a website? Research the web and locate a url for one website that benefits from the use of Flash, and locate another url that shows a website which abuses this technology.

(2) Follow the link and read the article

geekactually.com/2011/02/22/do-we-need-adobes-flash-on-mobile-devices/

After reading this quick article, what are your thoughts about Flash on mobile devices? Do you agree or disagree with the author, and why? Do you have an android phone, iphone or one of the tablets they talk about? How does this affect your decision to use Flash when creating things for the web? If you create a Flash site, those who have no Flash capabilities may be unable to visit the site. Please share your thoughts.

(3)Search the web and find a Flash movie application that may use the bones, articulation, or inverse kinematics method that we used in this week's lesson. Post the url on the in the discussion form and state where you believe the bones were placed, as well as why the designer used this method.

Project 2

Module 5

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(Fla Files) none

Graphic Symbols (F026)

In this lesson, we look at the specific ways to create and edit a graphic symbol.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the benefits and limitations of a Graphic Symbol

Resources:

(Video) DMT2150_F026 "Graphic Symbols" YouTube

(Study Guide) F026 – Graphic Symbols (pdf)

(Fla Files) none

Assessment Questions:

Movie Clip Symbols (F027)

In this lesson, we look at the specific ways to create and edit a movie clip symbol.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the benefits and limitations of a Movie Clip Symbol

Resources:

(Video) DMT2150_F027 "Movie Clip Symbols" YouTube

(Study Guide) F027 – Movie Clip Symbols (pdf)

(Fla Files) none

Assessment Questions:

Motion Tweening (F028)

Motion tweening is the third method of animating in Flash. Motion Tweening allows the user to animate symbols by changing position, scale, and rotation, as well as transparency and special effects. In addition, there are preset Motions built into Flash that can be edited.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create a motion tween of a symbol instance's position, scale and rotation
- Create a motion tween of a symbol instance's color tint and transparency
- Create a motion tween special effect of a symbol instance's filter
- Constrain an instance to a drawn path

Resources:

(Video) DMT2150_F028 "Motion Tweening" YouTube

(Study Guide) F028 – Motion Tweening (pdf)

(Fla Files) none

Assessment Questions:

The Motion Editor (F029)

The Motion Editor gives you additional control over a motion tween by adjusting various features of the tween such as motion, transformation, color effect, and filter.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Edit a motion tween of a symbol instance's

Resources:

(Video) DMT2150_F029 “Motion Editor” YouTube

(Study Guide) F029 – Motion Editor (pdf)

(Fla Files) none

Assessment Questions:

Motion Presets (F030)

Motion Presets are premade animations that any symbol can be added to. In addition, the user can save an animation and add it to the Motion Preset for creating identical motion tweens.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Use a Motion Preset to create a Motion Tween animation.
- Edit a motion preset tween
- Save an motion tween animation to the Motion Presets Panel

Resources:

(Video) DMT2150_F030 “Motion Presets” YouTube

(Study Guide) F030 – Motion Presets (pdf)

(Fla Files) none

Assessment Questions:

Assignment: Banners for Project #3

Module 7 Discussion Forum

- Follow the link below and read the brief article. [lifehacker.com/5453591/youtube-offers-no+flash-html5-videos-for-chrome-and-safari](http://lifehacker.com/5453591/youtube-offers-no-flash-html5-videos-for-chrome-and-safari) What are your thoughts about YouTube needing Flash to work? Have you ever went to YouTube and were unable to view a video because your

Flash Player was inadequate? Are you a fan of a particular web browser that does not work well with Flash? How could this affect your ability to use Flash in your sites? What if you are linking to YouTube, how could this be an issue? How could you avoid having issues while still using Flash content?

- This week we learned how to import various graphic types into Flash. What are some important things you believe is necessary to remember when working with Photoshop and Illustrator based on your experience within those two programs. When working in Photoshop or Illustrator, what must you do to ensure the file will work in Flash if that is its intention? How important is layer management in these programs if the file will eventually be transferred to Flash?
- This week you were introduced to symbols. By definition, a symbol is a “reusable asset that you can use for special effects, animation, or interactivity”. Name three benefits of using a symbol as opposed to a basic imported graphic in Adobe Flash.

Module 7 Assessment Questions

- What is a symbol and how does it differ from an instance?
- Name two ways to create a symbol
- When you import an Illustrator file. What happens if you choose to import layers as layers? As Keyframes?
- How can you change the transparency of an instance in Flash?
- What are two ways to edit a symbol?
- In order to create a motion tween, two things must exist. Chose the two correct options. Evaluate each option carefully!
- What kinds of properties can a motion tween change?
- What are property keyframes , why are they important?
- How can you edit the path of an object’s motion?
- What are three ways to add easing to a motion tween?

Module 8

Button Symbols (F031)

In this lesson, we look at the specific ways to create and edit a button symbol.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Identify the benefits and limitations of a button Symbol
- Create a button roll-over effect

Resources:

(Video) DMT2150_F026 “Button Symbols” YouTube

(Study Guide) F026 – Button Symbols (pdf)

(Fla Files) none

Assessment Questions:

Destination Keyframes (F032)

Creating destination keyframes will be a power option when we begin navigation along the timeline. When keyframes are given specific labels, the playhead will jump to the frame name, instead of the frame number. This will be an incredible advantage if you need to adjust frames in the animation, for it will not require you to change the ActionScript code.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Insert a content layer and place labeled keyframes at various points along the timeline.

Resources:

(Video) DMT2150_F028 “Destination Frames” YouTube

(Study Guide) F028 – Destination Frames (pdf)

(Fla Files) none

Assessment Questions:

Module 8 Assessment Questions

- How do you name an instance and why is it necessary?
- How do you label frames and when is it useful?
- How do you create an animated button?

Introduction to ActionScript 3.0 (F033)

ActionScript 3.0 is the current series of code that allows Adobe Flash applications to be interactive. This particular lesson will cover the fundamentals of code structure and integration with button symbols for basic scene navigation through Flash based websites.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Describe the various elements of an ActionScript code.
- Understand the rules that must be followed to ensure proper code
- Understand proper syntax and structure of code

Resources:

(Video) DMT2150_F032 "Introduction to ActionScript" YouTube

(Study Guide) F032 – Introduction to ActionScript (pdf)

(Fla Files) none

Assessment Questions:

ActionScript for Flash Websites (F034)

In this lesson, the basics of ActionScript for scene navigation and interaction our explored.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Write a code to assign to a button symbol to navigate along the timeline
- Write a code to assign to a button symbol to navigate scenes within a project

Resources:

(Video) DMT2150_F034 "ActionScript for Flash Websites" YouTube

(Study Guide) F034 – ActionScript for Flash Websites (pdf)

(Fla Files) none

Assessment Questions:

Actions Panel (F035)

The Actions Panel is the window in which ActionScript is written. The window features several aids in the process of ActionScript coding that maximizes efficiency.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create an actions layer and launch the Actions Panel
- Insert a stop action
- Insert a series of code and assign it to a button symbol

Resources:

(Video) DMT2150_F035 “Actions Panel” YouTube

(Study Guide) F035 – Actions Panel (pdf)

(Fla Files) none

Assessment Questions:

Code Snippets (F036)

Code Snippets are a series of pre-made codes that are commonly used within the actions panel

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Open the code snippets panel
- Assign a code snippet to a button symbol

Resources:

(Video) DMT2150_F036 “Code Snippets” YouTube

(Study Guide) F036 – Code Snippets (pdf)

(Fla Files) none

Assessment Questions:

Navigating Flash Scenes (F037)

A Flash project offers the ability to navigate from one scene to another, similar to a basic web page or chapters on a DVD. Different content can be displayed on each scene, but share the same library. The benefits of creating multiple scenes will be demonstrated.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create multiple scenes within a project
- Rename scenes
- Link scenes together with simple navigational options

Resources:

(Video) DMT2150_F037 “Navigating Flash Scenes” YouTube

(Study Guide) F037 – Navigating Flash Scenes (pdf)

(Fla Files) none

Assessment Questions:

Creating Flash Slideshows (F038)

One of the most popular uses of Flash on the web is for its ability to create slideshow galleries that are automated but allow interaction such as advancing slides, retuning to a slide, or stopping a slide. In this lesson we will build a simple slideshow movie clip which will be placed within a Flash website.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create an automated slideshow movie clip
- Assign ActionScript to buttons to allow interaction with the slideshow

Resources:

(Video) DMT2150_F038 “Creating Flash Slideshows” YouTube

(Study Guide) F038 – Creating Flash Slideshows (pdf)

(Fla Files) none

Assessment Questions:

Creating Flash Galleries (F039)

Similar to slideshows, Flash galleries allow the user to navigate from image to image without having to reload a new page. This lesson will introduce the use of thumbnail graphics and interactive buttons to view graphics in a gallery format.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create an interactive image gallery movie clip
- Assign ActionScript to buttons to allow interaction with the gallery

Resources:

(Video) DMT2150_F039 “Creating Flash Galleries” YouTube

(Study Guide) F039 – Creating Flash Galleries (pdf)

(Fla Files) none

Assessment Questions:

Video in Flash (F040)

Another advantage of Flash is its capability to produce videos directly in a project, as well as load an external video. In this lesson we will explore the options to embed video or view an external video within a Flash website

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Use Adobe Media Encoder to convert a video into a Flash format
- Insert a video into a Flash project

Resources:

(Video) DMT2150_F040 “Video in Flash” YouTube

(Study Guide) F040 – Video in Flash (pdf)

(Fla Files) none

Assessment Questions:

Loading Screens (F041)

Unlike a basic html page, when a Flash website is viewed the entire project loads into the browser prior to being viewed. If a site is complex, it may require load time. A loading screen or pre-loader is a simple and short movie that plays while the actual site is uploading. This pre-loader can take several forms, but one of the most popular is the progress bar or percentage graphic that lets the user know how much time is needed before the site will be viewable.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Create a simple pre-loader
- Link a pre-loader template to a content page

Resources:

(Video) DMT2150_F041 “Loading Screens” YouTube

(Study Guide) F041 – Loading Screens (pdf)

(Fla Files) none

Assessment Questions:

Introduction to Mobile Technology (F042)

In this lesson, you are introduced to the fundamental standards of mobile device technology, including the differences in programming languages between device platforms. Advantages and considerations are explored for using ActionScript, Flex, and AIR to develop mobile applications for a variety of devices.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- List the two main operating systems and their programming language
- List the benefits of Adobe AIR when mobile device technology is developed.

Resource

(Video) DMT2150_F042 “Introduction to Mobile Technology” YouTube

(Study Guide) F042 – Introduction to Mobile Technology (pdf)

(Fla Files) none

Assessment Questions:

Adobe AIR (F043)

Adobe AIR (Adobe Integrated Runtime) is required when Flash platform technology is used to develop mobile device applications. AIR allows web applications to run as desktop applications without the need of a browser. In this lesson we evaluate how AIR is used to allow Flash to be used for such applications.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Name the advantages of using AIR for mobile device development
- Be familiar with some of the technical standards involved in using AIR

Resource

(Video) DMT2150_F043 “Adobe AIR” YouTube

(Study Guide) F043 – Adobe AIR (pdf)

(Fla Files) none

Assessment Questions:

The Flex Framework (F044)

Flex is an optional tool that uses a programming language named MXML , and will aid in the development of mobile device applications using Flash Platform technology. Typically, common commands among mobile devices can be incorporated with less time than using ActionScript. This lesson introduces the benefits of using Flex.

Objectives:

At the conclusion of this lesson the student should be able to . . .

- Name the advantages of using AIR for mobile device development

- Be familiar with some of the technical standards involved in using AIR

Resource

(Video) DMT2150_F044 "The Flex Framework" YouTube

(Study Guide) F044 – The Flex Framework (pdf)

(Fla Files) none

Assessment Questions:

Lesson F045 Developing for Multiple Screen Sizes

Lesson F046 Touch-Based Interaction

Lesson F047 Optimizing for Mobile Devices

Lesson F048 Testing Applications

Lesson F049 Mobile Applications with Flash CS 5.5

Lesson F050 Understanding Accelerometers

Lesson F051 Application Descriptors

Lesson F052 Mobile Device Templates

Lesson F053 Mobile Device Project Properties