Maximizing Student Learning with **Multimedia Assignments**

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University of Maryland Libraries
TLTC Workshop
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Outline

1. Intros

2. Overview of types of multimedia assignments

3. Brainstorming activity

4. How to design a multimedia assignment

5. Assignment design activity

6. Slides/contact info/Q&A
Levels of Assistance

**Level One:** General workshop and/or consultations (ENG 293, ENG 448, HDCC 105)

**Level Two:** Assignment-specific workshop and/or consultations (WMST 250, AMST 428/628)

**Level Three:** Assignment design assistance (HHUM 106)

**Level Four:** Course/curriculum design assistance (UNIV 100, FILM 469)
Case Study: FILM 469 The Cinema of Sergei Eisenstein

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Case Study: FILM 469 The Cinema of Sergei Eisenstein
Why *We* Believe Multimedia Assignments are Valuable

• Selfish reason: maximize the value of our media collections

• “Altruistic” reasons:
  • Opportunity to teach essential 21st century life skills (media literacy)
  • Attractive to prospective employers
  • Effective pedagogical technique
Top Five Benefits of Multimedia Assignments

• Deeper engagement with source materials

• Opportunity for collaborative/experiential learning

• Facilitates writing for multiple (scholarly + non-scholarly) audiences

• Multiple forms of “writing” required by many multimedia assignments increases retention

• Students motivated to create something which will continue to have utility to them after the semester is over

• Further reading
Types of Multimedia Assignments

https://www.lib.umn.edu/media/media-assignment-case-studies
Types of integrated video production

**Use Case**

- **Role Play**
  - **Benefits**
    - Experiential learning
    - Group work
    - Self-reflection
  - **Support**
    - Low

- **Field Documentation**
  - **Benefits**
    - Active learning
    - Foundational presentation
  - **Support**
    - Low

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Youtube: [http://www.youtube.com/watch?v=XY8fYiWTaprilla](http://www.youtube.com/watch?v=XY8fYiWTaprilla)
[http://www.youtube.com/watch?v=O2tIACpmBjM&feature=related](http://www.youtube.com/watch?v=O2tIACpmBjM&feature=related)
## Types of integrated video production

<table>
<thead>
<tr>
<th>Use Case</th>
<th>Benefits</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSA-Skit</td>
<td>creative applied knowledge group work media production</td>
<td>Medium</td>
</tr>
<tr>
<td>Documentary Style</td>
<td>creative applied knowledge scholarly research interview preparation voice over media production group work media resources</td>
<td>High</td>
</tr>
</tbody>
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Types of integrated video production

Use Case

Digital Story

Multimodal Digital Interactive

Benefits

creative applied knowledge
scholarly research
interview preparation
media production
media resources
self-reflection

creative applied knowledge
scholarly research
interview preparation
media production
group work
media resources
programming

Support

High

High

Eurasian Milfoil: Angie-Ofnerman: https://www.cehd.umn.edu/PSTU/WaterGroups/AngieOfnerman
Minnesota Food Systems: https://www.cehd.umn.edu/minnesota

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Activity: Why Do *You* Believe Multimedia Assignments are Valuable?

**Brainstorm with your table:**

1. Ways media is used by scholars and professionals in your field

2. Other reasons your students might benefit from exposure to multimedia production
Designing Multimedia Assignments

Considerations:

• **Why** have you decided to give your students a multimedia assignment?

• **What** do you want their projects to look like, and what do they need to know to be able to achieve this goal?

• **How** much time will they need, and how will you evaluate their work?

• **Where** will the assignments “live” after the semester is over?
Designing Multimedia Assignments: Why?

• What is the value added from including a multimedia component in your class?
  • Consider group work

• What are your learning objectives?
  • What will your students be able to *do* as a result of successfully completing this assignment?
Designing Multimedia Assignments: What?

• What do you want your students’ finished products to look/sound like?
  • Quantitative + qualitative
  • Higher tolerance for poor video than poor audio

• What hardware + software will you tell your students they need to/can use?
Equipment Loan Programs at UMD

- Terrapin Learning Commons
- Library Media Services
- Stamp Technology Services Equipment Lending Program
- Others?
Multimedia Production

Software

• Terpware
  • Adobe Creative Cloud

• Whatever comes installed on your students’ computers/phones!

• Free internet programs
  • Consider making researching + evaluating programs part of assignment
Designing Multimedia Assignments: What? (cont.)

- What **skills** do they need?
  - Lynda.com
  - LMS instruction/consultation services

- Will they be using **pre-existing works**?
  - Footage Access
  - Streaming video databases
  - LMS collections/personal copies
  - Internet resources
Using Pre-Existing Works

- LMS collections/personal copies
  - DVD ripping resources
  - DMCA exemptions

- Fair Use
  - Codes of Best Practices in Fair Use

- Internet resources
  - Internet Archive
  - CC Search

- Attribution
  - How to Cite Film, Video, and Online Media
Designing Multimedia Assignments: How?

• How much time will you give them to complete the assignment?
  • University of Minnesota’s Video/Media Project Assignment Calculator
  • University of Delaware’s Video Project Calculator

• How will you evaluate the assignment?
  • Use your learning objectives!
  • Example rubrics
Designing Multimedia Assignments: Where?

• Where will your students’ assignments live after the semester is over?
  • Consider incorporating a fair use analysis into the assignment
  • Permission to use assignments with future classes?
  • Release forms
Activity: Designing Multimedia Assignments

Working with your table:

1. Select one of the uses for media or reasons your students might benefit from exposure to multimedia production you brainstormed in activity # 1

2. Create learning objectives based on this use or reason

3. Using the considerations we discussed as a framework, design a multimedia assignment around your learning objectives
Activity: Design a Multimedia Assignment (cont.)

Why?
What will your students be able to *do* as a result of successfully completing this assignment?
How does a multimedia assignment add additional value to your class?

What?
Define your expectations for what your students’ finished products should look/sound like.
What hardware + software can/must they use? Where will they get it?
What skills do your students need to complete this assignment? How will they acquire them?
Will your students be using pre-existing works? If so, where will they find/how will they access them?

How?
How much time will you give your students to work? Will you employ scaffolding?
How will you evaluate the assignment?

Where?
Where will your students’ assignments “live” after the semester is over?
Is there any possibility that you will want to use their work yourself?
Contact

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http://www.slideshare.net/horbal125/maximizing-student-learning-with-multimedia-assignments