Maximizing Student Learning with Multimedia Assignments

Andy Horbal
University of Maryland Libraries
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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)

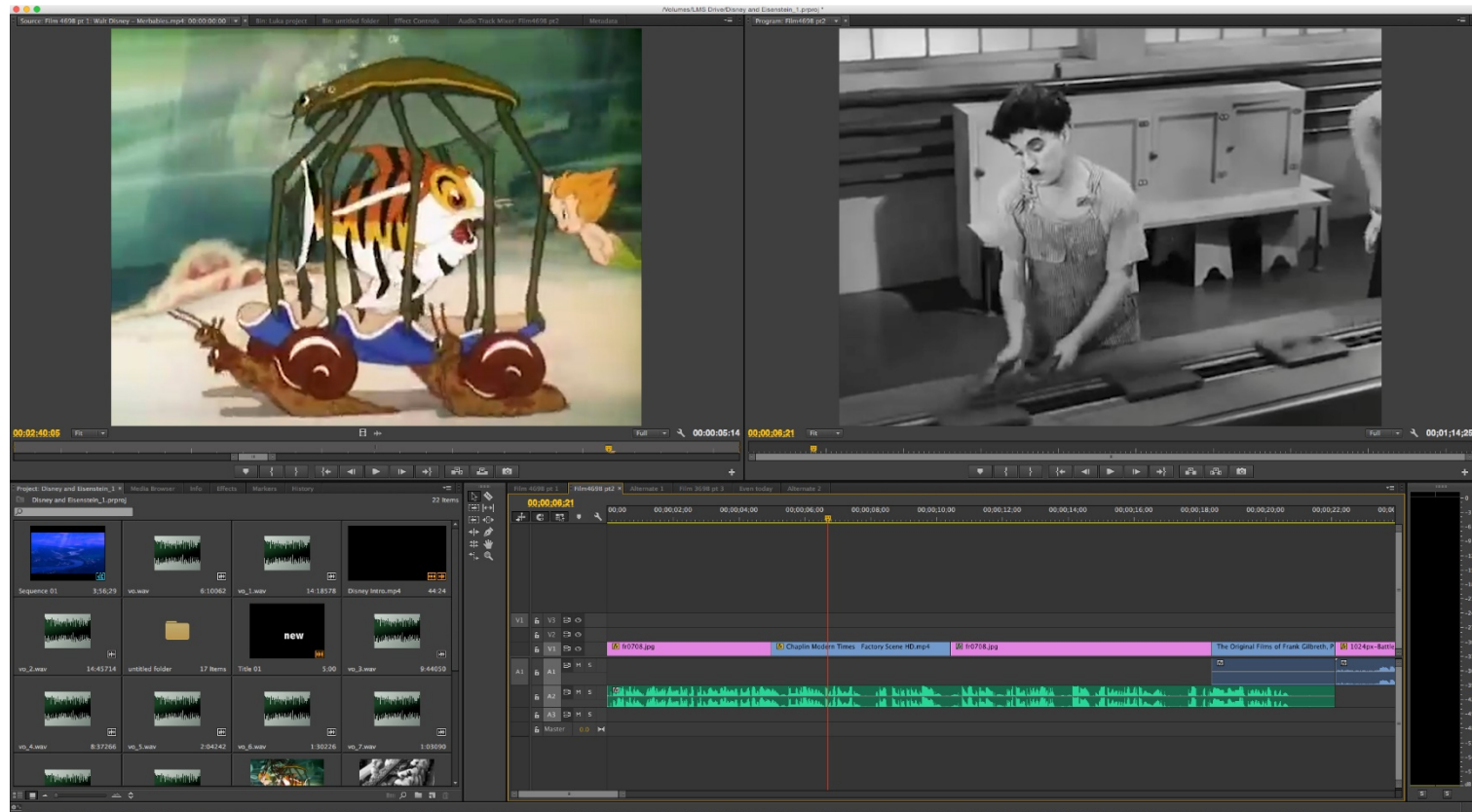**Level Three:** Assignment design assistance (HHUM 106)

Level Four: Course/curriculum design assistance (UNIV 100, FILM 469)

Case Study: FILM 469 The Cinema of Sergei Eisenstein
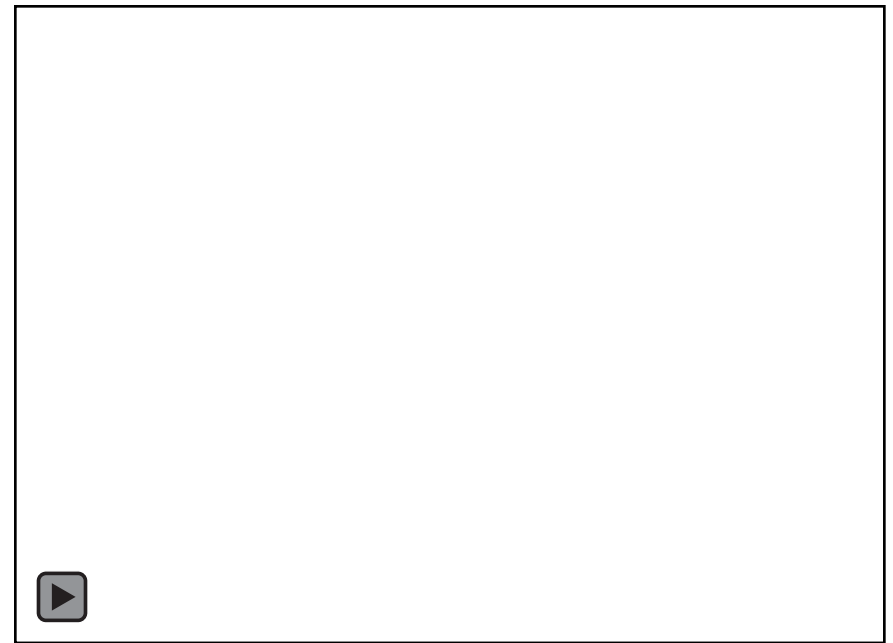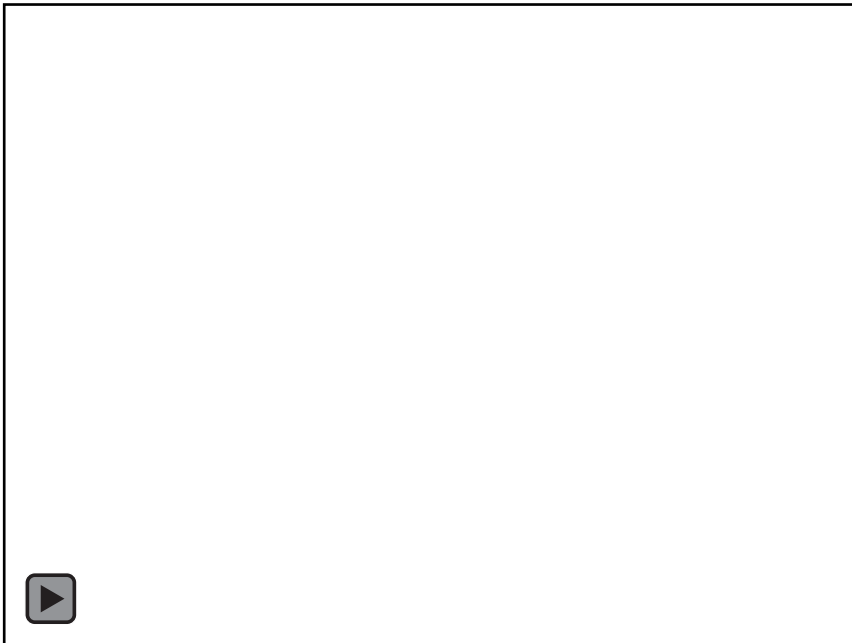
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Case Study: FILM 469 The Cinema of Sergei Eisenstein

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		Benefits	Support
Role Play	Family Centered Social Work Practice - 1	experiential learning group work self-reflection	Low
Field Documentation	Venus Flytrap in Action	active learning foundational presentation	Low

Youtube: http://www.youtube.com/watch?v=ZVYX8VVCqcUs
http://www.youtube.com/watch?v=_DZrfAGprbE&feature=related

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Types of integrated video production

Use Case

PSA-Skit

Documentary Style

Benefits

creative applied knowledge
group work
media production

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

Support

Medium

High

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Types of integrated video production

Use Case		Benefits	Support

Use Case

Digital Story

Professor Raymond M. Newman
University of Minnesota Department of Fisheries, Wildlife, and Conservation Biology

Benefits

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

Support

High

Multimodal
Digital
Interactive

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

High

Eurasian Milfoil: Angie-Offerman:
Minnesota Food Systems:

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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

Me:
Andy Horbal
Head of Learning Commons
1101 McKeldin Library
University of Maryland
College Park, MD 20742
(301) 405-9227
ahorbal@umd.edu

Library Media Services:
0300 Hornbake Library,
University of Maryland
College Park, MD 20742
301-405-9236
nonprint@umd.edu

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