



Institute of
Media Research
and Training

Multimedia in Education

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Structure of session

- Why multimedia matter in T&L
- Case studies in multimedia usage
- Social media in T&L
- Active learning and rubrics in multimedia



Why multimedia matter in T&L



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

Chickering & Gamson (1987). Seven principles for good practice. *AAHE Bulletin*, 39, 3-7.

Dealing with technology

“Marshall McLuhan’s concept of the medium being the message begins to frame the challenge for educators...

‘It is the environment that changes people, not the technology’ (McLuhan, 1974, 1995).”

- Wagler, 2019, p. 90

Use of multimedia

- ▶ Why it matters (Mason & Rennie, 2007):
 - Enhance student learning experience
 - Engage students using their own tools
 - Harness the power of technology
 - Foster student-centered learning

Marketability!

Important considerations

- Types of learning activities?
 - Enhance
 - Engage
 - Foster
- Type of feedback: corrective or answer-prompting?
 - Elicitation
 - Metalinguistic cue
 - Clarification request
 - Repetition

- Bañados (2006)

Important considerations

- How students view interactive instructional technology (Wagler, 2019):
 - Communication
 - Blurring lines
 - Layers of separation
 - Familiarity with technology
 - Building trust
 - Presence of tech problems (always)

“Teachers are guides and collaborators who support students and provide feedback. They challenge learners’ thinking and design...tasks.

Students are autonomous learners who participate actively and are responsible for their learning process. (Levy, 1997; Squires & MacDougall, 1997; Gallimore & Tharp, 1990; Savery & Duffy, 1995; Stoller, 1997).”

- Bañados (2006)



Case studies of multimedia usage:

- Blended learning
- Video format
- Digital media

Case study: iPads

► Kraft and Seely (2015)

- Technology Acceptance Model (Davis et al., 1989)
- Augmenting the learning experience
- Experiential learning (potential for career success)
- Flipped classroom approach
 - Access to learning material prior to class and whenever they need
 - Freeing up class time for practicing skills (Herreid & Schiller, 2013)

Case study: blogs and wikis

► Weisberger (2009)

- Goals:
 - Put students in charge of their own learning
 - Familiarize students with digital tools
- Course activity:
 - Blogs posts
 - Blog comments
 - Wiki entries
 - Wiki edits

Case study: blended learning

► Bañados (2006)

- Language learning tasks:
 - Interpersonal communication
 - Learner-computer
 - Intrapersonal (learner-mind)
- Activity and tasks:
 - Interact with their partners in problem-solving computer-supported activities
 - Negotiate meaning and focus on form as they speak to and get feedback from their partners and teachers

Case study: reality TV

► Kopaczewski (2017)

- Uses reality TV to teach bases of group formation
- Activity and tasks:
 - Instructions and lecture on Tuchman's (1965) group formation
 - Watch *Project Runway*
 - Debriefing the five phases on group formation as a classroom
 - Appraisal

Case study: screencast

► Kuban & Mulligan (2014)

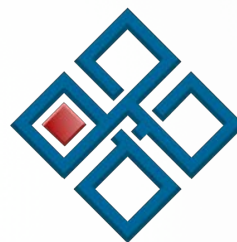
- Students learn about research databases using critical thinking and creativity
- Activity and tasks:
 - Students work in small groups over this 5-week activity
 - Students produce a video with audio narration about their database:
 - Offer succinct background information about its assigned database
 - Explain database utility for students and scholars
 - Demonstrate focused searches with boolean operators and special characters
 - Evaluate sources from the search results for accuracy

Case study: online platform

AREACORE

الجمعية العربية الأوروبية لباحثي الإعلام

The Arab- European Association
for Media and Communication Researchers



<http://www.areacore.org/ims/>

Case study: videos



<https://vimeo.com/8965484>



<https://www.youtube.com/watch?v=vmulkCjHqqw>



https://www.youtube.com/watch?v=vp_l5ntikaU



<https://www.youtube.com/watch?v=0Rnq1NpHdmw>

Social media in T&L

SoMe as a teaching tool: Twitter

► Parcha (2014)

- Communication Accommodation Theory
- Goal:
 - Improve classroom communication
 - Foster student-student interaction through #
- Activity and tasks (2-4 weeks):
 - Critique tweet
 - Topic tweet
 - Reply tweet
 - Non-academic tweet

SoMe as a teaching tool: Twitter

► Madden et al. (2016)

- Experiential learning theory
- Goal:
 - Improve learning and problem solving
 - Encourage critical discussions
 - Improve material comprehension
- Activity and tasks:
 - Students from 4 institutions collaborate on an instructional video
 - Students discussed their collaboration and teleworking through tweets

SoMe as a teaching tool: Twitter

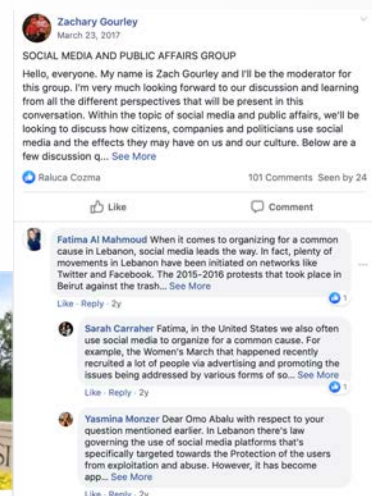
► Tyma (2011)

- Experiential learning theory
- Why it works?
 - Allows digital natives to express themselves easily
 - Instructor monitors conversation and collects feedback
 - It is free and makes better use of mobile phones in the classroom
- Activity and tasks:
 - Preparation phase
 - Classroom uses: guest speakers, class discussion, in-class exercises

SoMe as a teaching tool: Facebook

► Cozma (2016)

- Students collaborate on assignment on Fb
- Cozma lead ISU and I led AUB (2)



LAU & Marquette U

Zoe Comerford shared a link.

October 23 at 10:42am

I am the group moderator for the online discussing global effects of the Internet on culture, diversity, stereotypes, privacy and personal life. For the first question, I would like to delve into the privacy aspect and how secure the Internet is in the United States compared to the restrictions of the Internet in Lebanon. According to <https://www.nypr.org/2016/06/03/facebook-seeks-14-million-accounts-had-between-1994-and-27-were-a-facebook-user-back-during-this-time-the-hack-impacted-30-million-accounts-however-15-million-had-personal-contact-details-accessed-such-as-their-email-addresses-and-phone-numbers-even-more-serious-than-this-14-million-people-had-data-such-as-their-gender-region-religious-affiliation-ethnicity-and-education-accessed-so-the-question-is-how-has-privacy-been-affected-by-the-use-of-the-internet-and-especially-social-media/also-how-does-the-privacy-on-these-social-media-sites-differ-between-the-u-s-and-lebanon/>

Layan Zein Internet users all over the world express concern about privacy, but Lebanon is a lot different since it has a law that protects their personal data, according to... <https://www.nypr.org/2016/06/03/facebook-seeks-14-million-accounts-had-between-1994-and-27-were-a-facebook-user-back-during-this-time-the-hack-impacted-30-million-accounts-however-15-million-had-personal-contact-details-accessed-such-as-their-email-addresses-and-phone-numbers-even-more-serious-than-this-14-million-people-had-data-such-as-their-gender-region-religious-affiliation-ethnicity-and-education-accessed-so-the-question-is-how-has-privacy-been-affected-by-the-use-of-the-internet-and-especially-social-media/also-how-does-the-privacy-on-these-social-media-sites-differ-between-the-u-s-and-lebanon/>

SMEX researches safety as an ongoing and evolving research practice, rather than a one-time activity. In a survey they conducted, they have found that 146 percent of female participants are concerned about their online privacy, versus just 20 percent who are not. Conversely, 50 percent of male participants indicated a lack of concern, versus just 26 percent who do have some worry. However, users still post their information online until now such as addresses, phone numbers, etc. although, the survey by SMEX shows that a lot of the users have had the occurrence of "tracking, cyberstalking, threats of violence and blackmail, receipt of offensive, hateful, or profane, comments and/or spam."

SMEX.ORG
Youth, Internet, and Technology in Lebanon: A Snapshot

Sandra Whitehead Very interesting, Layan, I would be interested in knowing if the students in the U.S. think their online experiences when they were in high school were similar to what is reported in Lebanon.

Zoe Comerford I was very interested by this article Layan. I liked how they surveyed the parents to see how much they were involved in their child's presence on the Internet and how much they were involved in their child's presence on the Internet.

Revel Taha I don't know if it's a huge hassle, adding on a new list before said, if I follow party A, I will most likely watch the TV channel which is owned by party A, then I would only be listening most of the time and that is what I want. I don't want to be a part of a religious sect, I can't stand that.

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Cardinal Willem Sander and Dr. you do think that this way of media reporting causes a gap in knowledge between the west and yourself? Or do you feel the each participation in data to report the news and their agenda separately? For example, there are people in America who... <https://www.nypr.org/2016/06/03/facebook-seeks-14-million-accounts-had-between-1994-and-27-were-a-facebook-user-back-during-this-time-the-hack-impacted-30-million-accounts-however-15-million-had-personal-contact-details-accessed-such-as-their-email-addresses-and-phone-numbers-even-more-serious-than-this-14-million-people-had-data-such-as-their-gender-region-religious-affiliation-ethnicity-and-education-accessed-so-the-question-is-how-has-privacy-been-affected-by-the-use-of-the-internet-and-especially-social-media/also-how-does-the-privacy-on-these-social-media-sites-differ-between-the-u-s-and-lebanon/>

Sandra Whitehead I think, what similarities and differences do you see between the Lebanon and the U.S. in terms of privacy and how it is protected? Do you think the Lebanon is a lot different since it has a law that protects their personal data, according to... <https://www.nypr.org/2016/06/03/facebook-seeks-14-million-accounts-had-between-1994-and-27-were-a-facebook-user-back-during-this-time-the-hack-impacted-30-million-accounts-however-15-million-had-personal-contact-details-accessed-such-as-their-email-addresses-and-phone-numbers-even-more-serious-than-this-14-million-people-had-data-such-as-their-gender-region-religious-affiliation-ethnicity-and-education-accessed-so-the-question-is-how-has-privacy-been-affected-by-the-use-of-the-internet-and-especially-social-media/also-how-does-the-privacy-on-these-social-media-sites-differ-between-the-u-s-and-lebanon/>

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Active Learning:

A multimedia-friendly skillset

What is AL?

- ▶ Student-centered approach
- ▶ Students take on the responsibility of learning
- ▶ Instructors are facilitators



AL Techniques

- ▶ Group learning:
 - Small group discussions
 - Peer assessment
- ▶ Individual learning:
 - Quiz
 - Muddiest point
 - Self-assessment
 - JiTT (Just in Time Teaching)
 - Student's summary of another's answer
 - Anonymous questions



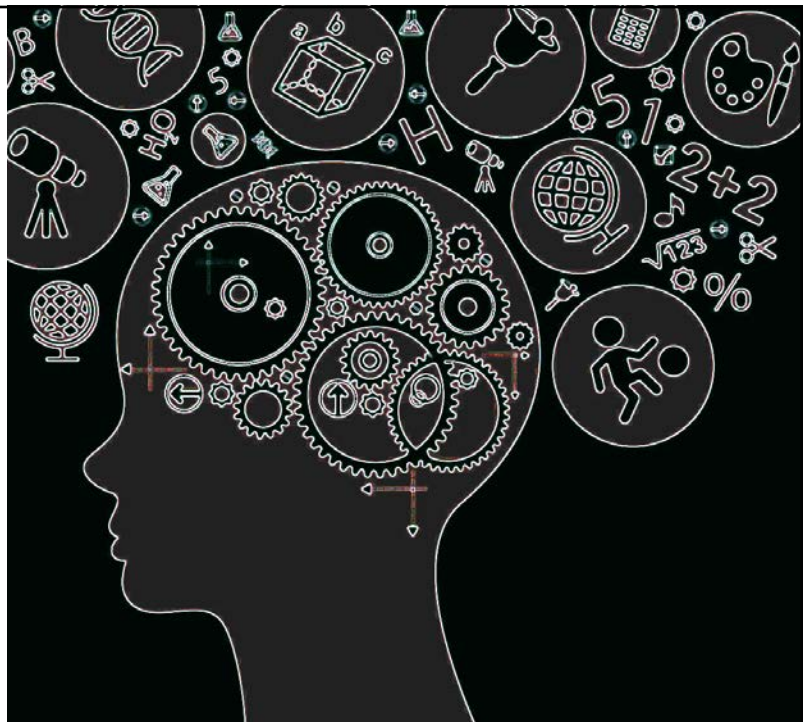
Rubrics:

How they work with multimedia

Metacognitive reflection!

Rubrics promote learning by making expectations and criteria explicit, which facilitate feedback and self-assessment.

- Jonsson & Svingby (2007)



Why should we use rubrics?

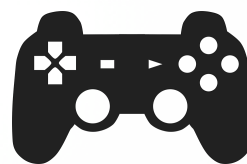
- To **articulate instructor expectations** through listing criteria and describing gradual levels of quality (IUCITL, n.a.)
- To **help students make dependable judgments** of the quality of their work (Andrade, 2000; Stiggins, 2001)
- To **improve student performance** by making instructor expectations clear and showing students how to meet them (Andrade, 2000)

Elements of rubrics

- **Include these (Popham, 1997):**
 - Evaluation criteria (factors to determine the quality of work)
 - Quality definitions (demonstrate levels of a skill or proficiency)
 - Scoring strategy (a scale to interpret judgments of work)
- **Avoid these (Andrade, 2012):**
 - Unclear language
 - Unnecessarily negative language

	EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY
LEAD	The lead is a clearly written summary lead. It includes only the most important of the 5W's/H. It tells the reader what the story is about and why you are writing it now. 20 pts	The lead is a summary lead but is not clearly written. It includes all the 5W's/H. It tells the reader what the story is about and why you are writing it now. 11 – 19 pts	The lead is a summary lead but is not clearly written. It includes the less important of the 5W's/H. It somehow tells the reader what the story is about and why you are writing it now. 1 – 10 pts	The lead is not a summary lead. It does not include the 5W's/H. It does not tell the reader what the story is about and why you are writing it now. 0 pts
BODY	The story is written in the inverted pyramid or hourglass style. All sides of the issue are presented clearly. The story is fair and balanced. 15 pts	The story is written in the inverted pyramid or hourglass style. Not all sides of the issue are presented clearly. The story is somehow fair and balanced. 10 – 14 pts	The story is not written in the inverted pyramid or hourglass style. Only some sides of the issue are presented clearly. The story is somehow fair and balanced. 5 – 9 pts	The story is not written in the inverted pyramid or hourglass style. Only one side of the issue is presented. The story is neither fair nor balanced. 0 – 4 pts
REPORTING	All the basic information is included. There is evidence of relevant input from documentary sources and interviews with experts and people at the lowest level of action. Story includes diverse sources with strong direct quotes and anecdotes. 40 pts	Most of the basic information is included. There is some evidence of relevant input from documentary sources and interviews with experts and people at the lowest level of action. Story somehow includes diverse sources; their direct quotes are not strong. 20 – 39 pts	Most of the basic information is included. There is little evidence of relevant input from documentary sources and interviews with experts and people at the lowest level of action. Story does not include diverse sources; their direct quotes are neither strong nor relevant. 10 – 19 pts	Most of the basic information is not included. There is no evidence of input from documentary sources and interviews with experts and people at the lowest level of action. Story does not include diverse sources; their direct quotes are neither strong nor relevant. 0 – 9 pts
LANGUAGE & MECHANICS	Story is written in a clear and concise language. Has a smooth flow and coherence among sentences. Has no spelling, grammar, or punctuation mistakes. Follows the AP stylebook. 15 pts	Story is written in a clear and concise language. Has some flow and coherence among sentences. Has few spelling, grammar, or punctuation mistakes. Follows the AP stylebook. 10 – 14 pts	Story is not written in a clear and concise language. Lacks flow and coherence among sentences. Has several spelling, grammar, or punctuation mistakes. Sometimes follows the AP stylebook. 5 – 9 pts	Story is not written in a clear and concise language. Lacks flow and coherence among sentences. Has many spelling, grammar, or punctuation mistakes. Does not follow the AP stylebook. 0 – 4 pts
TWEETS	The coverage includes two tweets that are relevant and informative. 10 pts	The coverage includes tweets that are somehow relevant and informative. 6 – 9 pts	The coverage includes tweets that are neither relevant nor informative. 1 – 5 pts	The coverage does not include tweets. 0 pts

Create your own



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