

Multimedia in Education

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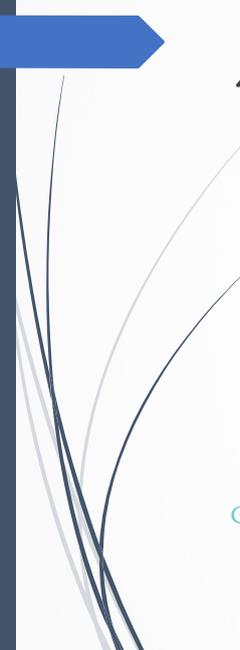
July 15, 2019

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=vp_l5ntikaU



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



<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

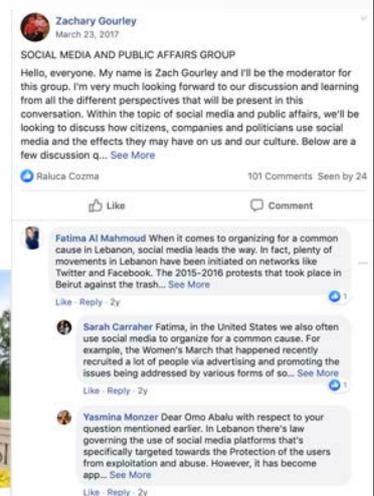
► Tyma (2011)

- 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)



SoMe as a teaching tool: Facebook

Zoe Comerford shared a link.
October 23 at 10:40 AM

I am the group moderator for the one 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.npr.org/...> Facebook says 16 million accounts had... between Sept. 14 and 27 there was a Facebook security breach. During this time, the hack impacted 30 million accounts. However, 15 million users 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, religion, relationship status, birthday, current city and hometown" accessed. So the question is, how has privacy been affected by the rise of the Internet and specifically social media? Also, how does the privacy on these social media sites differ between the U.S. and Lebanon?

Layla Zoni Internet users all over the world express concern about privacy, but in Lebanon it is a bit different since there is no law that protects their personal data. according to... <https://smex.org/youth-internet-and-technology-in-lebanon-a-snapshot> SMEX regards digital safety as an ongoing and regularly evolving practice, rather than a one-time activity. In a survey they conducted, they have found that 46 percent of female participants are concerned about their online privacy, versus just 28 percent who are not. Conversely, 50 percent of male participants indicated a lack of concern, versus just 28 percent who do have some worry. However, users still post their information online until how such as addresses, phone numbers, etc. although, the survey by SMEX shows that a lot of the users have had the occurrence of "hacking, cyberbullying, threats of violence and blackmail; receipt of offensive, hateful, or profane comments and/or pictures."

Sandra Whitehead Very interesting, Layla. 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 Layla. I liked how they surveyed the parents to see how much they were involved in their child's presence on the Internet. I did some research and found that, according to...

Rawad Taha I believe it is more a loop feedback, adding on to what Chris said. If Syria party X, will most likely watch the TV channel which is owned by party X, thus I would not be leading my mind more content that is from same political affiliation, it's kind of a vicious cycle, really bad though.

Caroline White Sandra and Chris Do you think that this way of media ownership creates a gap in knowledge between fact and opinion? Or do you feel that each participation is able to report the facts and that agenda separately? For example, there are people in America who... too toxic.

Sandra Whitehead Sandra, what similarities and differences do you see between the Syrian and the Lebanese media?

Rawad Taha Allow me to answer the question, Sandra may correct me if I am wrong, the media system in Syria is largely a supporter of the Syrian regime of Bashar Al Assad. Syrian businessmen who own the TV networks are Assad's supporters, thus the Syrian viewer is only getting access to what his government wants him to see or be informed about. In Lebanon TV is very diverse since the country itself is diverse and not authoritarian like Syria. However an individual or other party that does not make the system ultimately free since each institute is owned by a certain political party or each etc.

Kinda Zophy Sandra Elor I totally agree with what you said. I'm totally against this coverage in Lebanon where every political party owns a specific TV channel (for example Al Manar is for Hezbollah, Al Jubel is owned by the president of Lebanon Michel Aoun, Future TV is for Saad al Hariri...). That really affects news coverage in a bad way since it gives the audience of the channel a specific, biased and a subjective information contradicting with the interests of the politician which is the owner of the station.

Sandra Elor Thanks Prof Sandra for this question! There's a huge difference between Lebanese and Syrian media. As I said mentioned, the Syrian media is all owned by one party which follows the government. It's been like that since 1963 till now. There is one party who controls the whole media product, the diverse affiliations, the result all belong to one party and wars fat with one identity, which is possible to a weak to be fight between different parties. The government either directly owns the media infrastructure or indirectly own it through other entities. In Lebanon, the media is very diverse. The government wouldn't give the license to an owner who is not a supporter. Also, there is complete censorship on the news product prior publishing. The government keeps the protection through employing people who are pro-government in each institution, or need to keep an eye on the work. In Lebanon, the media is very diverse. There have multiple institutions following multiple leaders. However, in each outlet on its own the system is the same as it is in Syria, the leader is always censoring the products. The institution belongs to a certain party who has full control on its work.

Rawad Taha Just as in other parts of the world social media rise has contributed in Lebanon to the increase in suicide rates among youngsters, I am very surprised that it is the opposite in the United States. <https://www.pressreader.com/.../20171115/2815681140166694> More details can be found on the situation on this link.

Sandra Whitehead Rawad, you raise an important question. The situation may not be the opposite in the U.S. It would be important to compare the studies and see exactly what they are measuring and why they might have different results.

Kinda Zophy Personally, I agree with Rawad since several studies have confirmed that even though the advantages of the rise of Internet nowadays[communication tool, access to information, sharing information...], this rise had become in the last few years the main cause of depression, suicide behaviors in teenagers especially girls [addiction and eroding social skills in Lebanon and everywhere since in just the five years between 2010 and 2015, the number of the U.S teens who felt depressed surged 33% in large national surveys, what lead to the suicide of the majority. (<https://www.washingtonpost.com/.../624641ea-ca13-11e7...>)] So reading the article posted by Zoe Comerford was really surprising. Thus it is really important in this case to compare more studies to know more exact information about this case.

WASHINGTONPOST.COM
Perspective | Teenage depression and suicide are...

Zoe Comerford I mean even this whole experiment we are doing, through sharing the differences between media in the U.S. and Lebanon, show how the rise of social media and the Internet is not bad for the youth to be interconnected. The Internet connects us by helping... See More

WASHINGTONPOST.COM
Perspective | Five ways social media can be good for teens

LAU & Marquette U

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



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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