



ENRICH YOUR COURSE CONTENT WITH MULTIMEDIA

SEPTEMBER 30, 2016 – UNIVERSITY OF MISSOURI-KANSAS CITY

A JOINT PRESENTATION OF UMKC ONLINE AND UMKC LIBRARIES



ROADMAP

Key pedagogical and
accessibility
considerations

Assessment through
analytics

Strategies, tools, and
trainings



EVOLVING PEDAGOGICALLY WITH MEDIA

Traditional Instruction

- Auditory (lectures)
- Abstract (intuitive)
- Passive (minimal student feedback)
- Sequential
- Instructor-controlled

Integrated Media Instruction

- Multi-sensory (multimedia)
- Example-rich (observed)
- Active (mechanisms for student feedback)
- Recursive
- Student-controlled



MEDIA EXAMPLES

Infographic

Example

Present complex information quickly and clearly

Interactive syllabus

Example

Engage with graded projects and with the instructor

Video

Ex. 1, Ex 2

Enhance understanding of key concepts



ACCESSIBLE MEDIA

Video captions

Must be accurate

Are searchable

Are present in newer video

Alt text for images

Reflects contextual function

Does not duplicate narrative

Can be easily added



ACTIVE LEARNING CONCEPTS



Anything students do other than passively listening to instructor's lecture

Examples: listening practices, short writing exercises, complex group projects

Most effective when done with others

People remember:

People are able to:

10% of what they read

20% of what they hear

30% of what they see

50% of what they see & hear

70% of what they say & write

90% of what they do

Define, List, Describe, Explain

Demonstrate, Apply, Practice

Analyze, Define, Create, Evaluate

Passive Learning

Active Learning

ACTIVE LEARNING THROUGH MEDIA

Interactive Lecture Videos

Kaltura

- Quizzes & knowledge checks

Panopto

- Content creation, interactive video

Discussion Boards

VoiceThread

- Analysis of visual content & peer evaluation

Infographics

Piktochart

- Information conveyed visually

Group Work

WeVideo

- Cloud-based collaborative video editor

Not UMKC supported

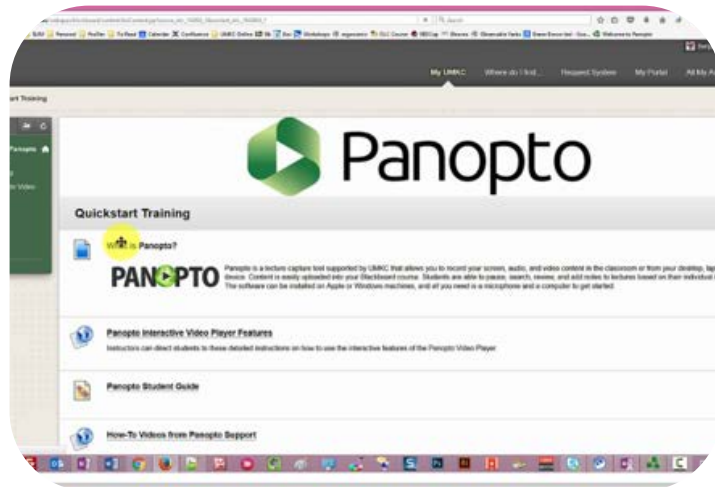


Tools

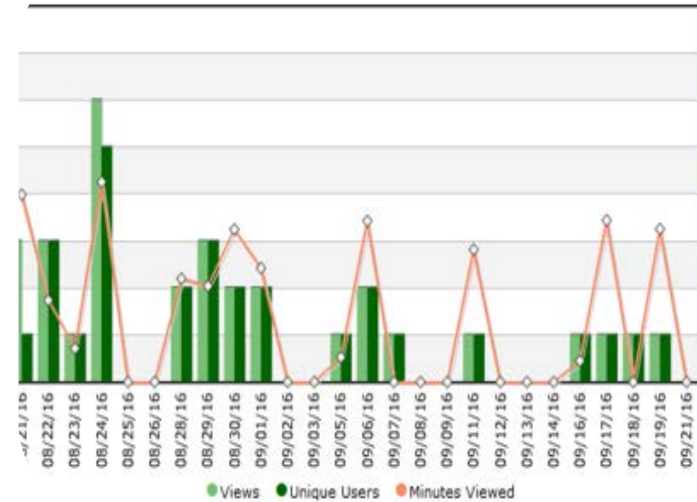
- Blackboard
- Kaltura
- Panopto

Insights

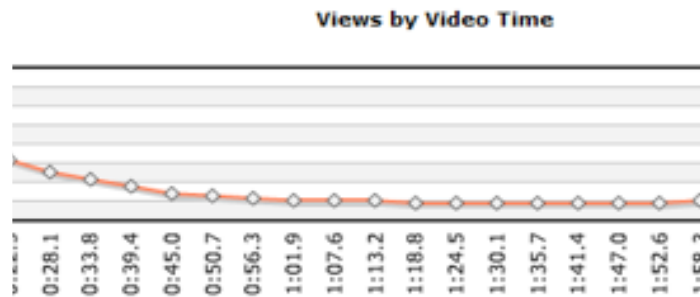
- Student participation
- Time spent with content
- Academic performance



Record video



Number of views



Minutes watched

Video ID	Views	Minutes Viewed
47-4220-0008-410E041275901	3	4
	1	4
	1	4
	1	3
	2	3
	1	3
	1	3
	1	3
	1	3

Student usage

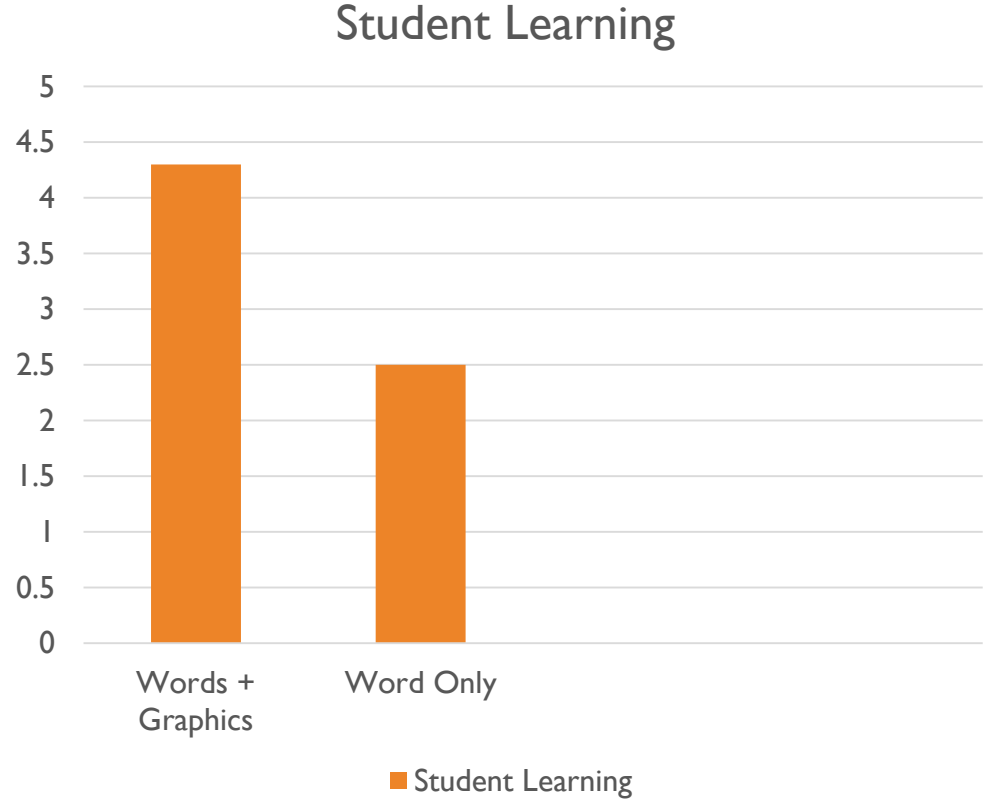


THREE TIPS FOR USING MEDIA

- ❑ MULTIMEDIA PRINCIPLE
 - ❑ SELECTING MEDIA
 - ❑ ASSESSMENTS
-



- People learn more deeply from words and graphics than words alone (“Multimedia principle”)



(Clark & Mayer, 2011)



- Faculty have three options for certification in online teaching at UMKC: Bootcamp, three week course, or self-paced.

- Faculty Certification options



Boot Camp



3 Week Course



Self-Paced



Content	Media Type
Facts	Table
Procedure	Diagram
Process	Infographic

(Clark, 2008)



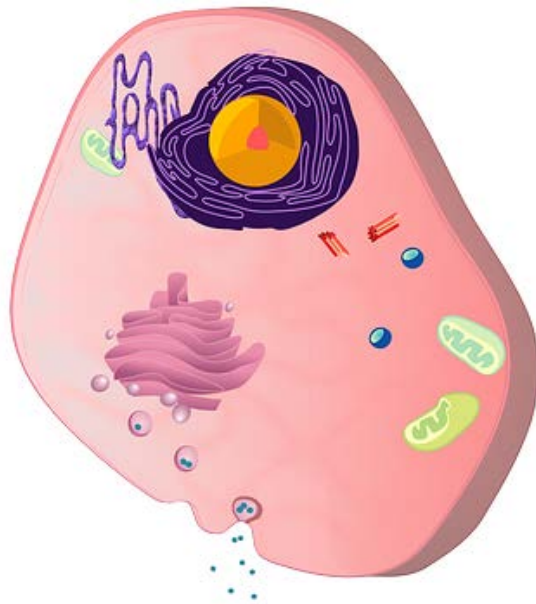
Decorative image

Minimize graphics that decorate a page without enhancing the content of the lesson (Clark & Mayer, 2011).

- Incorporating media helps varies assessments

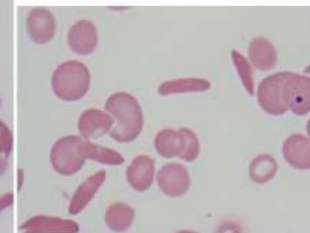
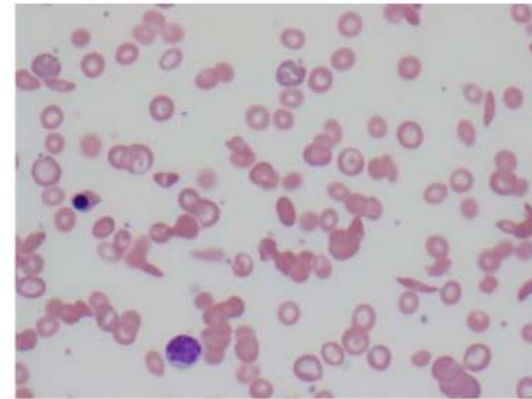
QUESTION 3

Click on the nucleus.



QUESTION 4

For Case #4, in the hematological condition portrayed in the case slide, the amino acid substituted for glutamic acid on the beta chains is:





Peripheral Blood Smear –
Wright's Stain (1000x)

Peripheral Blood Smear – Wright's Stain (400x)


- A. Lysine
- B. Valine
- C. Leucine
- D. Tyrosine

EXAMPLE #3

Jane Journal 

Posted by  Benjamin Bloom at Wednesday, August 31, 2016 1:48:51 PM
Last Edited: Wednesday, September 28, 2016 9:26:51 AM


In her search for freedom, Jane also struggles with the question of what type of freedom she wants. While Rochester initially offers Jane a chance to liberate her passions, Jane comes to realize that such freedom could also mean enslavement—by living as Rochester’s mistress, she would be sacrificing her dignity and integrity for the sake of her feelings. St. John Rivers offers Jane another kind of freedom: the freedom to act unreservedly on her principles. He opens to Jane the possibility of exercising her talents fully by working and living with him in India. Jane eventually realizes, though, that this freedom would also constitute a form of imprisonment, because she would be forced to keep her true feelings and her true passions always in check.

 **Jane Eyre - Official Trailer**
Duration: (2:11)
User: n/a - Added: 11/15/10

[Watch Video](#)

Charlotte Brontë may have created the character of Jane Eyre as a means of coming to terms with elements of her own life. Much evidence suggests that Brontë, too, struggled to find a balance between love and freedom and to find others who understood her. At many points in the book, Jane voices the author’s then-radical opinions on religion, social class, and gender.

Jane Eyre 3



User: [net007](#)
Added: 3/18/11 Taken: 3/24/10 Last Updated: 12/6/14
Tags: jane, eyre
License: All Rights Reserved

Students can add and create different types of media on assessments.

Blackboard Journals

WE VALUE YOUR FEEDBACK!

4-Question Survey

online.umkc.edu/eval/training

FREE **ONLINE** TRAINING AT [ONLINE.UMKC.EDU/TRAINING](https://online.umkc.edu/training)

Panopto

Blackboard

Active
Learning

Accessibility

Infographics

Rubrics

VoiceThread

Learner
Engagement

REFERENCES

- Claypool, J. (2016). Diversity in Health - HLSC 300: A summary of all graded Projects and Assignments. Retrieved from <https://www.smore.com/n9ehw-diversity-in-health-hlsc-300>.
- Clark, R. C., & Mayer, R. E. (2011). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (3rd ed). San Francisco, CA: Pfeiffer.
- Mayer, R.E., & Johnson, C.I. (2008). Revising the redundancy principle in multimedia learning. *Journal of Educational Psychology*, 100, 380– 386.
- Miller, M.V. (2009). Integrating online multimedia into college course and classroom: With application to the social sciences. *MERLOT Journal of Online Learning and Teaching*, 5(2), 395-423.
- Faust, J. L., & Paulson, D. R. (1998). Active learning in the college classroom. *Journal on Excellence in College Teaching*, 9 (2), 3-24.
- Richards, S.(2001). The interactive syllabus: A resource-based, constructivist approach to learning. Brooklyn College, City University of New York.
- Rimes, B. (2013). Four recursive practices for teaching and learning. *The Tech Savvy Educator*. Retrieved from <http://www.techsavvyed.net/archives/2194>
- Schank, R.C. (1994). Active learning through multimedia. *IEEE Multimedia*, 1(1), 69-78. DOI: 10.1109/93.295270.
- Tayo, O., & Oluwakemi, O. (2015). Educational multimedia and learning style preferences. *British Journal of Education*, 3(12), 29-34.



[HTTP://LIBGUIDES.LIBRARY.UMKC.EDU/OER](http://libguides.library.umkc.edu/oer)

FINDING OPEN CONTENT

- <https://search.creativecommons.org/>
 - Images, music, audio, video
- Google with `site:.gov`, `site:.org`, international domains
- Google “search tools” to filter results
- Use checklist to evaluate *any* content found

LIBRARY-LICENSED RESOURCES

- Video
- Audio
- Images
- UMKC SSO & pw required to use off-campus

VIDEO

- Already-licensed video
- Videos readily available for license (pricing considerations)
- Videos found on web in general with licensing options (pricing considerations)
- Have students purchase their own licenses (Amazon Instant Video, Vimeo, etc.) <http://www.canistream.it/>
- Request permission from the filmmaker (“smaller” and independent films)

REQUEST PERMISSION (BLACKBOARD STREAMING TO COURSE ONLY)

Dear [filmmaker]:

I'm a faculty member in the [department] at the University of Missouri-Kansas City and would like to use your film [name of film] in my class [name of class.] [1-3 sentences about your class, why the film is a perfect fit, your planned use, and praise regarding the film.] I'd like permission to make [name of film] available to my students via online streaming. It will only be available to students in my course, for the duration of the course. Thank you for your consideration!

[Signature]

Sample possible outline-not an official/approved template