

Multimodal Project Planning and Design Questions

The goal of this list of questions is to have a deep enough discussion around desired learning experience and expected outcomes to 1) soundly design and structure media based projects in courses across the curriculum, 2) Estimate resource/academic support loads, and 3) Summarize for higher administrators the activity of multiple courses of media based projects on campus to raise support for and recognize faculty investment in these courses.

1) Student experience in media based project - within a constructivist model, along a continuum of cognitive and affective learning (see notes below)

- What are the anticipated advantages/disadvantages to assigning media based projects?
- What are the interaction(s), connections that might be emphasized between the media being considered in student projects and the content of the course? See also #3 evaluation of interactions.
- What is the balance between students accurately representing expert knowledge vs construction of original content?

2) Planning and Design of learning experience

- To what extent can course time be dedicated to "authoring/working" sessions (a 'lab-like' environment)?
- Will students be working individually or in groups? (Class size may be a factor)
 - If working in groups, will there be division of labor? If so, what are the roles and responsibilities?
- Will students gather authentic/original content?
 - Take photos with digital still camera
 - Capture video with digital video camera
 - Record their own voice
 - Record voices of others
- Will students gather media from existing sources? How will students access, evaluate, and use potentially copyrighted material?
 - Scan images from books/magazines
 - Copy images off of the internet
 - Use existing audio content – music, speeches
 - Copy movie clips from DVDs or VHS tapes

1. Multimedia workflows typically break down into three phases: Capture | Author/Edit | Export/Deliver. Technical difficulties are inherent in understanding equipment/software settings in the capture and export phases but the meshing of content and form happen in the author/edit phase. The potential for learning content and skills simultaneously is in large part determined by how much time students have to work with each other, their professor, academic support during the author/edit phase and/or how many versions of projects they have time to make (so revisiting this phase over time).

- Copy video from internet (YouTube, Google Video)
- Will students edit their own media?
- Will students mix mediums?
 - Image project only (poster)
 - Video project only (includes only video)
 - Audio project only (podcast)
 - Image + Voiceover
 - Video + Image + Voiceover
- What editor(s) will they use
 - Photoshop for photos?
 - Final Cut Pro for video?
 - Audacity or Soundtrack for audio?
- Is their potential for resource conflicts? If so, plan a production schedule.
- What is the desired delivery mechanism and location for final media projects? Are high quality archival formats necessary?
- Who is the intended audience and where will the material be published?
 - In-class
 - Public Forum
 - Multiple places? DVD, web, iTunes, plasmas, CMS, etc.
 - How do you control access to the media to comply with Teach Act, DMCA, etc?
- If there are written or oral components to the delivery have other support units been integrated into the project?

3) Evaluating outcomes of student media projects.

- Are there examples of desired outcomes that can be used as models?
- To what extent are student projects expected to be along a continuum of prescribed outcomes to creative ones?
- To what extent will grading weight be given to process? To product?
 - How might process be evaluated in this specific project? What are potential checkpoints and deliverables?
- What are the baseline technical, formal, and conceptual expectations of student outcomes?
 - Will the technical aspects (video/audio quality for example) and formal choices (context/culture) be considered in grading?
- Will students be asked to provide rationale for the choices they made in constructing their projects?
- Will peer evaluation/public presentation be a part of the process?
- How do the answers to these questions change with student experience in media based projects?

Notes on cognitive and affective learning levels:

- Attempt to define the target range for students development along cognitive levels in relation to the media project
 - [Knowledge](#)
 - [Comprehension](#)
 - [Application](#)
 - [Analysis](#)
 - [Synthesis](#)
 - [Evaluation](#)
 - Attempt to define the target range for students projects reflecting affective learning?
 - Receiving - willingness to experience
 - Responding - actively participating
 - Valuing - deciding upon or accepting worth
 - Organization - prioritizing values
 - Characterization - internalizes organized value structure and behaves accordingly <http://www.wisc-online.com/objects/index_tj.asp?objID=OTT402>
-