Designing Student-Driven Multimedia and Video Projects: Tools and Techniques
Demonstrate the types of tools available for students to create multimedia and video-based projects and avoid pitfalls instructors can avoid when using multimedia and video assignments in instruction.
Designing student-driven video assignments

Analysis

Design

Development

Implementation

Evaluation
The ADDIE Model is a five-phase approach to building effective learning solutions.

**Analyze**
- Instructional goals (1) respond to competency gaps caused by a lack of knowledge and skills, and (2) state desired outcomes of successful course completion.
- Target audience characteristics (e.g., existing knowledge and skills, experience level, language proficiency, motivation) inform decisions throughout the ADDIE Process.
- Required resources (content, technology, facilities, and human) and potential delivery methods are determined.

**Design**
- Learning objectives define specific, measurable actions that will enable learners to fulfill instructional goals.
- Instructional strategies (1) establish clear links between course content and learning objectives, and (2) introduce content and learning activities in a logical sequence that supports the learners' construction of knowledge and skills.
- Testing strategies provide feedback on the learners' progress in meeting the defined learning objectives.

**Develop**
- Learning resources are generated by integrating content, strategies, and supporting media. Developing guidance for instructors and learners.

**Implement**
- Validation of resources in development is performed through stakeholder review and subsequent revision.
- A pilot test and feedback/observations collected offer insight into final adjustments that should be made before implementing the learning solution.

**Evaluate**
- Formative evaluation is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase.
- Summative evaluation is conducted after implementation, generally at three levels:
  - Level 1: Perception measures degree of participant satisfaction.
  - Level 2: Learning measures acquisition of knowledge and skills.
  - Level 3: Performance measures transfer of newly acquired knowledge and skills to an actual work environment.

**Reference:**
Analysis question #1

What are the available technologies?
Video software for students

• Camtasia
• CamStudio
• Jing
• PowerPoint
• Quicktime
• Screencast-o-matic
DMC: Resources & Tutorials

Resources & Tutorials

Here you can find support materials like tutorials, guidelines, and other useful information.

- [How To Guides and Tutorials](http://library.uncg.edu/spaces/dmc/how-to/)
- [Creative Commons](http://library.uncg.edu/spaces/dmc/creativecommons/)
- [Copyright at UNCG](http://library.uncg.edu/spaces/dmc/copyright/)
- [ADA Compliance](http://library.uncg.edu/spaces/dmc/ada-compliance/)
Analysis question #2

What is the purpose of the assignment?
Purpose of the assignment

- Descriptive
- Analytical
- Critical / Evaluative
- Reflective
- Individual or project-based?
<table>
<thead>
<tr>
<th>Type of Writing</th>
<th>Description</th>
</tr>
</thead>
</table>
| Descriptive Writing     | • provides introductory and background/contextual information;  
                          • lists, catalogues, outlines the way things are; and  
                          • does not establish relationships.                                                             |
| Analytical Writing      | • explores relationships of ideas or parts of something;  
                          • provides possible situations and alternative responses; and  
                          • compares and contrasts.                                                                       |
| Critical/Evaluative     | • involves making a judgement on the quality of something  
                          • outlines implications and solutions, draws conclusions and makes recommendations; and  
                          • views something from many different angles, or questions something in order to ascribe value. |
| Reflective Writing      | • uses a reflection or review model to document experience, learning or realisation that took place, and future steps/actions.                |
Design and Development Tips

1. Use Bloom’s taxonomy to craft the assignment. Ask yourself, “How does this assignment meet course and module-level objectives?”

2. Split the project into multiple, milestone assignments.

3. Create a rubric to assess the overall project.
Descriptive Assignment: Sports Business Video Report

• **Prompt:** For this assignment, you will research a sport business organization or individual. By the end of Module Eight, create a two- to three-minute video that summarizes the organization’s products, services, major accomplishments, and other relevant information in relation to the sport industry.
<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Not Evident</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Organization's Products and</strong></td>
<td>Meets “Proficient” criteria substantiated with relevant examples to support the organization’s products and services (36-40)</td>
<td>Identifies the organization’s products and services (32-35)</td>
<td>Insufficiently identifies the organization’s products and services (28-31)</td>
<td>Does not identify the organization’s products and services (0-27)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary of Organization's Major</strong></td>
<td>Meets “Proficient” criteria substantiated with examples to support rationale (36-40)</td>
<td>Identifies the organization’s major accomplishments (32-35)</td>
<td>Identification of the organization’s major accomplishments are lacking in detail (28-31)</td>
<td>Does not include claims on major accomplishments (0-27)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Accomplishments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Video Narration and Quality</strong></td>
<td>Meets “Proficient” criteria and video report uses a consistent visual narrative that helps enhance understanding (18-20)</td>
<td>Video report narration promotes clarity and is visually appealing (16-17)</td>
<td>Video report narration is lacking in clarity or visual appeal (14-15)</td>
<td>Video report narration is not clear or visually appealing (0-13)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Comments:**

| Earned Total | 100% |
Media Literacy

- Media Literacy is the ability to access, analyze, evaluate and communicate information in a variety of formats. With the proliferation of mass media and new technologies, it is important for students to possess new media literacy skills.
- Analyzing Media Messages (NAMLE)
Analytic Assignment: Digital Photo Story Project

• **Prompt:** This assignment can be done individually or as a group. You will create a 3-5 minute digital photo story that analyzes a sport or another physical activity. Choose an aspect of the Olympics, sport, physical education, or fitness to address these questions:

  • How is the sport different today (than it was in the past)?
  • How might the sport change in the future?
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Point of View</td>
<td></td>
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<tr>
<td>- Purpose</td>
<td>Establishes a purpose early on and maintains a clear focus throughout. It is clear that the authors care about their video and feel that they have something important to communicate.</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to figure out the purpose of the presentation.</td>
</tr>
<tr>
<td>- Audience</td>
<td>Strong awareness of audience/viewer in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.</td>
<td>Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.</td>
<td>Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.</td>
<td>Limited awareness of the needs and interests of the target audience.</td>
</tr>
<tr>
<td>2. Dramatic Question</td>
<td>Content is engaging -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations. Useful for prompting discussion and dialogue.</td>
<td>Content is interesting -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations.</td>
<td>Some surprises and/or insights, but realization barely differs from the expectation.</td>
<td>Predictable and not very interesting. Realization and expectation do not differ.</td>
</tr>
<tr>
<td>3. Script/Voice</td>
<td>Compelling and well written — concise use of words to make important points. Dightly integrates course themes into the video (e.g., cultural diversity, multiple perspectives on a topic, integrative thinking across the discipline of kinesiology). Integrates at least one quote from course readings -- not tacked on, but integral to the meaning of the piece.</td>
<td>Well written -- makes important points. Speaks to some of the course themes (e.g., cultural diversity, multiple perspectives on a topic, integrative thinking across the discipline of kinesiology). Integrates at least one quote from course readings.</td>
<td>Adequately written, but sometimes meanders or is confusing. Addresses at least one course theme (e.g., cultural diversity, multiple perspectives on a topic, integrative thinking across the discipline of kinesiology). Uses at least one quote from course readings.</td>
<td>Difficult to understand the point. Doesn’t address course themes. Doesn’t reference course readings.</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>- Audio</strong></td>
<td>Voice quality is clear and consistently audible throughout the presentation. If music is used, it enhances the piece and matches the story line.</td>
<td>Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. If music is used, it matches the story line.</td>
<td>Voice quality is clear and consistently audible through some (70-84%) of the presentation. If music is used, it is not distracting -- but it also does not add much to the story.</td>
<td>Voice quality needs more attention. If music is used, it is distracting, too loud, and/or inappropriate to the story line.</td>
</tr>
<tr>
<td><strong>- Pacing</strong></td>
<td>The pace (rhythm and voice punctuation) fits the story line and helps the audience really “get into” the story.</td>
<td>Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.</td>
<td>Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.</td>
<td>No attempt to match the pace of the storytelling to the story line or the audience.</td>
</tr>
<tr>
<td><strong>4. Emotion</strong></td>
<td>Emotional dimension of the piece matches the story line well. Viewers are encouraged to care about the topic, person, organization, etc.</td>
<td>Emotional dimension of the piece somewhat matches the story line.</td>
<td>Emotional dimension of the piece is distracting (over the top) and/or does not add much to the story.</td>
<td>Emotional dimension of the piece is inappropriate OR absent.</td>
</tr>
</tbody>
</table>
5. **Images**

- **Illuminating**: Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. The meaning of the story is transformed by the use of images.

- **Interpretive**: Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. The story relies on images to convey meaning.

- **Illustrative**: An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Images are decorative -- the story is not altered by the use of images.

- **Inappropriate**: Little or no attempt to use images to create an appropriate atmosphere/tone. Images interfere or are at cross-purposes with the story’s meaning.

6. **Economy**

- **The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. Approximately 3 – 5 minutes**

- **The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.**

- **The story seems to need more editing. It is noticeably too long or too short in more than one section.**

- **The story needs extensive editing. It is too long or too short to be interesting.**

7. **Credit**

- **All people, organizations, quotes, ideas, music, and contributors are appropriately credited. Permission has been obtained (or Creative Commons license information provided) for images and audio not created by the author. The clip has a title at the beginning and credits at the end.**

- **There is no “in between”**

- **People, organizations, quotes, and contributors are not comprehensively credited.**
1. Provide explicit instructions where students should upload the video (.mp4)
   - YouTube
   - Canvas

2. Explain to students that you will answer content-related questions. Students are responsible for troubleshooting technology-related problems.

3. Give students the opportunity to provide formative and summative feedback on the assignment (especially if it is a group assignment).
Jing, Narrated PowerPoint, Screencast-o-matic

Software Demos
Software links

- CamStudio
  - https://sourceforge.net/projects/camstudio/files/latest/download

- Camtasia

- Jing

- Quicktime

- Screencast-o-matic
  - https://screencast-o-matic.com/