Create, Communicate, and Captivate: Spicing Up Your Online Class

[Learning Station Session : Poster]
Monday, 6/25/2012, 11:00am–1:00pm, SDCC Halls DE Lobby, Table: 41

Marge Maxwell, Western Kentucky University with Noel Maxwell and Elizabeth Romero

Learn how online students are challenged to produce content in innovative ways, from creating podcasts and visual narrations to movie-making products.

Evaluate this session (Session evaluation is now closed)

Theme/Strand: Virtual Schooling/e-learning—Instructional Design
Audience Skill: All
NETS•S: 1, 2, 4, 5
NETS•T: 1, 4
NETS•A: 2, 5
Keywords: Open source tools, student technology products, teacher education, web 2.0 tools
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Handouts / Paper: CreateCommunicateCaptivate2011.pdf (Using Web 2.0 tools to captivate your online class)

Purpose & Objectives

The purpose of this presentation is to share our instructional design opportunities for online university courses using open source tools. The objectives are as follows:
1. Participants will interact with student online multimedia projects.
2. Participants will receive ideas to implement student multimedia projects in their own online courses.

Of the three presenters two are Instructional Design online course builders in the Technology Resources for Online Teaching Center in the Office of Distance Learning. The third presenter is a university professor that uses some of their instructional design constructs in online graduate educational technology courses where students create multimedia projects instead of writing papers or taking exams.

Three categories of open source tools are including in our presentation:
Audio and Podcasting: Garageband and Wavosaur
Visual Narrations: Chogger, Gloster, Slideshare, and Prezi
Video-based and Movie Making: Jaycut, Jing, Animoto, and YouTube

Housed in BlackBoard, these project requirements included links to the tools as well as online tutorials instructing students in how to use the tool. Assignments were open ended with loose assessment rubrics to allow for creativity and expansion of topics. Projects created by the graduate students far exceeded the expectations of the instructor in creativity, inclusion of additional research, involvement of K-12 students, and authentic problem solving. Many of these projects as well as instructional design constructs in the course will be shared with participants.

We have found that the instructor does not have to completely know how to use every tool. When the course assignments are set up for student creation of the multimedia projects with access to the tools and tutorials, the instructor only reviews, evaluates, and provides feedback about the final products. What the instructor does need to know is not to be overly impressed with the glitz of technology and look for the student's knowledge of, interaction with, and creativity using the content of the course.

Outline

We will share the course design in BlackBoard as well as student projects created in the 2011 and 2012 semester courses. Participants will be able to explore these tools, view projects and ask questions about course development and communication. Participants will also receive handouts about these tools, ideas for implement in their own online course, and suggestions for course design and assessment.

Supporting Research

Collins-Brown, E. (2005). Multimedia in the classroom: Bells and whistles or solutions? Paper presented at 19th Annual Conference on Distance Teaching and Learning. (Endless possibilities are available for educational content through text, audio, video, animations, and interactions to create meaningful learning environments that foster and support learning. Incorporation of multimedia can address
various student learning styles and types of interactions with the content.)

Prensky, M. (2010). Teaching digital natives: Partnering for real learning. Thousand Oaks, CA: Corwin Press. (Prensky is such a strong supporter of technology in the hands of students that he even says that he does not care if teachers can use technology or not. He supports partnering teachers and students to create and communicate course content together.)

Schroeder, B. A. (2006). Multimedia-enhanced instruction in online learning environments. Dissertation, Boise State University. (Although learning outcomes for an experimental group that used multimedia were no better than the control group, the experimental group had statistically significant increases in test scores, which confirms Mayer's (2003) multimedia principle which states that carefully chosen words and pictures can enhance a learner's understanding of an explanation better than words alone.)


Presenter Background

Dr. Marge Maxwell has been an Associate Professor at Western Kentucky University for ten years of graduate educational technology courses. She has developed and taught graduate educational technology courses for ten years. She has codirected one national grant involving technology, published research in national journals, and presented at international educational technology conferences.

Dr. Elizabeth Romero is Senior Instructional Designer in the Department of Distance Learning at Western Kentucky University and Adjunct instructor for the School of Teacher Education, where she teaches educational technology related online courses. She provides consultation to university faculty from all disciplines in the design and development of online and hybrid courses. She has presented at several national and international conferences.

Noel Maxwell is a student worker with Dr. Romero who also works with university faculty in building online courses. She participates in the development of multimedia course materials as well as assisting faculty with using multimedia tools themselves.