# University of Victoria

# Faculty of Education

**Department of Curriculum & Instruction (EDCI)**

## EDCI 337: Interactive & Multimedia Learning (A01 & A02)

CRN: Combined 20935 & 20936

### The intent of this course is to allow students to explore multimedia learning and interactivity as they select and experiment with ways of combining digital and electronic representations of their learning. For this course, multimedia learning refers both to 1) the ways in which we understand learning via multimedia/multimodal representation and 2) the corresponding ways in which we apply our understanding in using multimedia to represent our learning. One informs the other.

### Key focus of the course:

### *Multimedia learning is as much about creativity, perspective and differing “ways of knowing” as it is about the technical or digital process. Understanding foundational relationships between our own creative processes and their representation will allow us to better select, use and build multimedia for identified purpose and impact.*

Units: 1.5

**Instructor:** Scott Gerrity, PhD Candidate **Email**: sgerrity@uvic.ca

**Office:** HSD B307 **Phone**: 250-853-3209 (urgency only)

**Class Time:** Online, labs W 5:00 – 6:20

### Course Description:

The focus of this course is to introduce students to the theory and application of multimedia learning in interactive learning environments. Students will explore the latest research and discover some best practices for creating rich educational experiences. Students will have the opportunity to design and develop interactive learning experiences using such technologies as electronic portfolios, multimedia production software, You Tube and Google apps, and social networking tools.

**Course Format**

This is an online course. The ***MOODLE*** learning management system is used to outline expectations, deliver content, provide you with an interactive learning environment and serve as the communication platform between the instructor and the students. A second learning platform (Folioz.ca) will be used to design, build and share your ePortfolio materials. A third environment, Blackboard Collaborate, will be used periodically. Labs will take place in MacLauren building, D211.

**NOTE:** This is a **highly interactive course requiring both group and individual work**.

**Course Intents**

1. The course will operate through the use of a MOODLE program to facilitate social constructionist support for student learning. Features to be used are (1) forum discussion on readings, (2) personal blogs or journals (3) on-line submission of assignments, and (4) survey tools.
2. The course will introduce students to a range of topics that influence how we know, perceive, interpret and build multimodal representations of our learning within a portfolio process.
3. The course will introduce students to the use of technological tools to assist in building multimedia and displaying it as an ePortfolio.
4. A key concern of this course is to explore aspects of our learning styles, knowledge, and strengths within multimodal representations of self, knowledge and learning.
5. In this course we will pay attention to the way personal and cultural realities are constructed through narrative and storytelling. Activities in the course will enable students to reflect on a pluralism that promotes multiple forms of representation and what is seen as legitimate knowledge.
6. Drawing on Indigenous learning principles the course will create the conditions for [*Kamúcwkalha*](https://docs.google.com/open?id=1imD793RwTrJM2asTEetQIsTbhCN4QsE5IkkX6B1A1O8DLzbKTPyb-HOUIiLn)(the felt energy indicating group attunement and the emergence of a common group purpose). Learning in the course will be developed around principles of active learning, social constructivism and situated learning. Readings will set up students to learn in course experiences. Participation in all discussions is essential for the learning of each student and the class as a whole. In particular three Indigenous teaching and learning principles[[1]](#footnote-2) will guide the learning processes of the course:

(1) Put the learning of your peers before your own learning ([*Celhcelh*](https://docs.google.com/open?id=156jBiUAj8mTGOL9dkxZhtnQsZCEhOout0yo9UwDKVAMGwT85Il-QN_LDLzT_)*)*;

(2) Create work that will benefit seven generations to come ([*Emhaka7*](https://docs.google.com/open?id=10qDAs1pb-kH7yZsVWNc6hsEmgj7AwR9cN5y40beizzzR6m9uyKovI0VbhV1F)*)*; and

(3) Find one's own passion and use it to energize the community ([*A7xekcal*](https://docs.google.com/open?id=1QsNEnnB7UxoLXnQRPM4F9FccXp0xvyRn0JLU8LHT4664gNGmQxYCQeT3b5aR)*)*.

**Course Readings**

There is **no required text** for this course.

All assigned readings are required and will be clearly identified in the instructions for the learning activities (or via instructor/student communications) in specific units or weekly view of the Moodle course environment. Access to any readings within the UVic Libraries databases (including full text materials) requires a Netlink ID and password.

**Course Technological Requirements**

You must have access to your own computer for this course. The computer should have a minimum of 2 gigs of RAM, and processing speeds to play and create light video. Your computer must be configured with Firefox brower (Moodle & Folioz) and should be able to download, display and play various multimedia formats (including but not limited to MP3 audio files, podcasts and streaming video).  Open Source multimedia production software is being used for this course whenever possible, but students may want to purchase inexpensive software such as Camtasia for simple video production. If you have any concerns or questions about this please be in touch with the instructor or the UVic computing help desk **as soon as possible** and resolve these issues well before the 2nd week of the term.

# Key Terms

* **21st Century Learning.** I use it in this course to mean engaged, social and highly personalized learning that draws on multimodal contexts, multiple ways of knowing, and digital environments within a curriculum that is learner centered and choice driven.
* **Multimodal (learning).** This term means different things in different context. I understand it to mean the interplay of meaning-making representations (in this case, multimedia) that may include video, audio, music, word clouds, text, etc. In creating multi-modal representations, we use different multimedia to explore multiple ways that we can know a theme or subject. The interplay of different representations creates a whole that is greater than the sum of its parts.
* **Electronic Portfolio.** An electronic portfolio is a digital environment in which participants can house, build and organize digital artifacts into meaningful representations that have personal or professional relevance.
* **Digital Artifact**. A digital artifact can be any item (multimedia) that has meaning to you and around which you can build personal, professional narratives/stories/explanations.
* **Knowledge**: The fact or condition of [knowing](http://www.m-w.com/cgi-bin/dictionary?book=Dictionary&va=knowing) something with familiarity gained through experience or association. What is known and how it is known will be an underlying theme of this course … and which will frame the artifacts and ePortfolios you build.

### Course Outline

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|  |  |  |
| --- | --- | --- |
| **Learning Activities /Assignments** | **Percentage** | **Due Date** |
| **Assignment #1**  Each week’s General Discussion and postings. Please make one post and at least one response to another’s post of interest. | 10% | **Sunday night** at completion of the unit. |
| **Assignment #2**  Group Discussion postings should be completed on **Sunday due** dates noted. Individual Synthesis by the following **Thursday due** dates | 10% x 3=30% | Unit/Week 4: Sunday, **Feb 2th** and Thursday, **Feb 6th**  Unit/Week 6: Sunday, **Feb 23rd** and Thursday, **Feb 27th**  Unit/Week 8: Sunday, **Mar 9th** and Thursday, **Mar 13th** |
| **Assignment #3**  Feedback on 3 ePortfolios  (based on handout criteria) | 10% | No later than Sunday,  **March 23rd** |
| **Assignment #4**  Final ePortfolio | 50% | Friday, Week 12  **April 4th** |

**Assignment 1**

**General Discussion Posting (Units 1, 2, 3, 5, 7, 9, 10, 11, 12)**

**Overall Value -10%**

Due: **Sunday night** at the completion of the Unit.

Please participate fully in general discussion forums. These forums serve the purpose of helping us build and maintain our learning community throughout the term, outline initial possibilities/topic directions for the group discussion forums (Assignment #2), and help each of us determine directions for our ePortfolio building. The questions posed serve to help you:

1. Integrate the course material (eg: readings, reviews, videos, course unit notes) into postings. Please reply to at least one other student’s posting (of interest).
2. Demonstrate respectful, prompt and thorough contributions to the interactive dialogue over the course.
3. Compliment your posts with examples, images, metaphors or other multimodal ways to represent your thinking.

This 10% mark will be based on completion of the **9 General Discussion Forum postings** in the units specified above.

**Assignment 2**

**Three “Discussion Topic Forums” ( LA 4, LA 6 and LA 8)**

**Overall Value:** 30% (10% for each Discussion Forum)

**Due:** The Three required and graded **Discussion Topic Forum** activities have been scheduled to occur in Weeks 4, 6, and 8 of the course. Instructions for each of these can be found on the weekly views of Units 4, 6, 8 on the Moodle homepage.

The**Discussion Topic Forum**assignments are intended to assist you to deepen your understanding of particular course content, reflect on important issues, and give you opportunities to discuss both the course content and your own professional practice framework with the other students in the class. All topics are intended to lead to further understanding of how to build and organize your ePortfolio.

For this assignment you will be working within a small group (yourself and six to seven other students) for each of the 3 **Discussion Topic Forums.** This assignment involves three distinct elements:

* individual work ( see the details for the individual work required under the detailed instructions in **Learning Activities 4, 6 and 8**)

* interactive group work (posting your initial responses to the unit learning activity and engaging on an online dialogue with your fellow group members within a set timeframe using Discussion Forum tool in Moodle )
* The preparation and submission of an **Individual Synthesis** of learning. Your synthesis should be approximately **650-750 words** within your individual blog, and should address the following:
* Reflect on (or represent in metaphor or imagery) your engagement with the topic under discussion. Consider how you organized your thoughts and communicated your ideas to the other learners in this course.
* Outline in text, concept map or word cloud what creative and critical insights you offered into the course material (readings, unit notes) and the questions these raised for group discussion from that content.
* Reflect on the role you took in the discussion and/or how you helped to create a respectful and active learning environment for your fellow learners including your efforts to be prompt, thorough and responsive to the postings of others.
* Include a commentary or representation on your own involvement with and learning from the online discussion.

Synthesize the “learning experience” which occurred for you during all parts of each Discussion Topic. ***You can do the synthesis as 1) text synthesis or 3) video or audio synthesis or 3) multimodal representations using text, audio, video, images and/or a collage. Any of the 3 options can and should be considered for use as artifacts for your final ePortfolio.***

**Grading Criteria for the Group Discussion Topic Forums**

Your full participation in all aspects of the three **Assigned Discussion Topic Forums**is requiredand will be assessed according to the following criteria:

* Your ability to integrate the course material (eg: readings, reviews, videos, course unit notes) into each posting to the **Discussion Topic Forum**and to support your statements with reference to this material. **3 marks**
* Demonstration of respectful, prompt and thorough contribution to the interactive dialogue over the course of the allotted time frame. **2 marks**
* Your ability to prepare a comprehensive synthesis of the entire **Discussion TopicForum** activity. **5 marks**

**Assignment 3**

Three Feedback Posts on Others’ initial ePortfolio efforts

This feedback is intended to spark and exchange ideas, brainstorm respectfully on audience impact, and share perceptions of clarity and understanding. The feedback **is not intended** as a hard “critique” of another’s work. Good feedback, however, often acts as a respectful “critique” that helps us determine next steps or revisions of the work.

I would suggest these be done over time, specifically when you complete your Profile or Front Page and then when you complete other pages aligned with your topics. You may INVITE 3 people to provide feedback on your work but some will be assigned as necessary.

I will provide a minimalist handout with certain criteria to consider when doing feedback**.**

**Assignment 4**

**The Electronic Portfolio (ePortfolio): Developing Creative & Purposeful Multimedia Representations of your Learning**

**Due Date: Friday, April 4th**

**Value: 50%**

**Introduction**

The ePortfolio should demonstrate a solid understanding between your identified theme/topic of representation and the principles of multimodal representation. This includes your growth in creative reflection, critical thinking on modalities, and synthesis of representational modes that capture the “reasons why” you have used certain types of multimedia to represent your themes. The ePorfolio is a dynamic platform that allows you to reflect on and represent past and current personal or professional experiences and to help you examine the multiple aspects of “process” as a “journey”. All of this can inform your own personal and/or professional practice frameworks and directions.

The expectations of this assignment again highlight the need to be explicit about the approach to learning taken in this course. This approach “requires a shift from a receptive-transmission model in which the instructor is an expert in a particular field and gives information to a passive recipient” (Askew and Lodge, 2000, p. 3), to a constructivist and co-constructivist approach. In the constructivist model knowledge is constructed through activities such as participatory learning, open-ended questioning, discussion and autonomous investigation. Small group work and facilitation can help learners construct their own schema for internalizing information and organizing it so that it becomes their own and can be represented to different audiences for different purposes.

ePortfolios offer a different perspective on evaluating ‘what is known’ and are meant to be very “learner-centered” . As such, they allow you, the learner, to see what you have/are learning and make an assessment of what you may feel you are missing in your own knowledge base.

You will be encouraged to begin working on the ePortfolio as soon as this course begins. Further details on the ePortfolio assignment using the second digital platform (Folioz.ca) will be made available on the course Moodle site.

**Appendix 1**: **Request for Accommodation**

If you are a student with a disability and require assistance with any aspect of the course in order to participate fully, please discuss this with the instructor at the beginning of the term.

#### **Grade Distribution**

When numerical marking is used at the undergraduate level normally, the following conversion from percentage to letter grade will be used.

**Scale**

|  |  |  |
| --- | --- | --- |
| A+ 90-100 | B+ 77-79 | C+ 65-69 |
| A 85-89 | B 73-76 | C 60-64 |
| A- 80-84 | B- 70-72 | D 50-59 |
| F  0-49 | | |

#### Descriptors for Letter Grade Designations

A+ Outstanding work. Reserved for a few students but definitely part of the distribution if warranted.

A Excellent work, displaying very good breadth and depth of knowledge, excellent capability for analysis, synthesis and application of concepts.

1. Very good work, showing depth of knowledge and analytic ability

B+ Good work, good level of knowledge and average level of capability to analyze, synthesize, represent and apply concepts

B Good work, some lack of understanding or lack of capability to analyze, synthesize or apply the concepts

B- Above average level of knowledge and capacity to synthesize, represent or apply the knowledge

C Average level of knowledge, engagement and effort.

D Below average level of knowledge, engagement and effort.

F Failing Grade.

Please note that all assignments/examinations must be completed in order to receive a passing grade in this course.

**Late Assignment Policy:** All late assignments will result in a drop in grade unless a change to the due date has been negotiated with the instructor prior to the due date.

**Participation**: It is expected that all students will contribute to the class discussions. In addition, student presentations will comprise a significant portion of the course work. Regular attendance is necessary for continued contribution to the class as well as a matter of professional courtesy.

**Plagerism:** Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. Students who are found to have engaged in unethical academic behaviour are subject to penalty by the University (see p.21 University of Victoria 2011-2012 Calendar).

1. Adapted from Williams, L. (2009). EDCI 591: Teaching and learning in an indigenous world. Victoria: University of Victoria – Terms from the Lil’wat first nations band. [↑](#footnote-ref-2)