



Using Multimedia to Develop Understanding

SESSION OVERVIEW

During this session, participants will learn how multimedia tools can deepen students' understanding of content material, promote higher-level thinking skills and improve student learning.

WHAT IS MULTIMEDIA?

Multimedia is the combination of text, graphic art, sound, animation and video delivered by computer or other electronic means.

TEACHERS USE MULTIMEDIA TO.....

- Gather information
- Arrange Details
- Search for particular pieces of information
- Devise presentations that are interactive
- Define and connect related segments of information



HOW DOES MULTIMEDIA FIT THE CURRICULUM?

Teacher Tool

- "Back to School Night" presentations
- Curriculum Specific Projects
- Yearbook of Concepts Taught
- Electronic Portfolios

Student Tool

- Curriculum Specific Project
- "How To" Project
- Concept Specific Project



MANAGING MULTIMEDIA IN THE CLASSROOM

- Each student contributes a page to the project.
- A group of students works on the project together.
- Each group of students is assigned a topic and those projects are linked by a main menu.
- Train a group of multimedia experts. Assign one expert to each group to provide support for the group on technical issues.
- Provide mini lessons to the class on how to do specific tasks.
- Provide direction sheets that students pick up when they are ready to try a specific task (just in time learning).
- Use rubrics and checklist to assess progress. The process is as important as the product.

PHIPHERPHIRAL EQUIPMENT

- Digital Camera
- Digital Camcorder and Mini DV Tapes
- External Microphones
- Tripod
- Batteries- lots of them!



DIGITAL CAMERAS IN THE CLASSROOM

Wacona Elementary School

<http://www.wacona.com/digicam/digicam.html>

This site discusses the use of digital cameras in the classroom, care of the camera, and lesson ideas.

1001 Uses for a Digital Camera

<http://pegasus.cc.ucf.edu/%7Eucfcasio/qvuses.htm>

This site is designed as a reference tool, putting educators in touch with creative educational applications for digital cameras in educational settings.

Going Digital in the Classroom

<http://www.forsyth.k12.ga.us/sbeck/digital/goingdigital.htm>

Pictures personalize learning, clarify it, frame it... and add depth.



75 Ways to Use Your Digital Camera

<http://www.semo.net/suburb/mgilmer/digcam/index.htm>

This website was designed to give educators some basic ideas of how to incorporate digital images into their curriculum. The ideas are primarily geared toward K-8, but could be adapted to fit a secondary curriculum.

Classroom Applications for the Digital Camera

<http://k-12.pisd.edu/techs/dhitt/digital/camideas.htm>

Many ideas from Plano ISD



TOP TEN REASONS STUDENTS SHOULD USE MULTIMEDIA

10. Multimedia encourages students to think differently about how they organize and present information.
9. Allows students an opportunity to share their work with others.
8. Encourages self-directed learning.
7. Allows students with different learning styles an opportunity to excel.
6. Reinforces students' technology skills.
5. Develops pride in their work.
4. Emphasizes cooperative group work.
3. Allows students to use a variety of media to express their understanding of a concept.
2. Provides an effective alternative for assessing students' learning.

and

1. Supports collaborative writing, self-reflection and authentic learning.

ASSESSING MULTIMEDIA PROJECTS / PRODUCTS

- Checklists- Students Self-Assessment
 - <http://pblchecklist.4teachers.org/>
 - <http://www.myt4l.com/>
- Rubrics- Student Assessment and Teacher Assessment
 - <http://rubistar.4teachers.org/index.php>
 - <http://www.myt4l.com/>



RESOURCES

UnitedStreaming

<http://unitedstreaming.com/>

Hands-down the best place to find videos to fit your curriculum!

AtomicLearning

<http://www.atomiclearning.com/>

Atomic Learning provides software training using a unique, just-in-time approach. The library of thousands of short tutorials on dozens of applications are focused on answering the common questions teachers, students and anyone else may have when learning software.

HOW TO CREATE AN ONLINE STUDENT CHECKLIST

1. Launch your Internet browser and go to Project Based Learning Checklists at <http://pblchecklist.4teachers.org/checklist.shtml>

2. Select a topic and grade range.

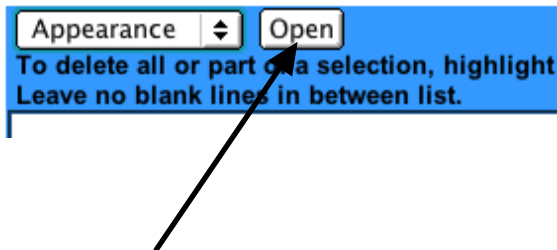


3. Complete the **Teacher Name** and **Project Title** boxes.

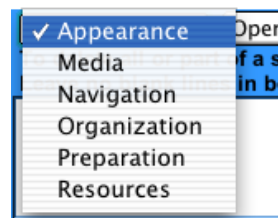
Teacher Name:	Project Title:
<input type="text"/>	<input type="text"/>

4. Use the Pull-down menu to pick a Suggestion Menu.

a.



b.



5. Click on **Open** to open the Suggestion Menu.

6. Click on items from the Suggestion Menu *in the order you want them to appear in your checklist*.

CATEGORY: Appearance

Choose from the list below:

- The words on my slides are easy to read.
- The words on my slides are spelled correctly.
- Titles and headings are easy to read.
- The pictures on my slides are easy to see.
- The pictures are related to the information on the slide.
- The colors and patterns on my slides look good together.
- Sounds and music are easy to hear and understand.
- There is enough time to read and see everything on each slide.
- The transitions between slides are not distracting or boring.
- There is not too much or too little time between slides.

7. Close the **Suggestion Menu** by clicking on **Select All** or **Add list** when done.

8. Move to the next text area and select a different Suggestion Menu.

9. When you are satisfied with your criteria, scroll to the bottom of the page and click the **Create Printable Checklist** button to make a printable checklist with the items you chose.

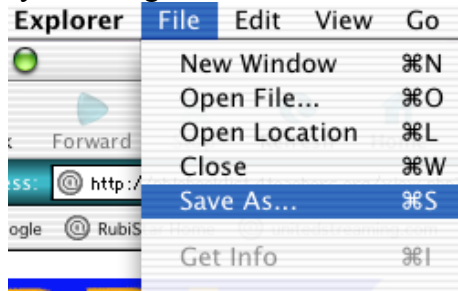
10. At the next page you'll see:

You have completed your checklist. Here is your link to the checklist:

[CLICK HERE TO VIEW YOUR CHECKLIST](#)

11. Click the link. You will be able to view the completed checklist.

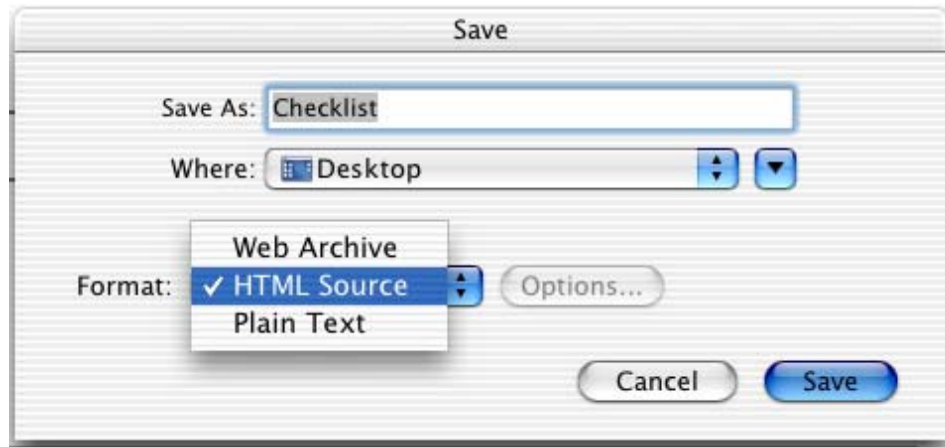
12. To save the checklist for use in your unit go to **File->Save As...**



13. **Name** your checklist and save it to the **Desktop**.

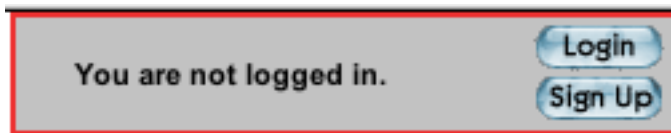
14. Under Format, select **HTML Source**.

15. Select **Save**.



MAKING A RUBRIC USING RUBISTAR

1. Go to <http://rubistar.4teachers.org/index.php>
2. If this is your first time to visit RubiStar, you'll have to Login. RubiStar is a free tool for teachers to use and develop quality rubrics.
3. Login with RubiStar is easy:
 - Click the login button in the upper left-hand corner.



- Complete the information requested: **First Initial, Last Name, Zip Code**, and a **Password**. *Use your real name since it will appear on your rubric.*
 - Click Login.
4. Once you have logged in, RubiStar will take you to a page where you can choose a customizable rubric in the following categories (Oral Projects, Products, Multimedia, Science, Research & Writing, Work Skills, Math, Art, Music, or Reading) or you can make your own rubric from scratch.
 5. For our purposes of our handout, I'm going to select Products-->Making a Game. Click on Making a Game.
 6. Verify that your Rubric Information is correct. **Name your rubric** in the Rubric Project Name box. In addition, **select "temporary"** under the type of rubric.

Rubric Project Name:

Making A Game :

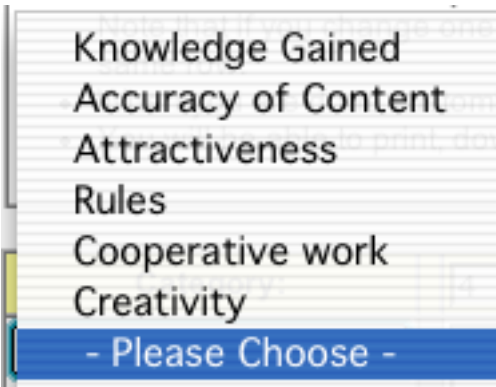
Zip Code:

Since RubiStar is free, supported by a grant from the U.S. Dept. of Education, reports to show where RubiStar is being used. International visitors should ty
Please be as accurate as possible:
Zip Code: **78263**

Type of Rubric

7. **Scroll down** until you see “Creating and Editing Your Rubric.” The rubric has four categories for the rating scale. To change the numbers, click in the box, delete the number, and type your own number.

8. Think about the activity you are writing your rubric for. Then click **“Please Choose”** and you’ll see a pop-up menu that looks like this:



9. **Drag your mouse** to the criteria most significant to your activity. Release your mouse and the four boxes to the left will be filled automatically with appropriate descriptors.

Category:	4	3	2	1
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
	<input type="button" value="Reset"/>	<input type="button" value="Reset"/>	<input type="button" value="Reset"/>	<input type="button" value="Reset"/>

10. The text within each descriptor box is also editable. Very cool!

11. Go down to the next Category box and select the next most important criteria. Repeat until your rubric is complete.

Note: You do not have to use all the categories available to you. Those boxes can be left blank.

12. When you are satisfied with your rubric, click **“Submit”** at the bottom of the page.



Submit and preview your rubric

13. Your completed rubric will appear.

- If you are dissatisfied with any of the content, select “Modify This Rubric.”



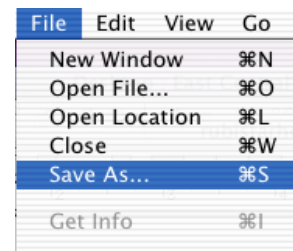
- If you are satisfied with the rubric, select “Print or Download.”



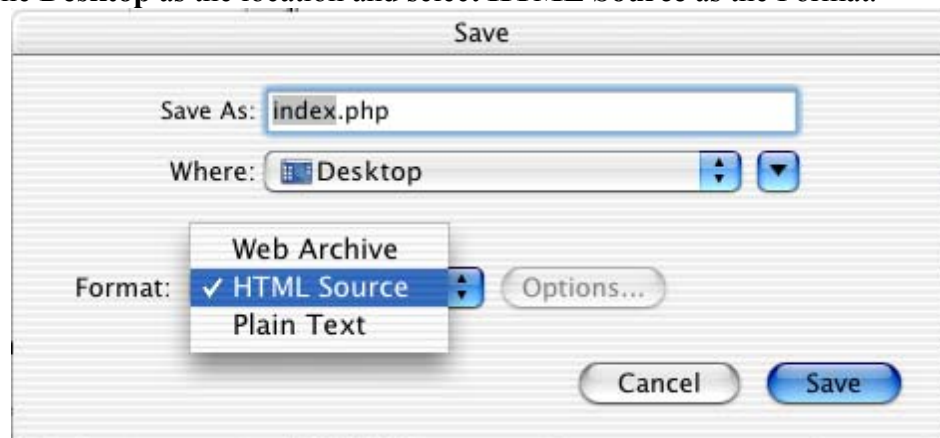
- At the next screen select “Create an Offline Browser- Document.”



- From the pull-down menu at the top go to **File-->Save As...**



- Select the **Desktop** as the location and select **HTML Source** as the Format.



- Click **Save**.

MAKING CHECKLISTS AND RUBRICS WITH MyT4L

1. Go to <http://www.myt4l.com/>. Click on **Rubric Maker** under the **Tools** section of the page.
2. **Type** the Title of your rubric and **select** a grade level (High, Middle, Elementary, Primary). Click **New**.

Title: Level:

3. Use the **Topic** pull-down menu to select a performance topic.

Topic: Component: Custom Component: Description:

Artistic Expressions
Behavior
Content
Design
Lab Work
Maps and Models
Media
 Oral Presentation
Organization
Planning
Research
Teamwork
Writing

4. Then use a component to select a specific performance in that topic.

Component: Attire
 Audience
 Clarity
 Content
 Enthusiasm
 Knowledge
 Overview
 Pace
 Pauses
 Posture/Eye Contact
 Props/Visual Aids
 Rehearsed
 Stays on Topic
 Vocabulary

Use the Custom Component field to create your own performance.

Making a Model

Topic: Component: Custom Component: Description:

4. Distinguished: All content directly related to the topic. Opinions were always supported by fact if possible.	3. Proficient: Content directly related to the topic. Almost all opinions were supported by facts.	2. Apprentice: Demonstrated basic understanding of the topic. Many opinions were not supported by facts.	1. Novice: Few facts related to the topic. Most information was opinion.
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Checklist:

5. Select a second component and so on until the rubric is complete. If you need more than five performances, click the Add a Row button at the bottom of the form.

Making a Model

Topic: Oral Presentation
Component: Content
Custom Component:
Description: Relates to topic, detailed, and accurate

4. Distinguished: All content directly related to the topic. Opinions were always supported by fact if possible.

3. Proficient: Content directly related to the topic. Almost all opinions were supported by facts.

2. Apprentice: Demonstrated basic understanding of the topic. Many opinions were not supported by facts.

1. Novice: Few facts related to the topic. Most information was opinion.

Checklist: My presentation has accurate details. Clear

Topic: Oral Presentation
Component: Rehearsed
Custom Component:
Description: Ability to present without becoming lost or confused

4. Distinguished: Did not need to use notes during presentation. Was able to answer audience questions with details and examples.

3. Proficient: Did not need to use notes more than a few times. Was able to answer questions from the audience.

2. Apprentice: Had to use notes often. Was not able to answer audience questions.

1. Novice: Became lost or confused during presentation.

Checklist: I know my presentation thoroughly. Clear

6. What do the icons mean?



1. Edit the title, performance order, and names for the performance tiers.
2. See the rubric, in case you want to make changes.
3. See the student checklist, in case you want to make changes.
4. Choose a format to print or save the rubrics you have created. **(This is the one you want.)**
5. Deletes your rubric.
6. Takes you back to <http://www.myt4l.com>.

7. Click the floppy disk icon. It will take you to a page that looks like this.

To save the Rubric:

Click the **HTML icon** under Rubric.

A new page will appear. From the pull-down menu select **File->Save As**.

Title the rubric. Under **Format** select **HTML Source**. Click **Save**.

To save the Checklist:

Click the **HTML icon** under Checklist.

A new page will appear. From the pull-down menu select **File->Save As**.

Title the rubric. Under **Format** select **HTML Source**. Click **Save**.

Making a Model

Rubric:

	Open a printe HTML docum choose to sa
	Save a Micro asking if you Save As dialc name. Then, t

Checklist:

	Open a printe HTML docum choose to sa
	Save a Micro asking if you Save As dialc name. Then, t
	Save a Text f want to downl dialog, choosi click the Sav