Technology Use Proposal: Using Multimedia Applications to Improve Authoring

Aileen Matias-Castro

New Jersey City University

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Setting and Technology

Third grade students of Bullock School are learning about endangered animals in class. Students will create a multimedia digital storyboard as part of their conservation campaign. Upon completion, students will upload their final product onto YouTube as a part of the school's Conservation Channel. "Multimedia on computers is the combination of text, images, sound, animation and video. The word combination is important because multimedia can create an integrated form where no one individual medium has supremacy" (Lachs, 2013). "Are there rules about digital storytelling? Perhaps one: Story without digital works, but digital without story doesn't" (Ohler, 2013). Students will be encouraged to use MovieMaker, Magisto or a similar application that combines multimedia applications to persuade the community to address climate change and other factors threatening the survival of these animals. "Multimedia authoring can be seen as a strategy for learning that can encourage these aims, and in this way can be used in any subject in the curriculum where there are ideas to be presented – whether factual or fictional, scientific or inventive" (Lachs, 2013, pg 2). In an effort to increase productivity in our digital aged classroom, a multimedia approach will be the technology used to give a voice to these endangered animals.

Rationale and Research

"Digital cameras, painting programs, music keyboards, word processors, and Internet apps – as well as all those technologies just around the corner that we can't even imagine right now – give us new ways to personalize the methods of self-expression" (Ohler, 2013). Allowing students to use their voice to advocate for change is a skill that will have lifelong impact. Ohler

adds, "…you will see how new media narratives promotes traditional and emerging literacies, helps students meet academic standards in a number of content areas, and gives students a chance to demonstrate their understanding of the world in their own language" (2013).

"This involvement with the nature of information, the structure of information, the connections between ideas, the design of an integrated way of communication and the consideration of how that communication can be retrieved and used are all higher order thinking skills that students can develop through multimedia authoring" (Lachs, 2013). Digital storyboards as a means of assessment promotes fundamental literacy skills, while using technology as a tool to drive curriculum.

Description

"Digital stories are simply the latest manifestation of one of human-kind's oldest activities; storytelling. As we are continually swept away by the latest wave of leading-edge innovation, it's reassuring to know that some things don't change" (Ohler, 2013). Technology can increase motivation factors in writing, which will strengthen the students' literacy skills. Teachers will obtain training on various technology applications presented to students for their campaign. During writing and science, students will have the opportunity to work on their narrative and vision for the assignment. Students can opt to write, draw, record audio, and be able to upload or download pictures to create their digital storyboard. Teachers will help with the writing process. Studies have shown that "…human brains extract valuable information from audiovisuals more quickly and more easily than from purely verbal information…a more comprehensive and error-free grasp of information, better recall, and greater emotional involvement" (Graber, 1996). Therefore, an options chart will allow the scholar to choose.

Policy Consideration and Current State of Field

"For educators, understanding story as a structure and process with practical benefits has profound implications. The story form becomes a way to shape curricula, build units of instruction, and frame academic arguments" (Ohler, 2013). As a result, providing students with options, as well as being flexible to the suggestions given by students will assist in the underlying policies that attribute to academic success. "Students who have no taste for planning and execution of an essay attack the planning and narration of a digital story with gusto" (Ohler, J. (2013). As part of the policy, students can opt to post their multimedia presentations using an online platform. David D. Thornburg, PhD from Recife, Brazil encourages, "With the popularity of social networks like Facebook, a posting about an online story can generate readership far beyond the number of people who had access to books…" (Ohler, 2013). Allowing students to share their work online will serve as an additional motivating factor for completing assignments.

Assessment Plan

Students will be asked to demonstrate their learning using multimedia applications after teachers provide various technology applications for students to choose from. By doing so, students "perceive the content of a stimulus as factual; it leads them to process the information more deeply, which in turn leads to better memory and more extensive learning of that content" (Pouliot, L., Cowen, P.S., 2007). Therefore, students' authoring will be assessed according to the 2019 ISTE Standards for Students, specifically the Creative Communicator indicators 6a-6d listed in Table 1 below. "The learning process is only effective when meaning is constructed by learners themselves. If the students are doing the creating, they own the information they process more than if they simply find it" (Lachs, 2013). Students will be assessed accordingly.

Table 1: Assessment Chart for Multimedia Authoring

ISTE Standards for Students: Creative Communicator		Approaching Standards	Meeting Standards	Exceeds Standards	Feedback:
6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.				
6b	Students create original works or responsibly repurpose or remix digital resources into new creations.				
6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.				
6d	Students publish or present content that customizes the message and medium for their intended audiences.				

Note: Teachers will identify if students are approaching, meeting or exceeding standards by checking appropriate box. Feedback column allows teachers to provide students with suggestions for improvement.

References

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Lachs, V. (2013). Making Multimedia in the Classroom. New York: Routledge.

Ohler, J. (2013). Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. Thousand Oaks: Crowin Press.

Pouliot, L., Cowen, P.S. (2007). Does perceived realism really matter in media effects? Media Psychology, 9, 241-259.

Table A: ISTE Standards for Students: Creative Communicator, 2019 International Society for Technology in Education (ISTE). Retrieved from: https://www.iste.org/standards/for-students.