

Faculty Innovator Grant 2009  
Center for Learning Technologies

Proposal Request Form

---

**DEADLINE: December 1, 2008**

*Please note that completion of ALL fields is required.*

Primary Faculty Name:	Dr. Jennifer Kidd
Department:	Educational Curriculum and Instruction
Email Address:	jkidd@odu.edu
Office Phone Number:	757-683-3248
Project Title: (10 words or less)	Multimedia projects for Multimodal Learning

**1. Learning Issues**

*Describe the specific teaching and learning issues being addressed by the proposal including background information and a short statement of the proposed solution.*

1. The need for technological proficiency among K12 teachers leading to integration within the K12 classroom.
2. The need to develop a sense of community among distance learning students, given the switch from Teletechnet to Web-based delivery.
3. The need for university instructors to implement successful technology-enhanced learning activities.

**2. Revised Learning Issues – these were not revised**

**3. Development Activities**

1) After purchasing webcams and headsets, the participating faculty became comfortable creating videos, hosting them on external services e.g. YouTube, and posting them in the class's student-authored textbook

Faculty Innovator Grant 2009  
Center for Learning Technologies

Proposal Request Form

---

- 2) In fall 2009, all TLED 301 students were required to create a multimedia project where they produced an original video related to their classroom observation experience
- 3) To help students practice making videos in a low-risk environment, we offered extra credit for students who posted video responses to chapter discussion prompts. Over the course of the semester, many students took advantage of this opportunity. This also allowed online students to be able to “see” some of their classmates via the posted videos
- 4) We originally planned to have all students purchase a technology pack of recommended items (webcam, headset etc). We found this requirement unnecessary. Instead we created the assignment, let students know what materials they would need to complete it, and had students be responsible for acquiring the resources.
- 5) Almost all students successfully completed the multimedia project in Fall 2009. They videotaped, often in their observation classrooms, edited their videos, uploaded them to YouTube, and embedded the final products into our class wiki textbook.

#### 4. Learning Outcomes

1. Improved technological proficiency and comfort level among K12 teachers, resulting in increased technology integration in K12 schools.

*Among the primary goals of the proposed project was the improvement of both technological proficiency and comfort level in more than 500 pre-service teachers who enrolled in the Foundations of Education and Instructional Assessment (ECI 301) course in the Darden College of Education's Educational Curriculum and Instruction Department during the 2009 academic year.*

This goal was largely met. Most students had not created, uploaded, or embedded a video prior to the course and by the end the fall semester 138 students had successful done so.

2. The development of a sense of community among ECI 301 distance learners.

*Through the development and use of student-generated learning resources, the proposed project will give students the opportunity to work with and learn from their peers in ways which are arguably more meaningful than those common in traditional, face-to-face instructional settings. It was hoped that these interactions will result in the development of a heightened sense of community among ECI 301 students.*

Students' sense of community was measured, however it appears that this data was not systematically analyzed and the data can no longer be accessed. However, students were able to share video responses within the discussion posts in the student-authored text and students routinely responded that reading and posting in this section enhanced the connection they felt to their classmates. Furthermore, they shared and commented on each other's multimedia projects

Faculty Innovator Grant 2009  
Center for Learning Technologies

Proposal Request Form

---

potentially enhancing their knowledge of today's classrooms and their ability to reflect with one another.

3. The development of a successful model that can be readily implemented by other higher education instructors.

*The proposed project includes data collection components at all phases from beginning to end. These data collections will yield information about student perceptions and achievement as well as expert evaluations of the project and its components. Likewise, the project will be developed collaboratively, with meaningful input from participating students. It is hoped that these project components will result in the development of a successful product that can be readily retooled by other university instructors for use in the contexts of their own classes—distance-learning and traditional.*

The multimedia assignment proposed in this FIG continues today in TLED 301 with some modification. The general assignment of having students create and share videos has been adopted by other faculty in our department, and by other departments at ODU. As pioneers in student-created video we were able to help other faculty learn this process and implement it in their courses.

## 5. Unexpected Outcomes

Because students in a regular education course were able to create, upload, and embed original videos, it may have challenged the educational technology faculty to increase the multimedia production expectations for their students. The faculty who teach TLED 430 revised their multimedia assignment after students in TLED 301 started producing these multimedia projects.

A shared interest in video production between the primary faculty and faculty teaching TLED 430 resulted in another FIG, and the purchase of Flip video cameras by the department of Teaching and Learning and several other departments at ODU.

The participating faculty have given several presentations for the broader ODU community related to using student videos and spurred much interest in the technology and pedagogy.

## 6. Impact of project

There were two main impacts sought:

1. Project as model for K12 instructors

Because the primary project's participants are pre-service teachers, one of the proposed project's main goals is to equip these future teachers with the specific technological knowledge they need to implement similar projects in their classrooms. Additionally, the project is designed to instill in participants an

Faculty Innovator Grant 2009  
Center for Learning Technologies

Proposal Request Form

---

improved comfort level working with technology, allowing these pre-service teachers to more readily integrate novel technologies in their classroom.

2. Project as model for university instructors

Based on the evaluations and several iterations of the proposed project, it is hoped that the result will be a working model that can be integrated by university-level instructors within the College of Education and in the larger university community. Among the most obvious applications of the proposed project is distance learning courses. It is the proposed project's goal to create an instructional model that can engage students, provide them with a sense of community and compensate for the approaching shift away from Teletechnet and toward web-based distance learning models.

By and large, the project had its intended effect. As stated above, more faculty are incorporating the use of digital video cameras in their class generally, and asking students to create original videos specifically. This is true in the department of teaching and learning and at Old Dominion University generally. Many faculty attended workshops hosted by the primary faculty. The department of Teaching and Learning purchased digital video cameras. Video editing software was installed on many machines throughout the campus. Of course these can not all be attributed to this project, but it did help to demonstrate feasibility and build momentum.

**7. Project as a Model**

Increasingly, students and teachers are asked to document and reflect on their teaching and learning. This is often accomplished through digital videos. The multimedia project students completed as part of this FIG helped students develop the requisite skills to create materials for NCATE reviews, their digital teaching portfolios, and, down the road, for applications to become board certified teachers. The project continues to help TLED 301 students develop these skills today. It serves as a model for students and teachers to document, reflect on, and share their teaching and learning experiences. Furthermore, the video artifacts are still hosted on the student-authored text and on YouTube and can be accessed to serve as exemplars.

**8. Technology**

The initial project was carried out using a webcam (Logitech Quickcam Pro 9000) and wireless microphone (Plantronics 355 Multimedia Headset) and MovieMaker video editing software. For the 301 projects, students were encouraged to learn to use technology they already owned (e.g. phones that captured digital video etc), use free software resources – or more accurately ones included in packages they already owned- (e.g. Movie Maker), and to leverage the capability of free web 2.0 tools to host and share video content (e.g. YouTube). This makes sense as a mean to accomplish outcome #1: Improved technological proficiency and comfort level among K12 teachers, resulting in increased technology integration in K12 schools. If teachers are more comfortable with the technology they already have or have access

Faculty Innovator Grant 2009  
Center for Learning Technologies

Proposal Request Form

---

to and can see how it may be used for educational purposes, they are more likely to use these tools in their K-12 instruction.

**9. Products**

The student-created videos and comments are still hosted on our Fall 2009 wiki textbook:  
[http://old.wittieproject.org/wiki/In\\_Our\\_Schools:\\_Foundations\\_and\\_Assessment\\_of\\_Education/Edition\\_1/In\\_Today%27s\\_Schools\\_Table\\_of\\_Contents](http://old.wittieproject.org/wiki/In_Our_Schools:_Foundations_and_Assessment_of_Education/Edition_1/In_Today%27s_Schools_Table_of_Contents)

**10. Future Plans**

*The project contributed to:*

- A 2010 FIG
- The purchase of Flip video cameras by T & L department
- Increased use of digital video cameras by T & L faculty (and ODU faculty)
- Increased incorporation of student-authored video assignments
- Students' increased comfort creating digital videos
- ODU faculty workshops on using digital video

Current and Future Plans:

TLED 301 maintains a student-created video assignment and will continue to require this in the future. The assignment provides a means for students to reflect on their observation experiences.

**11. Financial Report**

The exact prices of the webcams and headsets varied slightly from this original budget. Otherwise, there were no changes.

**Budget Plan Matrix**

Budget Item (equipment, personnel, software, etc.)	Qty	Total Cost	Source of Funds	
			Amount from FIG	Amount from Other Source
Webcams	2	\$300	\$300	
Headset	1	\$100	\$100	
Instructor/Developer	1	\$500	\$500	
Developer/Implementer/Evaluator	1	\$2100	\$2100	