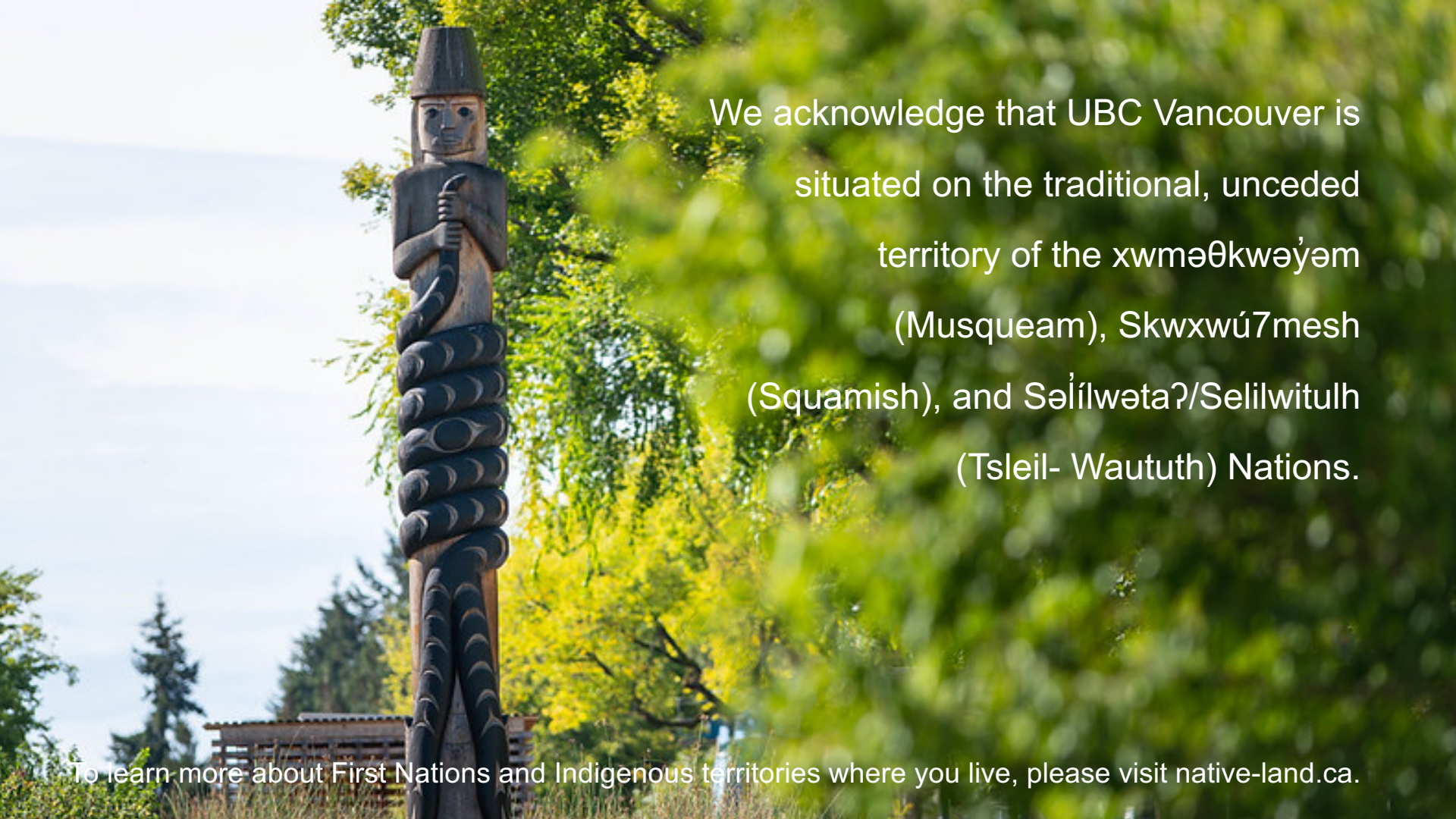


COURSE DESIGN: BEYOND TEXT AND LECTURE

Using Multimedia to Engage Learners



UBC Educational Technology Support



We acknowledge that UBC Vancouver is situated on the traditional, unceded territory of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Səlilwítlh (Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca.

SESSION DESCRIPTION

During this session you will explore strategies and tools to design online and blended courses that go beyond text and lecture-based content, learning activities and assessments. We will look at some samples which model alignment with UDL frameworks, founded in learning science and are proven ways to engage learners. In addition to showcasing samples, a several tools will be demo'ed and there will be a hands on component where you can try out some of the tools such as Padlet and H5P.





The Long Reign of the Word: Text and Lecture

In academia, traditionally the emphasis has been on text — the spoken work or the written word. This approach to pass on knowledge literally goes back thousands of years. Over time it's proven to be very successful.

Some anthropologists claim that under optimal conditions, orally shared knowledge from ancient stories have demonstrated to have endured more than 7,000 years.

Often, as the pivot to remote teaching and learning demonstrated, text and lecture tends to be the default for online

VISUAL COMMUNICATION UNDERVALUED

While teaching and learning practises for children involve some visual communication and aesthetics, for higher ed, in particular it is often viewed as purely artistic and subjective.

There are signs that this is starting to change, with the use of infographics and visual abstracts, and visual aspects of multimedia.



Art and Science

Of Learning Design

Effective learning design draws on a multidisciplinary approach (neuroscience, cognitive sciences, psychology, visual design and aesthetics, and multimedia learning) to combine design principles, learning strategies, pedagogical approaches and course development frameworks.

People exposed to the well-designed layout and media were found to have higher cognitive focus, more efficient mental processes, and a stronger sense of clarity.

Source: <https://thenextweb.com/news/science-behind-fonts-make-feel>



WHY DOES MULTIMEDIA WORK?

Learning Theory Supports

- Cognitive load theories support that using multimedia (multiple modes) align with the way that our brains function during the learning process
- People learn better with image and words, compared to words alone
- Visuals (including visual cues in text) allow for faster information processing
- **ACTIVE** learning. Learners doing things are **engaged** learners.
- Multimedia is more memorable
- Our brains are hardwired to engage with stories and storytelling
- Well designed graphics grab our attention, much faster than text alone
- Charts and Infographics help to make large sets of data understandable and including stories help people make sense of data.





BENEFITS OF GOING BEYOND TEXT AND LECTURE

Engagement

Including interactive and multimedia materials in online courses helps attract students' attention and sustain engagement as well as appealing to diverse learners and learning preferences.

Student Centred

Blended and online learning technologies can increase quality, diversity, and accessibility of courses and programs for students. Shifting to a learner-centred course design not only improves student experiences and outcomes, but instructors are able to transfer the blended/online pedagogical strategies back to their face-to-face teaching practice.

Digital Literacies

Media-rich and interactive learning design helps students develop digital literacy skills useful for the real world and workplaces.



Student Centred Design



EMOTIONS



Online Learning Strategies



INTERACTIONS

STUDENT CONTENT

EXPOSITIVE

written lessons,
video lectures,
interactive media
presentations,
case studies

APPLICATION

case-based
activities, job
aids, project
work, real world
examples

COLLABORATIVE

emergent
teaching/learning
where students
create/present
content

STUDENT STUDENT

student
presentations

student
presentations,
peer-tutoring,
peer review

discussions, group
projects
or learning
activities

STUDENT INSTRUCTOR

video lectures,
interactive webinar
sessions, email,
announcements,
quiz feedback

feedback on
presentations,
performances or
guided research,
practical skills
evaluations

Graded discussions
Webinar sessions
guidance/feedback
for inquiry-based
group projects

STUDENT COMMUNITY

e-portfolios,
photovoice, blogs,
infographics,
media artifacts,
podcasts, virtual
tours

workplace-based
assessment
methods, authentic
activities
performance review
by supervisors

blogs, wikis,
podcasts, social
media or online
community
participation,
performance

FINAL WORDS BEFORE SHOWCASE

- Consider student privacy
- UBC tools vs Non UBC tools
- Consider how comfortable you are with open resources and your privacy
- Do not require students to create accounts



Resource

- <https://scarfedigitalsandbox.teach.educ.ubc.ca/>



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