Singing Like a Fish: Innovations in Higher Ed through Multimedia

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* Presented at ACRL Conference by M. Threatt and M. Matwichuk
Please join us!

Excerpts from this online PowerPoint presentation will be presented at the ACRL 13th National Conference: “Sailing into the Future – Charting our Destiny.”

- **Date:** 03/30/07
- **Time:** 10:00-11:00
- **Location:** Baltimore Convention Center, Exhibit Halls A-D
- **Poster Number:** Poster 26
- **Program Track:** Teaching and Learning
- **Program Theme:** Rocking the Boat
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Academic libraries are offering more support to faculty and students in the multimedia arena. We will discuss who these students are and how they learn, recommended resources for multimedia production/research centers in libraries, how faculty are incorporating multimedia into class assignments, and media literacy promotion.
Goal

Attendees will be presented with practical advice and guidance for incorporating multimedia into teaching endeavors, as well as suggestions for exploring their own institution’s environment and attitudes toward media in the library.
What Librarians Should Know About Digital Natives

• Generation Y, loosely defined as those born between the years of 1980 and 1994, is referred to by Marc Prensky as “digital natives”.

• 8-18 year olds watch an average of nearly 6 ½ hours per day consuming media. Analytical tools are needed to process this information correctly and become media-literate. (Kaiser Family Foundation)

• Digital natives have always been connected, and are accustomed to ‘real time’ delivery, i.e. live satellite coverage of wars and global events, instant messaging, movies on demand. They are developing their own generational means of communication. (Beloit College Mindset List)
What Librarians Should Know About Digital Natives (Cont.)

- Traits and characteristics as students:
  a) Prefer assignments that involve movement and activity; do not respond as well to static, traditional assignments
  b) View technology in a positive light
  c) Have been raised in an age of mass customization, including in the educational sphere
  d) Learn from their peers – groupwork is the norm rather than the exception
  e) Are multitaskers and have hypertext minds – media lends itself to the kind of random-access thought processes that multitasking requires.
According to the 2007 Horizon report, “there is a skills gap between understanding how to use tools for media creation and how to create meaningful content. The renewed emphasis on collaborative learning is pushing the educational community to develop new forms of interaction and assessment.”

The next two slides represent results from a recent faculty survey conducted at MSU-M and IU. They provide a snapshot of current attitudes and practices involving the incorporation of multimedia in course assignments:
### Teaching and Research Tools for Class Assignments (cont.)

#### Do you require students to incorporate multimedia in class presentations and/or projects?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>87%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### If you answered yes to #2, what kind of presentation and/or project is it?

<table>
<thead>
<tr>
<th>Presentation Type</th>
<th>Number of Responses</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art collage</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>PowerPoint presentation with audio or film clips</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Poster session with still images</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Slide show</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Video / Interview</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Other, Please Specify</strong></td>
<td><strong>10</strong></td>
<td><strong>77%</strong></td>
</tr>
</tbody>
</table>
### What kind of multimedia elements are required?

<table>
<thead>
<tr>
<th>Multimedia Elements</th>
<th>Number of Responses</th>
<th>Response Ratio</th>
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</thead>
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<td>Images</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>Audio</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Video</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Other, Please Specify</td>
<td>3</td>
<td>23%</td>
</tr>
</tbody>
</table>

### If not required, what multimedia elements have your students been choosing to use in their presentations?

<table>
<thead>
<tr>
<th>Multimedia Elements</th>
<th>Number of Responses</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
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<td>92%</td>
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<td>67%</td>
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<tr>
<td>Video</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Other, Please Specify</td>
<td>2</td>
<td>17%</td>
</tr>
</tbody>
</table>
To assist students with multimedia projects, a wide variety of multimedia search engines and content sites are available via the Web. They develop and change rapidly. One example is *Singing Fish*, originally developed in the late 90s and later purchased by Thomson Media, which was recently bought by AOL Time Warner. It is now redirected to AOL Video Search.

An original screen shot of *Singing Fish* follows. This video search engine is, in many respects, representative of other multimedia search engines freely available on the WWW.
Multimedia Search Engines – Singing Fish (Then)
Multimedia Search Engines – AOL Video (Now)
Emerging Technologies:

a) Six areas of technology will have significant impact on college and university campuses within the next five years: user-created content, social net-working, mobile phones, virtual worlds, new scholarship and emerging forms of publication, and gaming. All of these rely on multimedia components. (Horizon Report)

b) Assignments are increasingly being delivered via new multimedia technologies, such as mp3, wikis, MySpace, Facebook, podcasts, blogs, and videogames.
Ideas for creatively incorporating multimedia in course assignments are cropping up across curricula.

Students...

• in marketing courses create commercials for fictional products and events using both original and pre-existing footage
• working on oral history projects create photo slideshows to accompany spoken word recordings, or create video interviews of their subjects
• in foreign language classes can create a skit, complete with subtitles
• can compile a news broadcast on current events using staged and pre-existing footage

Continued…
Case Studies/Incorporating Multimedia into Class Assignments

- returning from study abroad or other off-site learning trips can compile videos and photographs into a travelogue video to document their experiences
- can create study guides for documentary films
- appropriate existing media to dissect, transform, and remix existing cultural materials (i.e. MIT Comparative Media Studies Program workshop, *My Pop Studio*, etc.)
- create instructional videos informing their audience how to complete a task, such as demonstrating cooking techniques, performing a customer service interaction, giving a technology tutorial, etc.
- tell the same story across multiple media (as a radio program, a storyboard, a video skit, etc.)
- study ‘mockumentaries’ to discover how media can be used to manipulate an audience.
The Library’s Role: Tips and Tricks for Helping Faculty Incorporate Multimedia Into Courses

• Be a presence:

  a) Offer consultation sessions and workshops for both faculty and students, providing information about multimedia resources and assistance available via the library. Find ways to work collaboratively.
  b) Advertise resources widely – be creative and use multimedia to promote collections, available technology, etc.
  c) Offer brown bag series aimed at keeping faculty up to date on evolving issues pertaining to multimedia, such as developments in copyright, etc.
The Library’s Role... (cont.)

• Be informed:

  a) Read widely about new technologies and developments in the multimedia world -- related reports, scholarly literature, popular magazines (i.e. Wired) -- and be prepared to discuss these new innovations with colleagues and faculty

  b) Become knowledgeable about the changing learning styles of up and coming generations of students. Pass this information along to others who work with students who may not be aware of the differences between today’s students and those of generations past.
The Library’s Role… (cont.)

• Be an advocate:
  a) Provide exhibition space for students to display multimedia productions they’ve created
  b) Develop policies that allow students greater access to collection materials
  c) Teach workshops examining issues surrounding media literacy (http://cybrary.uwinnipeg.ca/find/guides/guideDisplay.cfm?guideID=203).
Select Resources

  - See also at this URL: Fact Sheet: Digital Media and Learning
Free Video and Multimedia Search Engine and Content Sites: A Select Webliography

http://www2.lib.udel.edu/subj/film/resguide/streamingweb.htm