Remix: Developing media-rich learning experiences for students
Presented by Chris Clark, Kaneb Center for Teaching and Learning, 29 October 2015

EXPLORE

- Literacy (Daley article)
  - College graduates
  - Instructors
- Skills: Anyone can press “Record”
- Two sites – Remix and Remix-T

TASK: Identify interesting projects and tools

BUILD

- Process: goals, rubric, deliverables

TASKS: Draft one goal, two deliverables

LEARN

- Do one yourself first
- Experience
  - Reduced-scale pilot
  - Low-stakes warm-up assignment
- Goals: What will success look like?
Six Generic Learning Goals

Show critical thinking

- Recognize problems and find ways to address them
- Recognize assumptions
- Recognize relationships between ideas
- Gather information, interpret data, appraise evidence and evaluate arguments
- Draw conclusions and make generalizations

Locate existing media

- Appropriate for the task
- Legally usable (with permission, public domain, or CC licensed)

Capture new media

- At a good level of sharpness, volume, brightness, steadiness
- With minimal unwanted sounds or visuals

Manipulate media

- Crop/trim to appropriate size/length
- Add titles and other graphic elements
- Combine (remix) media using layers or tracks

Show media expertise

- Work neatly, carefully, smoothly (vs. settling for sloppy or rough work)
- Apply aesthetic design conventions - contrast, spacing, balance, typography, lighting, levels
- Cite sources

Show creativity

- Synthesize - combine (remix) in a novel way, use a metaphor
- Take a risk - seek out an untested idea or approach
- Embrace contradiction - integrate an alternate or divergent concept
- Be original - diverge from examples, provide a surprising response
- Explore - incorporate techniques or ideas NOT covered in class or required materials

Evaluating this objectively is challenging!
Selected Ideas from the Remix Gallery — learning.nd.edu/remix/projects

**Comic Book**
Illustrate a story, set of instructions, research report, conversation in a foreign language, etc.

**Concept Map**
Visualize knowledge or represent ideas — a graphic organizer, similar to a mind map.

**“I am from” poem**
Write and record. Content can be personal, academic, or something else entirely.

**How-to Video**
Tell a beginner step-by-step how to make or do something.

**Public Service Announcement (PSA)**
A message on radio or TV to raise awareness or change attitudes.

**Speed Presentation**
15 or 20 slides, with only 15 or 20 seconds to talk about each
<table>
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<tr>
<th>Windows MovieMaker</th>
<th>iMovie Macintosh video editor</th>
<th>YouTube Video editing and sharing</th>
<th>Vimeo Video sharing</th>
<th>VoiceThread Multimedia discussion</th>
<th>Popcorn Maker Video overlay mashup</th>
<th>Glogster Interactive posters</th>
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<td>Audacity Free sound editor</td>
<td>GarageBand Macintosh sound editor</td>
<td>SoundCloud Capture and share audio files</td>
<td>WordPress Blogging</td>
<td>Wikispaces Wikis</td>
<td>Animoto Videos from images</td>
<td>Pinterest Create collections</td>
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<td>PhotoShop image editor</td>
<td>Gimp Free image editor</td>
<td>Flickr Image sharing</td>
<td>Pixlr Online image editor</td>
<td>VUE concept maps</td>
<td>Piktochart Infographics creator</td>
<td>Wordle Word clouds</td>
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<td>PowerPoint Desktop presentations</td>
<td>Keynote Macintosh presentations</td>
<td>Slideshare Share presentations</td>
<td>Prezi Interactive presentations</td>
<td>Google slides Online presentations</td>
<td>Pixton Create comics</td>
<td>Tiki-Toki Create timelines</td>
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# Multimedia Project Rubric

**Assignment:** Communicate complete information on __________________ topic with __ Cards, __ imported graphics, ____original graphics, ____ animations, ____ video clips or advanced features.

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<tr>
<th></th>
<th>Beginner: 1 point</th>
<th>Novice: 2 Points</th>
<th>Intermediate: 3 points</th>
<th>Expert: 4 points</th>
</tr>
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<tr>
<td><strong>Topic/Content</strong></td>
<td>Includes little essential information and one or two facts</td>
<td>Includes some essential information with few citations and few facts.</td>
<td>Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.</td>
<td>Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.</td>
</tr>
<tr>
<td><strong>Technical Requirement s (To be filled in by teacher)</strong></td>
<td>Includes ___ cards or less, few graphics from outside sources, few animations and advanced features.</td>
<td>Includes ___ cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.</td>
<td>Includes at least ___ cards, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.</td>
<td>Includes at least ___ cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Grammar, spelling, punctuation, capitalization are correct. No errors in the text.</td>
</tr>
<tr>
<td><strong>Cooperative Group Work</strong></td>
<td>Cannot work with others in most situations. Cannot share decisions or responsibilities.</td>
<td>Works with others, but has difficulty sharing decisions and responsibilities.</td>
<td>Works well with others. Takes part in most decisions and contributes fair share to group.</td>
<td>Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.</td>
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<tr>
<td><strong>Oral Presentation Skills</strong></td>
<td>Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.</td>
<td>Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work</td>
<td>Communicates ideas with proper voice projection. Adequate preparation and delivery.</td>
<td>Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.</td>
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**Scale:** 18-20=Expert … 15-17=Intermediate … 10-14=Novice … 6-9=Beginner

**Total Points:**
Deliverables

After deciding where the assignment is going, you need a plan of action - a series of activities that lead students to the goal.

Imagine the stages of your project as deliverables, and estimate the amount of time required to complete each item.

A deliverable is an object - tangible or intangible - that a producer intends to deliver to a customer at a certain point during the course of a project.

Pre-production

1. Practice media - a low-stakes task where students learn media skills
2. Topic - initial idea in a few words
3. Proposal, pitch, or plan
4. Script (or list of questions, etc.)
5. Storyboard
6. Shot list with dates, locations
7. Peer feedback on planning

Production

8. Unedited original media
9. External media (photo, music ...)

Post-production

10. First draft
11. Peer feedback on the draft
12. List of titles, credits, sources
13. Finished product - file or URL
14. Class presentation
15. Self-evaluation
Goals

1. Content

2. Media

Deliverables

- **Pre-production**: media practice, pitch, storyboard ...

- **Production**: original media, external media ...

- **Post-production**: first draft, peer feedback, final draft ...