

# Assigning/Developing Digital Media Projects

## I. Digital Media Assignment Development Process

After meeting with the EdTech Center and DMDS:

- Step 1: Determine your goal.
- Step 2: Define the outcome.
- Step 3: Identify skills/software/equipment students will need.
- Step 4: Establish process and time lines.
- Step 5: Determine assessment guidelines.
- Step 6: Develop assignment guidelines for students.
- Step 7: Students work in DMDS to complete projects.
- Step 8: Present results.

### **Example: Public Health Public Service Announcements**

- Step 1: Communicate a current public health concern to a specific population.
- Step 2: A 30-45 second video public service announcement.
- Step 3: Digital camcorders or digital cameras with video capability. Video editing software. Basic editing skills: cutting and combining clips, adding basic text.
- Step 4: Work with DMDS to establish plan.
- Step 5: Rubric including accuracy of information, appropriateness of message for audience, impact of approach, adherence to technical guidelines.
- Step 6: Communicate goal, expectations for final product (length, quality, media), assessment criteria, time lines, process for working with DMDS.
- Step 7: Students complete projects.
- Step 8: Have a class film festival, post on a blog or wiki in Blackboard.

## II. Considerations:

### **Project Goal/Objective:**

- What are your pedagogical goals for the assignment?
- What do you want your students to get out of the assignment?
- What problems do you want the assignment to solve?
- Could students use the assignment in other classes? Could you work with other instructors?

### **Technical/Logistics:**

- What skills do students need to complete the assignment?
- What software do they need to complete the assignment?
- How much time will it take your students to do the assignment?
- How will students store 'in progress' files?
- How polished does the assignment need to be to meet your goals? Could students do one part/module/section of a piece?
- Should students work in teams? individually?

### **Assessment considerations:**

- How will you assess the assignment? What guidelines will you use?
- How will students present their work? Will you ask them to reflect on the process?

### III. Guidelines:

- Allow dedicated course time to author/work on media
- Plan the assignment one semester in advance with EdTech and DMDS
- Sequence assignments throughout the semester to coordinate with curricular objectives
- Define Project Assignment: Individual or Groups
- Determine Content Resources (authentic vs. existing)
- Mediums (i.e., posters, video, podcast)
- Determine Production tools (i.e., Photoshop, Audacity, etc.)
- Define intended audience
- Add Project Components, if applicable (students provide written or oral components with the media delivery)
- Create a project example for students to use as guidance
- Assess project in incremental assignments (drafts, storyboards, first drafts, peer reviews etc.)
- Provide opportunities for peer review

### IV. Project Types:

**Basic Level:** These assignments can be completed within a month.

- A scholarly lecture. Using PowerPoint, students can integrate text with photos, narration, and music. Suggested length: 15-40 slides.
- SlideShow Narrative/photo essay. Using iPhoto or Photoshop, iMovie). Scan in photos, take new ones, find images online. Suggested length: 15-40 slides.
- Video Interview: Use video camera or PhotoStudio (if autobiographical) Suggested length: 3-5 minutes.
- Podcast. Audio record interviews, tell a story. Use GarageBand, Suggested length: 5 minutes.

**Intermediate and Advanced Levels:** These assignments can take from a month to an entire semester, based on sequencing production steps at different time intervals. A rule of thumb is that it will take 3-5 hours for every finished minute of video.

**Video Productions/Digital Stories:** Requires use of a video camera, video editing software (**iMovie, Final Cut, Adobe premiere**), audio recording software (**GarageBand, Logic Pro**). Students may check out a DMDS mini-DV video camera or (hard drive) video cameras in InfoCommons. Suggested length: 3-10 minutes

- a) Representing others: students may document someone, some place, or something they know little about.
- b) Oral history: interview one or a variety of people who speak about their histories, in the context of a larger theme.
- c) Autobiography
- d) Visual argument: students take a viewpoint on a social issue.
- e) Reflection: Ask students to consider these questions: “How have you been impacted by something you are learning—what myths have been shattered? How will you now apply what you have learned?”
- f) Create a persuasive public service announcement between three to five minutes long.
- g) Critique a book, film, or art exhibit.