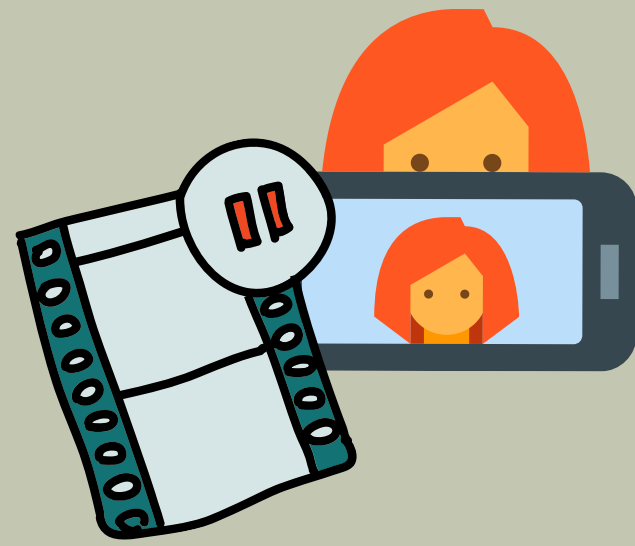


MULTI-MEDIA PRODUCTS

IN PLACE OF LIVE PRESENTATIONS



What

Dr. Randy Brooks (Associate Professor of Practice, Engineering Education and an ACUE-credentialed faculty member) utilized student multi-media products online in place of live classroom presentations. He created examples of **video**, **picture animation**, and **screen casting** to showcase what deliverable products should look like to students. These multi-media products were then submitted by students to a **discussion board** on **Canvas**. This allowed for the instructor and peers to provide feedback students can reference for making corrections.

Why

The impacts of using multi-media products extend well beyond live presentations during class time. Producing a multimedia product is a key professional skill. A digital record of student's work will often drive a more solid grasp of concepts. Students were able to view presentations at a time convenient to them. Students were able to reflect and critique themselves in a state of engagement.

05

As students explore new mediums, help them understand that failure is part of the learning process and feedback is to help them improve.

04

Encourage students to focus on particular concepts, key connections, and well-shared thoughts. Address questions that the students may, or should, ask.

How



03

Once students submit, post the multi-media products in related groupings, or separately, in discussion boards on Canvas for peer feedback.

01

Provide guidelines and exemplars to help guide students. Supply a list of options for multimedia productions ranging from phones to video software. ([Example here](#)).

02

Schedule mid-process check-ins to help motivate student progress and emphasize expectations.