

Using Multimedia to Address Student Experience in Distance Education Programs

Media & Learning Design Team

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ADVISING & LEARNER SUCCESS

- ▶ Knowledge of needs of adult distance learners
- ▶ Expertise with different channels
- ▶ Direct experience working with students

LEARNING DESIGN

- ▶ Expertise working with faculty to meet course goals
- ▶ Focus on learning objectives
- ▶ Focus on ways that media can support learning

PENN STATE PUBLIC BROADCASTING

- ▶ Graphic Design
- ▶ Storytelling through Media
- ▶ Multi-channel User Experience

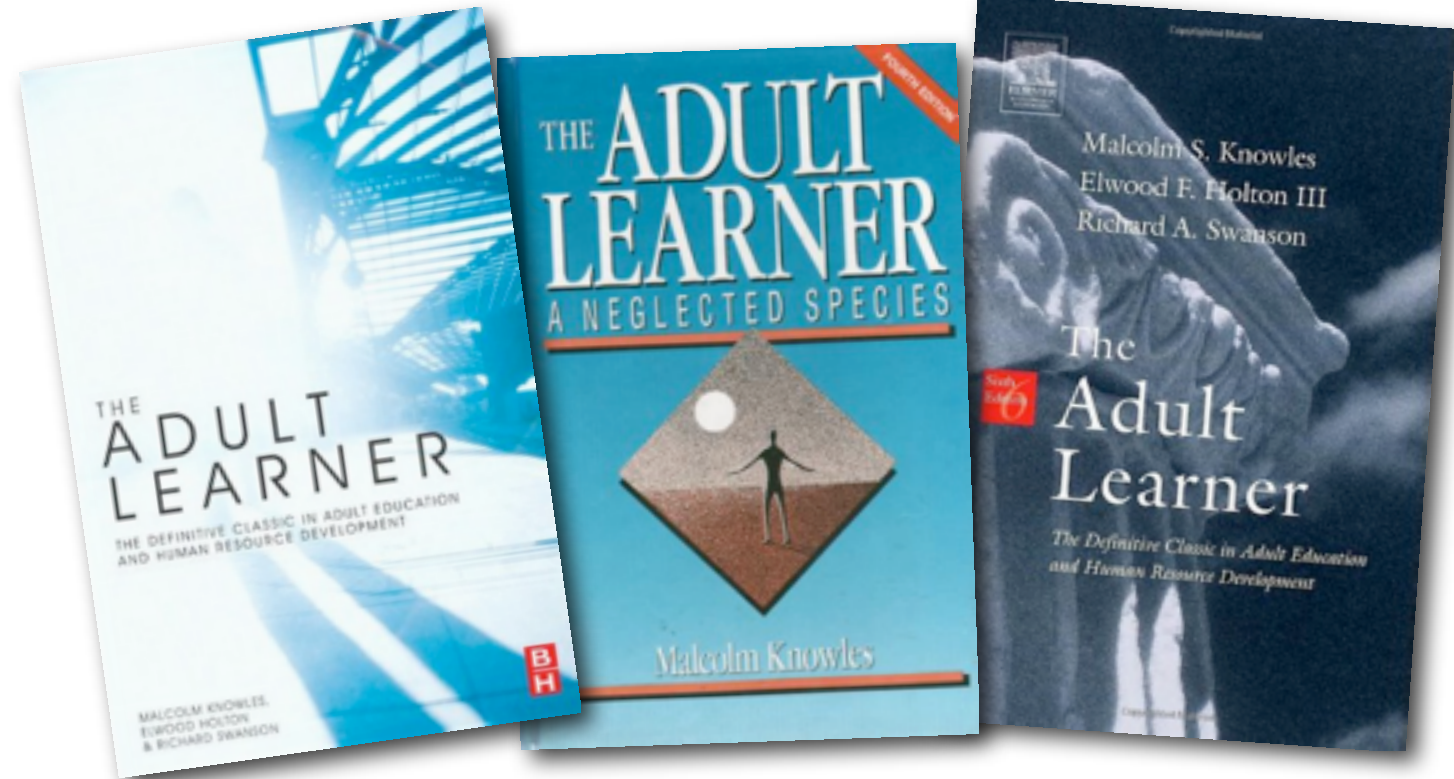


WORLD CAMPUS LEARNERS

Needs of Adult Learners: Academic

ADULT LEARNER THEORY

- ▶ Motivation
- ▶ Experience
- ▶ Relevance
- ▶ Experiential
- ▶ Meaningful



Needs of Adult Learners: Cocurricular



Students who possess strong feelings of community are more likely to persist. To increase retention, provide students with connections to other learners—this applies to both in and out of class experiences.

(Rovai, 2002)

World Campus Demographics

AVERAGE AGE

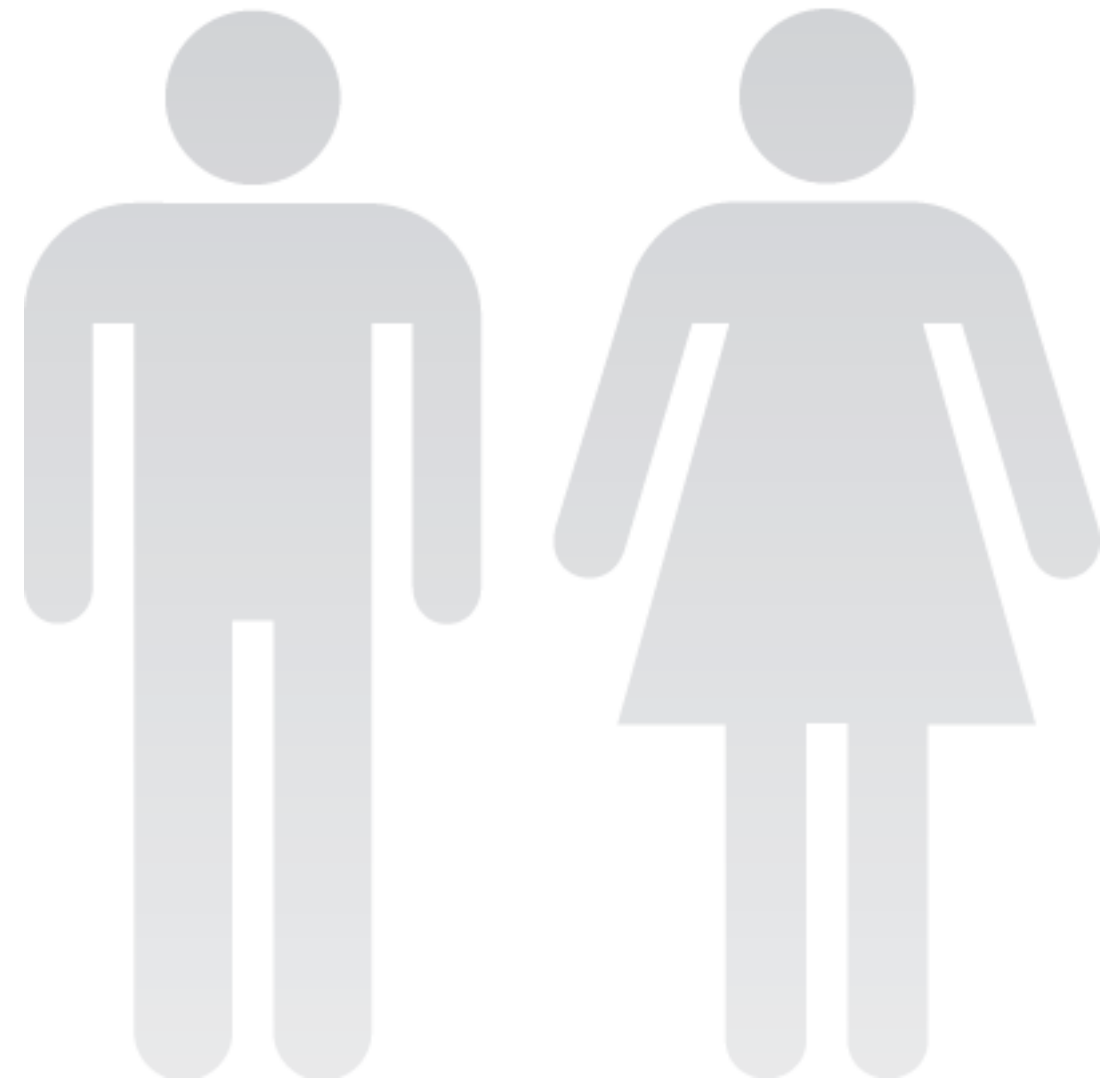
- ▶ Undergraduate: 33
- ▶ Graduate: 35

GENDER

- ▶ Female: 52%
- ▶ Male: 48%

RESIDENCY

- ▶ Outside PA: 56%
- ▶ PA: 40%
- ▶ International/Military Stations: 4%





Connecting Learner Needs to Media Use

Our Focus Areas

CONNECT ME TO THE UNIVERSITY

- ▶ I'm paying for the WHOLE experience and I don't want to feel like I'm on my own

MAKE IT MEANINGFUL TO ME

- ▶ I want course material to relate to my work and life experience (and vice versa)

HELP ME FOCUS ON WHAT'S IMPORTANT

- ▶ I'm really busy

MAKE IT CONVENIENT FOR ME

- ▶ I am juggling a lot of roles and responsibilities.
How can I access course content on my schedule?



Connect Me to the University

Huddle with the Faculty

Challenge

How do we provide cocurricular engagement opportunities to distance learners who may never visit a Penn State campus in person?

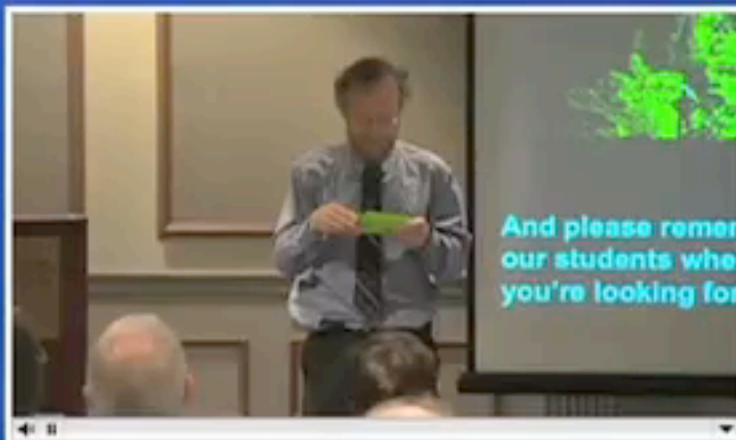
Solution

Identify campus events that can be streamed online and allow student-student interaction





Huddle with the Faculty: Richard Alley



Keynote Presentation



View:

Slideshow

Audience

[Download Slideshow]

Huddle with the Faculty: Richard Alley

10:01 reamer (World Campus): who were back!

10:04 PSUWorldCampus: "If you were going to tax CO2, you should do it at the well head, the mine, or the tanker." #psuhuddle10 [via Twitter]

Should the U.S. have a Carbon Tax similar to great Britain, where fuel hungry cars are taxed more than fuel efficient ones?

Yes (100%)

No (0%)

Not sure (0%)

Your Name: Tom (WPSU)

Send



COVER IT LIVE



Schedule of Events

- 9:00am Welcome & Prizes
- 9:05am Dr. Richard Alley Presentation
- 9:45am Q&A with Nittany Lion Inn audience
- 9:50am Intermission
- 9:55am Q&A with online and Nittany Lion Inn audience

Huddle with the Faculty

POST-EVENT SURVEY

- ▶ Response Rate: 52.6%
- ▶ Participants: 19

RESULTS

- ▶ 75% would recommend Huddle to others
- ▶ 100% would attend another Huddle event
- ▶ 75% felt a stronger connection to PSU
- ▶ 75% felt recognized as part of the audience

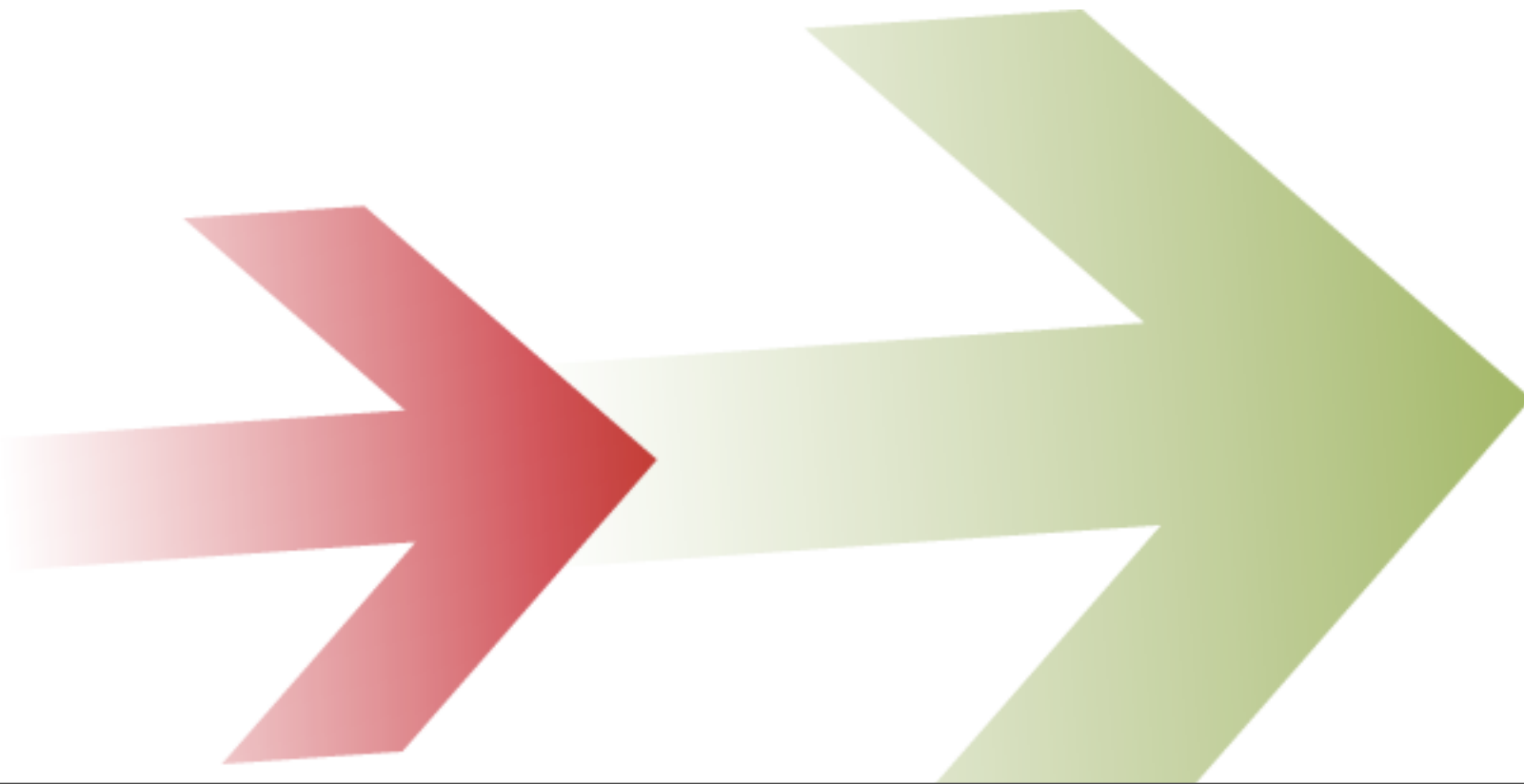
HRER

Challenge

How can we make all students feel that they are part of the Penn State community and feel prepared for an on-campus experience?

Solution

Create a video highlighting the Penn State and State College community





Make It Meaningful to Me

Human Resources Scenarios

Challenge

How can we allow students to experience real-world challenges faced by human resource professionals?
(e.g. how to make a case for a training program in tough economic times)

Solution

Video-based dramatization of what had been a text-based case study





Making the Case for a Training Program

Characters:

- Sarah Wilkins, Training Director, State Transportation Department; Ed. D in Adult Education, Penn State University
- John Briggs, Secretary of Transportation; former Brigadier General, U. S. Army Corps of Engineers; M. S. in Civil Engineering, Purdue University; B. S., U. S. Military Academy
- Bob Rubin, Deputy Secretary of Transportation for Administration and Human Resources; MPA, Penn State Harrisburg; B. S. in Civil Engineering, Penn State University

Setting:

The office of the Secretary of DOT, two months after Secretary Briggs assumes his position.

Sarah Wilkins was getting ready for her first meeting with Secretary Briggs. She had met him briefly at a reception for department employees shortly after his appointment, but was sure he had no idea who she was. Bob Rubin, her boss in the Office of Administration and Human Resources, had called two days earlier and said that the Secretary wanted to discuss the training and development programs in the department.



Bob was an engineer through and through, thought Sarah, but was surprisingly up on ways of motivating individuals; she often puzzled over the unusual combination of public management and engineering skills he had, which in her opinion made him "legit" in a department populated largely by civil engineers. She thought this was why he had asked for her to join him in the meeting; it was not usual for the Secretary, with his military approach to the chain of command, to go directly to someone tasked with something so mundane as training.

Criminal Justice Field Trip

Challenge

How can we replicate a course field trip critical to understanding course content for distance students?

Solution

Develop a video-based field trip filmed on location with an expert from the field to discuss a real-world case





Help Me Focus on What Is Important

Course Styling

Challenge

Many of our courses are still text-based. Accepting this reality, how can we improve the overall readability of course material and make this the best experience it can be?

Solution

CSS course templates using best practices in typography and graphic design



L ST 370
Research Methods for Law
and Government
Information Resources

Course Home Page

Syllabus

What's New

Lessons

Activities

Blogs (Journal)

Citation Guide

Video Library

Grading Rubrics

Communicate

Student Resources

Reports

Search

Search

Switch Course

Log Out

Instructor Tools...

Course Management

Announcements

Student View

Ungraded Items

Peer Eval Results

Authoring Tools...

Launch File Manager

Edit Current Page

View Page Revisions

Staff Tools...

Import Content (OLD FS)

Import Content (New FS)

Add Users (Angel)

Research Methods for Law and Government Information Resources


Human Resources in the Public ... x Human Resources in the Public ... x Human Resources in the Public ... x Human Resources in the Public ... x

psu.edu https://courses.worldcampus.psu.edu/sp11/lst370/001/common/wrapsyllabus

Google

THE PENNSYLVANIA STATE UNIVERSITY

Course Syllabus

 [printer-friendly version]

LST 370 (GS) Library Studies 370: Research Methods for Law and Government Information Resources (3): Evaluating, retrieving and integrating Federal and Legal Information Resources into scholarly research.

[Overview](#) | [Objectives](#) | [Materials](#) | [Software](#) | [Technical Requirements](#) | [Course Schedule](#) | [Grading](#) | [Academic Integrity](#) | [Policies](#)

Overview

This course consists of one lesson for which you submit an ungraded assignment, 12 graded lessons, and two "open book" exams for a total of 15 lessons. Lesson 1 is an ungraded orientation lesson.

To progress through the course, go to "Lessons." Read the lesson first, and any supplementary readings listed. At the end of the lesson, there will be a "Lesson Activity/ies" link that will show you what must be completed. Links will be included there to take you a dropbox or other location where you need to insert your answers. BACK UP YOUR WORK. If you have a text box you need to type out any kind of lengthy answer for, please, *please* type it first into a Word document or even a simple text file that you can save somewhere and then copy/paste it into the text box for uploading in ANGEL. Stuff can and does get lost from time to time, either due to student error, or ANGEL problems. While I'll always try to get our IT folks to recover lost files, there's no guarantee that it can be recovered. You are ultimately responsible for getting your work to me--so please make sure you back up your work in any way possible.

The assignments at the end of the lessons are designed to reinforce the subject matter covered. Some will require more time than others, but they are intended to get you thinking and give you some experience with the subjects discussed in the lessons. Assignments will be one of four types:

- **Exams:** There are two of these: Lesson 8 and Lesson 15.
- **Practice Questions:** I grade these on a done/not done basis. They are intended to give you a little hands-on experience with the sources discussed in the lesson. Do your best with these, but don't drive yourself crazy. If you make a sincere effort to find the right answers, that's all I'm looking for. If you have questions or problems, please let me know and I'll try to clear things up.
- **Discussion Forums:** Discussion is a great form of learning. If a discussion forum is included in a lesson, the topic/issue will be provided. You will be expected to post your thoughts on the topic and comment (thoughtfully and politely) on at least two of your fellow students' posts.
- **Blogging:** This is major assignment for the course. You will be asked to choose a research topic to use throughout the course for finding different sources as we go over them. Choose an issue

Course Graphics

Challenge

How can we provide students with a more integrated look to the course and produce graphics that are tailored to the needs of the course?



Solution

Production of custom graphics tied to course



Graphic Design Work List

P ADM 510 Organizational Behavior

Lesson	Images
<p>Lesson 1 Page 6</p> <p>Seven Core Competencies:</p> <ul style="list-style-type: none"> • Self • Ethics • Communication • Diversity • Across cultures • Teams • Change 	 <p>Seven Core Competencies For Partnering™</p>
<p>Lesson 1 Page 9</p> <p>Systems Thinking Principles:</p>	



Make It Convenient for ME

Mobile Content

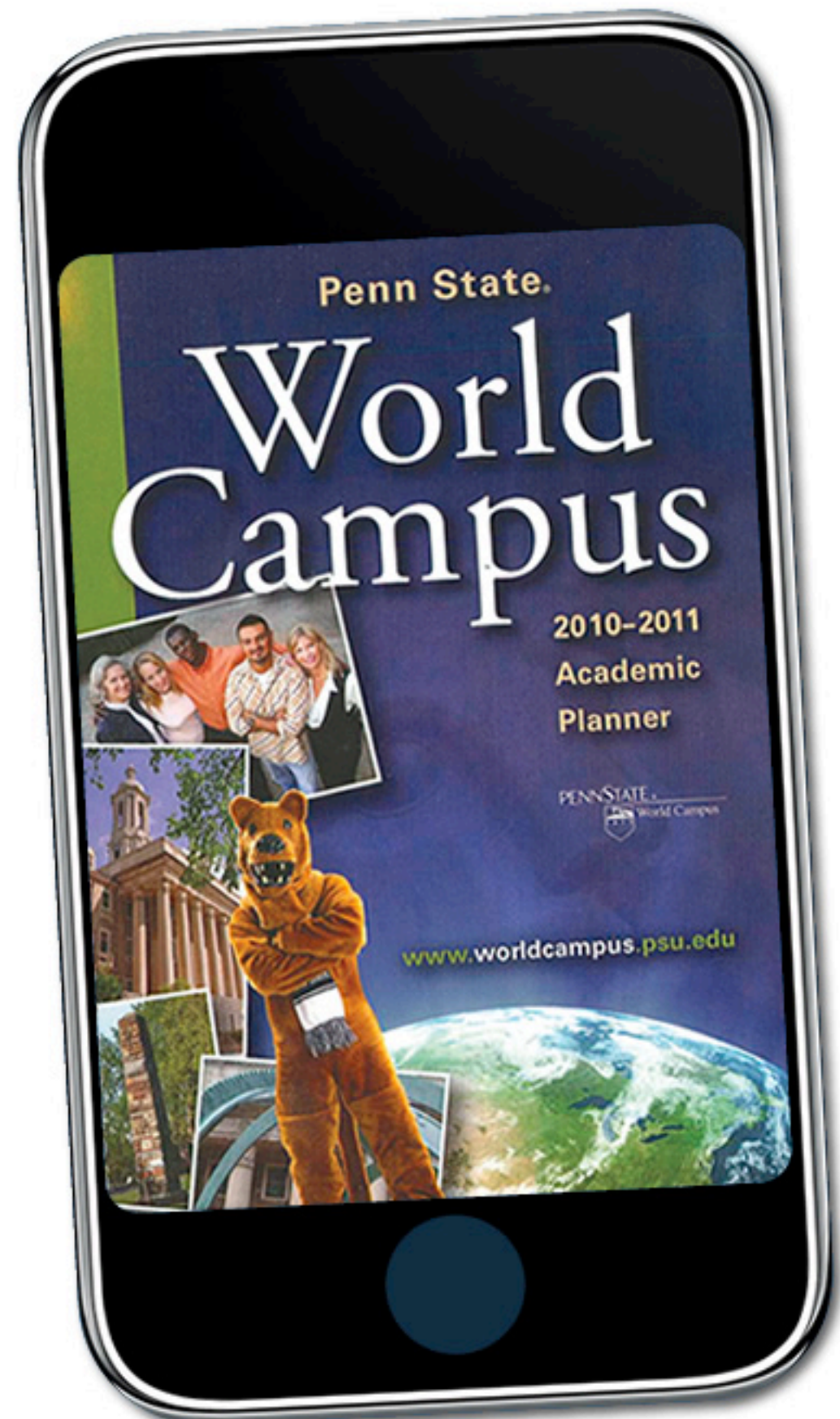
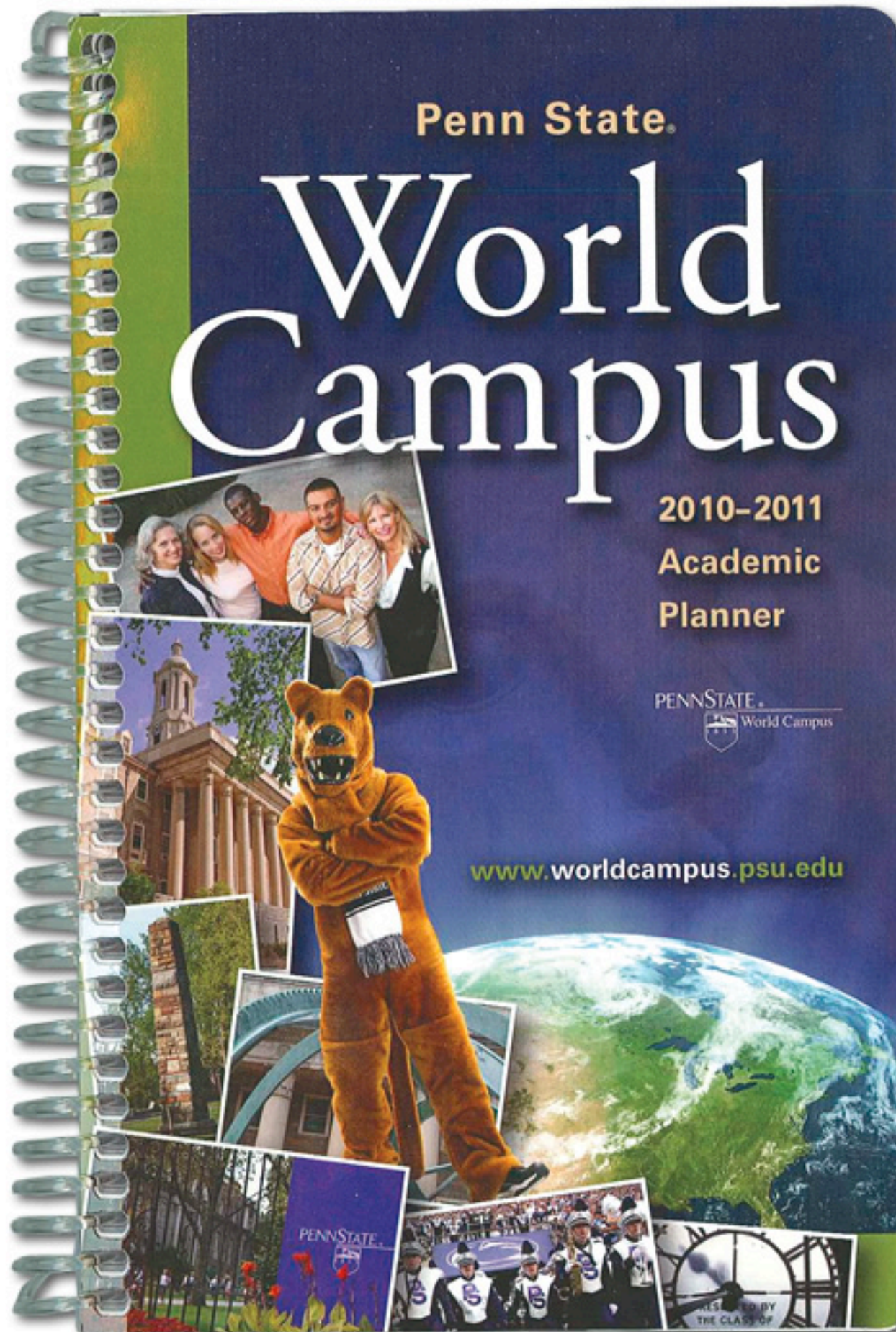
Challenge

How can we make it easy for students to access course and program level information in a way that meets their busy lives?

Solution

Contribute to development of a mobile version of a course and student guide





Interactivity

Challenge

How can we make it easy for instructional designers to add mobile-friendly media to courses without the intervention of multimedia developers?

Solution

Create a template that would allow instructional designers to create new flash card elements for courses



What We've Learned

- ▶ Media integration as an end result of relationship building
- ▶ Importance of lightweight prototyping
- ▶ Differences of perspectives can amplify the impact of even small innovations (e.g., course templates)
- ▶ Integrating media is a process not a switch
- ▶ Importance of building momentum & word of mouth
- ▶ Leadership support is key
- ▶ Capability ("our forces combined")

Moving Forward

- ▶ Even more attention to user experience
- ▶ Using media to solve problems
- ▶ Measuring Impact
- ▶ Areas to explore - infographics, interface design, mobile applications, student support resources

Discussion/Questions

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