Multimedia-supported learning
A typology based on intended instructional usage and implied resources
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This poster introduces a typology of educational multimedia objects stemming from the analysis of more than 1000 multimedia items produced in two years at eCampus-IFRES, the staff development center of the University of Liège (Belgium).

This classification, which takes into account several factors impacting all stakeholders, is designed to optimize our means and resources in order to offer teachers a range of possibilities as broad as possible in the service of the quality of their teaching.

On the one hand, multimedia-supported teaching and learning develops as a salient trend in higher education. This widespread adoption demands an increase in research on this topic. On the other hand, it also has an impact on the daily work of pedagogical advisors who must work closely with faculty in a quality design of this instructional material. This poster is based both in the call for more empirical evaluation and in the need for consensus tools to frame the pedagogical dialogue with faculty.

The purpose of this research is to equip a team of techno-pedagogical advisors with an illustrated classification scheme for multimedia production. The classification reorganizes criteria related to the pedagogical production of multimedia outputs as well as indications of the resources implied in these productions. Taking both dimensions into account is essential to optimize material and human investment in the service of instructional quality and satisfaction of teachers and students.

As part of this work, all multimedia resources produced by our team were identified. We then focused on the resources produced over the last three years. Based on these resources, 2 researchers collected them in typological groups that have been refined through a series of discussions and exchanges. Once the specified groups were determined, a name has been selected for each of the types listed.

Once this work accomplished, two researchers coded on a scale of 1 to 5 the degree of investment of every stakeholder (teacher-techno-pedagogical advisor and multimedia technician) in terms of necessary investment: time, level of preparation, production of the resource and production time. The coding of two researchers was verified via Cohen’s Kappa which resulted in a 6-bill coefficient considered strong agreement.

Conclusions
It is possible and profitable for a staff development unit to facilitate faculty coaching and dialogue about multimedia resources through a classification, which takes into account several factors impacting stakeholders, in order to optimize means and resources in the service of the quality of their teaching.

The refection upon this classification can be of interest for any teaching and learning center facing an increase of the demand for multimedia production initiatives.

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References

Charaertsisation of the resources implied from stockholders in each type of production

Table: Characterisation of the resources implied from stockholders in each type of production

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Evolution of number of projects over the past 12 years

Evolution of the amount of multimedia resources produced over the past 12 years

Distribution by type of the different multimedia resources produced over the last 3 years

Analytcs

Introduction

1. The Eco-Capture

2. The Me, Myself and Board

3. The Screencast

4. The interview

5. The illustrated narrative

6. The experiment

7. The film

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