Libraries Support of Innovative Teaching, Learning and Public Engagement through Course Integrated Student Media Projects

Scott Spicer

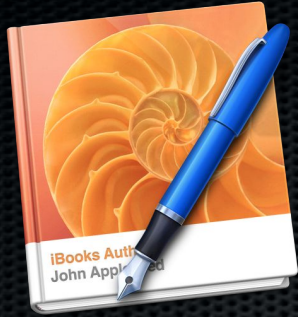Library Technology Conference

March 20, 2019

Presentation: https://z.umn.edu/LTC2019StudentMedia

@spicer007   #LTC2019StudentMedia

Information environment of today and tomorrow...
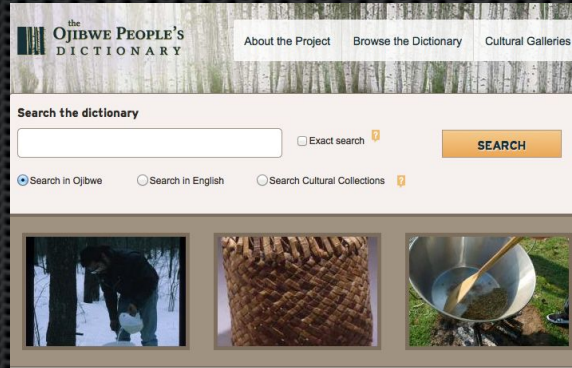
One eye on tomorrow…
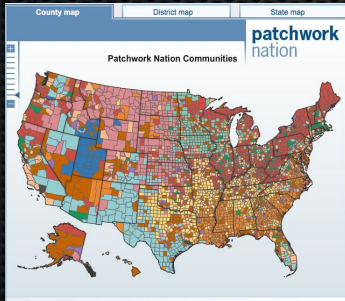

Dynamic eLearning Platforms

[Instructor Generated]
Multimodal eTextbooks

Dynamic Multimodal
Media Platforms

Digital Humanities

Geospatial -
Data Visualization

Mobile: Anytime, Anyplace

Semantic Web

Benefits of Student Media Projects "Why Should You Care?

- Deeper engagement with subject knowledge
- Engages students in critical thinking skills of real world, complex topics, often chosen by the student(s) through project based approaches (constructivism)
- Fosters digital media communication skill sets
  - Fosters development of technical media production skill sets (visual/media literacy; civic engagement; and in-demand occupational skills)
  - Fosters development of critical "reading" of multimodal texts (visual/media literacy; civic engagement; and in-demand occupational skills)
- Fosters project management skill sets
- Fosters group dynamic participation skill sets
- Fosters ideation and creativity (solutions modeling video)

Benefits of Student Media Projects "Why Should You Care?

- Offers opportunities to engage with individuals and communities outside of the classroom and often, outside of the campus environment
- Offers potential networking opportunities for future employers, internships, graduate school, etc..
- Offers an excellent platform for reflection and communication of individual ideas (personal narrative digital storytelling)
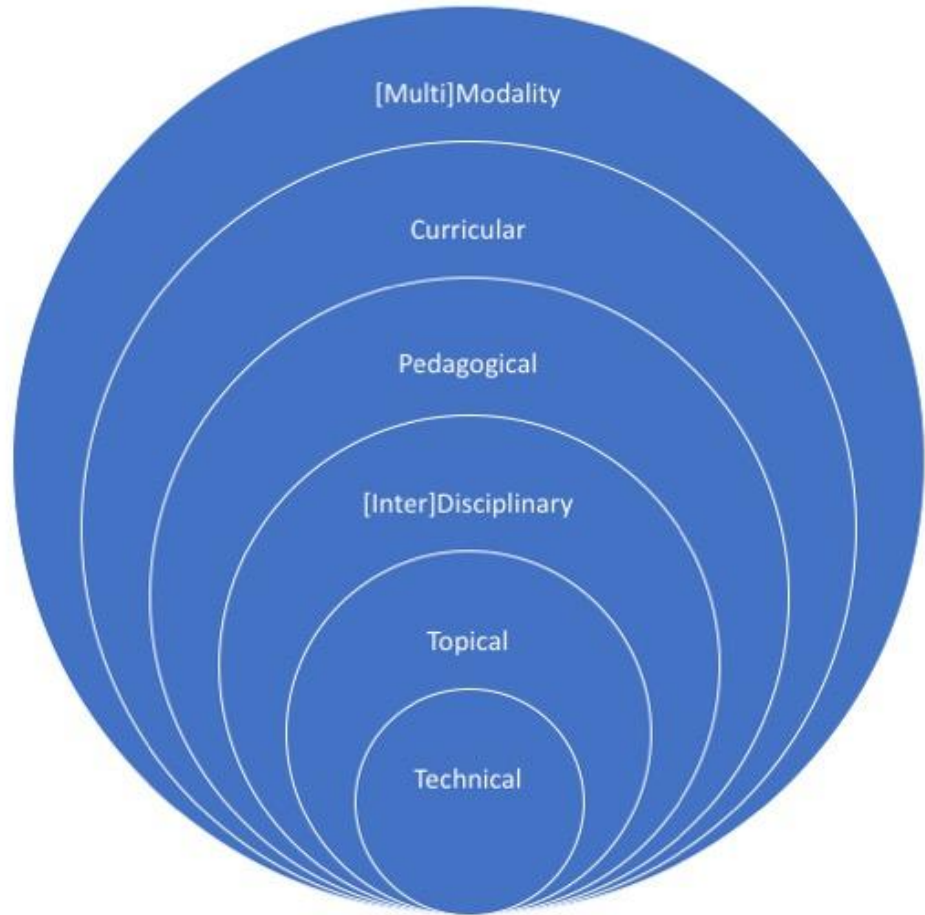
Question #1 What are the Learning Objectives? Know Your Instructor!

Spicer's Framework for Deconstructing Student Media Projects

- [Multi]Modality: What is the media project format(s)? How is this media being distributed online (e.g., social media, websites, etc..)?

- Curricular: How is this assignment related to other instructional activities?

- Pedagogical: What is the specific learning objective of this assignment?

- [Inter]disciplinary: What is the disciplinary - interdisciplinary discourse and context?

- Topical: What topic(s) is being addressed?

- Technical: What technical related elements and skills used to create this media?
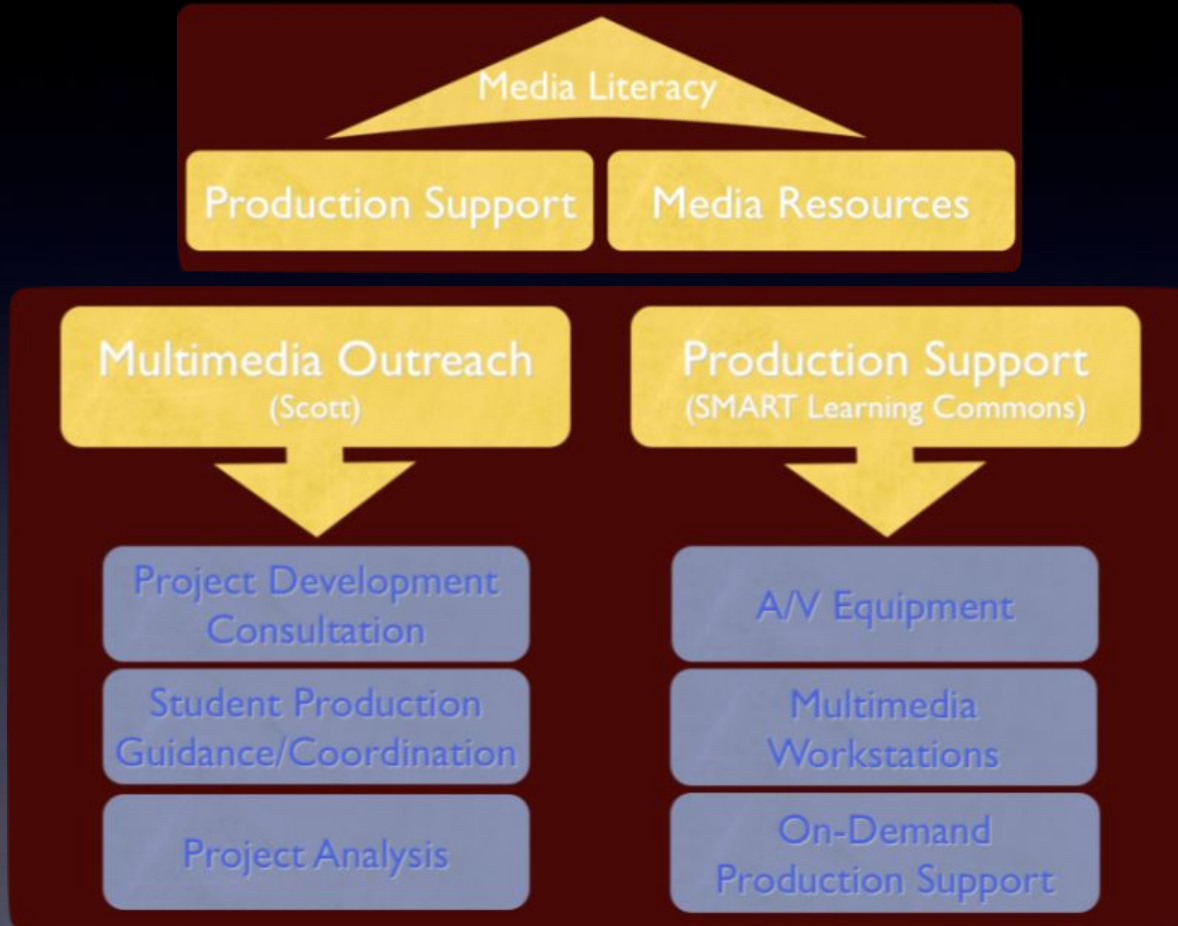
Additional Key Considerations:
- Public Engagement
- Narrative (Form/Genre)
- Function (Media Purpose/Audience)

[Multi]Modality

Curricular

Pedagogical

[Inter]Disciplinary

Topical

Technical

Library/Academic Technology Support Possibilities: Where do you see yourself in this collaboration?

- Instructor outreach on media assignment development
- Student course outreach on media project creation
- Student technical media production support (library place based)
- Media production equipment loans
- Specialized media production computing
- Library research support
- Copyright/Fair Use guidance
- Script writing/composition
- Story circle facilitation
- Storymapping, Virtual Reality/Augmented Reality/Mixed Reality & other emergent media creation support (e.g., DASH)
- 3rd party media resource reuse access (stock media, news clips, etc..)

Media Services Philosophy & Production Support

SMART Learning Commons

Media enhanced spaces: Walter, Wilson, Bio-Med and Magrath Libraries

Staff

- Media Librarian

- Multimedia Consultant

- Bio-Med/Magrath staff with media elements

- Student Staff

Software

Macs
- Adobe Creative Cloud
- Final Cut Pro X
- Microsoft Office
- iMovie
- Audacity

Media PC's
- Adobe Premier
- Audacity

Equipment

- audio/video conversion (turntable, VHS deck)

- Blue Snowball/Snowflake mics

- Canon Rebel DSLR cameras

- Canon Vixia video cameras

- H2 Zoom/Tascam digital audio recorders

- tripods

Example Use Cases (Sustainability Student Media Resource)

Student Produced Sustainability Project Gallery
Student Produced Sustainability Media Projects for Research, Teaching, Learning and Skill Set Building

Documentary Style Digital Story

HORT 1942: Ideal Turfgrass for Minnesota Lawns

OUTSIDEPRIDE
MIDNIGHT
KENTUCKY
BLUEGRASS
Interviewer: Do you think KY Bluegrass will continue to be the dominant turfgrass in the future?

Report style videos designed to communicate general information on sustainable lawn care.

Learn More

👍 Background Research   ✱ Multiple Perspectives May be
👍 Diverse Use of Media   Better Contrasted with Video
👍 Expert Interviews   Investigations

Educational Resource

Student Project: Stone's Throw Urban Farm Intervi...

Video interviews with farmers and related TED ED educational resource designed for a K-12 audience to communicate a range of different approaches to cover crops.

Learn More

👍 Diverse Use of Media   ✱ Less Reflective
👍 Expert Interviews
👍 Diverse Use of Media Distribution
     Platforms
👍 Student as Instructor

Institute on the Environment Educators Research Project -
Sustainability Student Media Production Resource: z.umn.edu/Sustainabilitymediaprojects

Get Students Out of the Classroom! How Student Media Projects Support Public Engagement

- Interviews with community subject experts
- Reflection on service based/internship learning experiences
- Formal partnerships with government/non-profit organizations
- Policy support
- Informational video

Reflection on Service Based/Internship Learning Experiences

Formal Partnerships with Government / NGO's

Public Policy Education

Dr. Bruce F. Wollenberg
Power Systems Expert, University of Minnesota

Informational Video

Questions?

Contact

Scott Spicer

Media Outreach and Learning Spaces Librarian

University of Minnesota Libraries (Twin Cities)

spic0016@umn.edu

@spicer007

612.940.2710

https://www.lib.umn.edu/about/staff/scott-spicer