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

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Presentation: https://z.umn.edu/LTC2019StudentMedia
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Information environment of today and tomorrow...
One eye on tomorrow...

Dynamic eLearning Platforms

Multimodal eTextbooks

Dynamic Multimodal Media Platforms

Digital Humanities

Geospatial - Data Visualization

Semantic Web

Mobile: Anytime, Anyplace
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)
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

- Media Literacy
  - Production Support
  - Media Resources

Multimedia Outreach (Scott)
- Project Development Consultation
- Student Production Guidance/Coordination
- Project Analysis

Production Support (SMART Learning Commons)
- A/V Equipment
- Multimedia Workstations
- On-Demand 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)

**Documentary Style Digital Story**

*HORT 1942: Ideal Turfgrass for Minnesota Lawns*

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

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

**Educational Resource**

*Student Project: Stone's Throw Urban Farm Interview*

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.

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

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

https://www.youtube.com/watch?v=frMzGSgetXo
Derived from UMN Media Services Profiles in Teaching and Learning with Student Media Projects: https://z.umn.edu/mediacasestudies
Formal Partnerships with Government / NGO’s

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Derived from UMN Media Services Profiles in Teaching and Learning with Student Media Projects: https://z.umn.edu/mediacasestudies
Public Policy Education

https://youtu.be/HJJ5wd42q9A
Derived from UMN Media Services Profiles in Teaching and Learning with Student Media Projects: https://z.umn.edu/mediacasestudies
Informational Video

https://youtu.be/-ESaPElo040
Derived from Sustainability Student Media Production Resource: z.umn.edu/Sustainabilitymediaprojects
Questions?
Contact

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