



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Centre

Faculty of Land and Food Systems

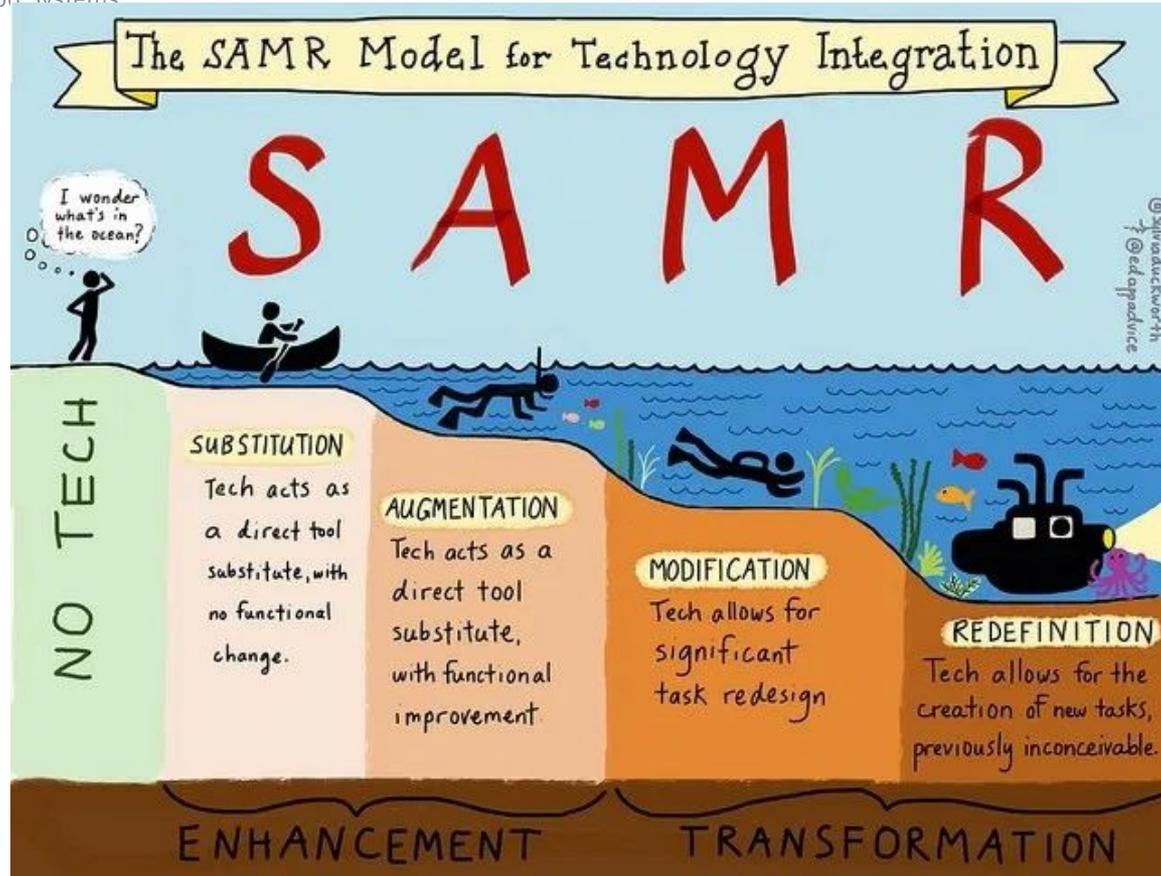
Rich Media Assignments

**LFS Lunch & Learn Series
w/ Adrian & Duncan**



Why assign Rich Media Assignments?

1. Expand communication skills by having students deliver course related theory and research to different audiences.
2. Enhance digital literacy skills and help students become skilled producers for digital domains.
3. Promote visualization of knowledge which activates students' affective dimensions of learning and expression, leading to a different relationship with course material.
4. Give students a chance to gain technical skills making media, and experience working with copyright and citation formats.
5. Practice using their voice in the public domain, and have students find ways to share and reflect through expanded media forms.
6. Showcase student learning in visual formats for online posting and distribution.





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WHAT ARE SOME CREATIVE ASSIGNMENT SUBMISSIONS?

WHAT ARE PRIMARY CONSIDERATIONS FOR USING RICH MEDIA ASSIGNMENTS?



POSTERS/ PRESENTATIONS

Format Printing is expensive. Can you avoid it? Go all-digital?

Helping Hand Not everyone has design experience. Services like Canva and Piktochart uses templates and preset colour palettes that let users design beautiful posters with ease.

Copy...right? In most cases, students should be sourcing public domain or Creative Commons-licensed images. While there are some allowances for using copyrighted materials, these go away if the work ends up online or out of the classroom. The [Noun Project](#) and [Unsplash](#) can help with this

Example: [LFS 350](#)



VIDEOS/ PODCASTS

BYOD: Whenever possible, encourage approaches that allow students to use their own devices. We have some equipment, but it's limited.

Video

- Smartphones will do a great job recording video, but audio is the Achilles heel of smartphone productions. Voiceovers can get around this.
- **Example:** [Dakotah on Agora](#)

Podcasts

- There are lots of approaches. Recorded interviews can be fairly straightforward, reported documentaries are not.
- **Example:** [Student voicer](#) & [On The Beet](#)

We offer in-class workshops in a number of digital media techniques

<https://wiki.ubc.ca/LFS:Workshops>



INTERACTIVE IMAGES/ GAMES/ H5P/ OERS

- ❑ Technology has allowed for the *redefinition* of previously inconceivable tasks
- ❑ Promote students' digital literacy and the practice to enhance their technical skills
- ❑ It is possible for student projects to contribute to the knowledge base of your classroom or extend to a global audience
- ❑ Interactive Images: <https://h5pstudio.ecampusontario.ca/content/15483>
- ❑ Quizzes: <https://h5pstudio.ecampusontario.ca/content/14857/>
<https://h5pstudio.ecampusontario.ca/content/14852>
- ❑ Games: <https://scratch.mit.edu/projects/396196086/>
- ❑ OER: <https://mobilecollab.weebly.com/>



ASSESSING: RUBRICS

Rubrics are crucial. They allow you to be upfront with students about the assignments, gives students specific information on what worked and what didn't in a medium they may be new to, and it facilitates consistency in marking by the teaching team.



ASSESSING: PEER EVALUATION

Multimodal assignment submissions may be particularly engaging for students.

They can provide incredible diversity across submissions.

Cultural tools encourage the meaning and construction of knowledge
(Schrader, 2015)



RESOURCES

- Pedagogy:

<https://beyondtext.arts.ubc.ca/>

- Tools:

<https://beyondtext.arts.ubc.ca/nifty-tools/>

- Know-how:

<https://wiki.ubc.ca/LFS:Workshops>

There are so many tutorials online - and as always, we're here to help it@landfood.ubc.ca



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Don't Panic

collaborate with the Learning Centre.