Multimedia Implementation Plan

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I am planning a multimedia intervention for a local middle school in the Houston metropolitan area. This school services over 600 students in 6th thru 8th grade. The school has experienced numerous bullying incidents on its campus. In 2019, I was working at this school to decrease the number of reported bullying occurrences. In partnership with the school administration team and school counselor, I worked to establish a program to tackle their bullying concerns. I created a bullying prevention program to assist students with productive ways to address bullying through using character education. Initially, I used the traditional face-to-face classroom model for providing students with instructional materials. As the instructor, I used classroom discussions, worksheets, journaling, and some multimedia elements such as Microsoft PowerPoint for instructional resources. Students were provided with folders and notebooks to keep up with their assignments. Due to unforeseen circumstances, I have to transition from a traditional face-to-face classroom environment to an online format.

The problem that I am looking to solve is maintaining personal relationships with students while using multimedia in the bullying prevention course. Sometimes personal connections get lost in online courses. When working with students about bullying they must feel they are in a safe space. They also must feel comfortable sharing personal or embarrassing information with the instructor. For any bullying prevention program to work students must be vulnerable to openly express their issues. Using multimedia in the bullying prevention program may cause students to hide behind the computer. By not sharing information, ignoring bullying, or isolating themselves from others. All of which is counterproductive to addressing the issue of bullying at their school. Another problem I am looking to solve is to transfer the bullying prevention program to a distance education environment for students. In doing so, this allows me to work with more students at a time. Giving all students on campus the opportunity to explore how character education can be used as a bullying prevention strategy. In a traditional face-to-face classroom environment, I was only able to work with disruptive students. By implementing a multimedia plan, I can work with bullies, victims, and bystanders.

The type of multimedia implementation will be a full education solution. Due to safety restrictions, a full education solution is the best method to maintain the bullying prevention program regardless of school potential closures. I will be transferring all instructional materials into an online multimedia-based format. By using various web 2.0 tools to replace hard copy materials. The goal is to restart the program without interruptions. Moving to a distance education platform will give students unlimited access to materials. Which can help parents and guardians understand how to address bullying with their children. This will bridge the gap between school administration and parents on how the school handles bullying. Parents often believe the school isn’t doing enough to address bullying. In having a bullying prevention distance education course for students, they can gain direct access to schools identifying, reporting, and disciplinary policies.

The content that will be included in the new multimedia elements of the bullying prevention course is as follows: an overview of the topics on bullying and prevention, examples and scenarios, discussions, interactive activities, summative assessments, and extended learning. Since the multimedia implementation plan will be a full education solution every part of the current bullying prevention program has to be converted into a format suitable for multimedia. The type of multimedia interventions that will be used is as follows: mini-lessons, visual presentations, online discussion boards, graphic organizers, online quizzes, and virtual group projects. The type of technology that I will focus on is using the online software Prezi. It is the perfect tool to combine all the instructional materials I will be using in this course all in one place. Prezi has the capabilities to connect students with video conferencing, visual interactive presentations, engaging quizzes, and other multimedia tools. After considering all the various online technology platforms Prezi will gain students’ interest with course content. While allowing the instructor interactions with students in a fun learning technology-driven environment. The bullying prevention course is considered a learner-content interaction because it allows the learner to engage heavily with course content. As the instructor, I will facilitate and provide constructive feedback, but the goal is for students to understand the effects bullying plays on campus.

 The knowledge that I gained from my background in multimedia principles showed me the importance of how to acclimate information to learners when using technology. In this multimedia implementation plan, I have to think of where I want the learner’s “attention to be when looking on the screen.” (Mayer, 2009). This is where the signaling principle is necessary for creating a distance education course. By removing direct instruction from the students, I have to find creative ways to “personalize multimedia presentations” (Mayer, 2009) to generate conversations online. Lastly, the main knowledge about multimedia principles that influenced this proposed idea is being able to “break down lessons into manageable pieces” (Mayer, 2009). As stated in the segmenting principle, which is the main multimedia principle this multimedia implementation plan will use. I am using the segmenting principle because it helps, “learners receive and process information better when multimedia is displayed in a block instead of all at once” (Mayer, 2009). The segmenting principle affected my ideas the most because I tended to overthink when facilitating lessons. I strive to cover all information on the subject matter being reviewed. This way I know the students received everything needed as it relates to bullying prevention. Unfortunately, giving students more information doesn’t equal students learning more. The segmenting principle has shown me that “highlighting essential information does help learners to learn more and quicker” (Mayer, 2009).

There will be no issues with implementing the multimedia implementation plan for the bullying prevention course. The counselor, administration, teachers, and students already understand the value this type of distance education course will bring to the school. Transferring this course to a multimedia distance education format won’t take away from school instruction time. Students being pulled from instruction was an issue with the previous traditional face-to-face classroom format. Also, finding time during the school day was cumbersome for all stakeholders. Pulling students during lunch to conduct the course was challenging for students. Having students stay after school was challenging for parents. So, gaining the buy-in from stakeholders will not be an issue. In addition, with students doing the course at home or during open computer lab hours, time will not be a problem either. All stakeholders will be motivated to see this course transition based on this multimedia implementation plan. Especially, since the previous instructional model for the bullying prevention course was challenging.

In conclusion, the funds required to begin implementing this multimedia implementation plan might be problematic for the school. The school will need to purchase enough accounts for all students which is costly. To combat the financial constraints, I think the multimedia implementation plan will be implemented in phases. Starting with students who have experienced bullying or have an open bullying report incident on file to participate in the distance education bullying prevention course first. Once the school sees the reports on bullying decreasing and students’ behaviors improving across the campus then they can include whole grade levels one at a time. Overall, this multimedia implementation plan incorporates key multimedia principles while ensuring learners receive quality content without missing vital instruction.

Reference:

Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge, England: Cambridge

University Press.