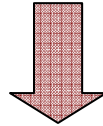


**“Toward a Philosophy of Multimedia in the Online Classroom:  
Aligning Multimedia Use with Institutional Goals”**

**Step One: Strengths Assessment**

Identify the strengths and weaknesses of your existing online program, both in technological capability (platform, course management system) and in policy and infrastructure. A critical component of this process is also to assess the particular interests, strengths, and areas of needed professional growth among your faculty body.

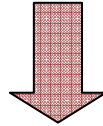
*What’s working in your online program? What’s not? According to whom? What makes your program unique in the marketplace of online education? What distinguishes your faculty from faculty at other institutions?*



**Step Two: (Tacit) Values Assessment**

Determine the assumptions, values, and beliefs tacit in your institution’s mission/vision—not only what the documents explicitly state but how your students, faculty, staff, and administrators live the mission/vision on a daily basis.

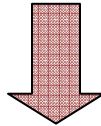
*What are the three most important words in your university’s mission and vision statements? How are the values implicit in that terminology realized in daily operation?*



**Step Three: Court Key Stakeholders**

Bring key stakeholders into policy-making processes, and develop a comprehensive communication plan to educate the campus community.

*Who are the key stakeholders—the green and red light people—and what will their involvement be in making course-level decisions regarding multimedia? What established communication mechanisms (already successful) can be harnessed to educate the campus about the online learning program?*



**Step Four: Implement Data-Driven Revisions**

Revise your philosophy as your institutional culture changes over time and based on the results of qualitative and quantitative research.

*How will “successful” implementation of multimedia be defined and assessed in your program? How will you create a flexible, yet sustainable, plan for ensuring that your philosophy develops over time?*

A Presentation of:



## References

Burg, J., Wong, Y., and McCoy, L. (2004). Developing a strategy for creating and assessing digital media curriculum material. *The Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*, 6(1).

Doolittle, P. (2001). Multimedia learning: Empirical results and practical applications. Retrieved August 5, 2005 from <http://www.ipfw.edu/as/tohe/2001/Papers/doo.htm>

Harris, C. (2002, Summer). Is Multimedia-based instruction Hawthorne revisited? Is difference the difference? *Education*, 122(4).

Hede, T. and Hede, A. (2002). Multimedia effects on learning: Design implications of an integrated model. In S. McNamara and E. Stacey (Eds), *Untangling the Web: Establishing Learning Links*. Proceedings ASET Conference 2002. Melbourne, 7-10 July. <http://www.aset.org.au/confs/2002/hede-t.html>

Mayer, R. (1997). Multimedia learning: Are we asking the right questions? *Educational Psychology Review*, 8, 357-371.

Mayer, R. and Anderson, R. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 88, 64-73.

Moreno, R., and Mayer, R. (2000). A Learner-centered approach to multimedia explanations: Deriving instructional design principles from cognitive theory. *Interactive Multimedia Journal of Computer Enhanced Learning*, 2(2).

Simons, T. (2004, September). The Multimedia Paradox. *Presentations Magazine*. Retrieved August 5, 2005 from [http://www.presentations.com/presentations/trends/article\\_display.jsp?vnu\\_content\\_id=1000734183](http://www.presentations.com/presentations/trends/article_display.jsp?vnu_content_id=1000734183)

## **Park University**

### **Vision Statement**

Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

### **Mission Statement**

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.