

GROWING PERSPECTIVE: STUDENT AND FACULTY OUTLOOK ON MULTIMEDIA IN THE CLASSROOM

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Abstract

Marketing Faculty at California Lutheran University include Sarah Fischbach, Veronica Guerrero, Judith Richards as well as undergraduate marketing students: Samantha Dimaggio, Jenna Finnerty, Trevor Moorehead, Katrina Rocha, Dejon Rotchschild, and Talia Vanwingerden. For our special session we bring together panelists that work on both sides of the pedagogical spectrum. The unique perspective of undergraduate students and their faculty gives us an opportunity to express our pedagogical models with multimedia in classroom projects, assignments, and presentations. The students included in the special session are highly invested in learning marketing concepts and are the board members for the collegiate AMA Club on campus. The perspective of the faculty as well as gaining insight from the students on how they feel the multimedia creates successes and challenges at the undergraduate level would be explored.

Multimedia in the classroom, often refers to incorporating video compositions, use of social media (Facebook, Hashtags, Instagram), social media analytics, iPhone video, iMovie production, as well as YouTube page development. The goal of the special session is to provide participants with a better understanding of the dynamic environment that is presented when using different types of multimedia in the classroom so that they can: (1) determine if the different aspects of multimedia fits their needs relative to the courses and students they teach and (2) provide an opportunity for faculty to speak with students about the use of multimedia in the classroom including implementing and improving the use of the discussed assignments and formats.

The first twenty minutes of the session, presented by the faculty (Sarah Fischbach, Veronica Guerrero and Judith Richards), will provide a very brief overview of theory and research related to multimedia as a form of experiential learning. The particular emphasis will be given to Kolb's experiential learning pedagogy as a method to move students through the active classroom process. The experiential learning model focuses on how to engage the student through four specific learning categories: (1) abstract conceptualization (thinking), (2) active experimentation (doing), (3) reflective observation (reflecting), and (4) concrete experience (experiencing). As part of the presentation, Sarah Fischbach will integrate additional research on best practices and provide a list of questions, which can assist instructors in deciding how to incorporate multimedia activities across the curriculum. Judith Richards will describe a multimedia classroom project that involved creating a video ad with an iPhone and iMovie that was incorporated into a Marketing Plan.

The session will involve a post-mortem in which undergraduate marketing students from California Lutheran University will provide their own feedback on particularly effective and/or ineffective tools and learning activities used in multimedia projects. The goal is to exemplify how particular activities align with/undermine theoretical guidelines for best practices, and stimulate broader discussion of particular technology tools and learning exercises that should be used in the implementation of multimedia in the classroom. Specifically, each student will address each of the following questions in a panel process.

- Provide one example each of the best/worst learning exercise you used in a multimedia assignment or project. What was critical to making it (not) work?
- Present a video ad created by utilizing an iPhone plus iMovie.
- What single technology tool was most important in contributing to the success of your active classroom learning?
- In your opinion, what are the 1-2 learner/course/instructor traits that most influence the success of multimedia success in the classroom?

The session is intended to encourage audience involvement to facilitate sharing of practical learning tools to be used in experiential learning in the classroom.