

CASE STUDY

Bowling Green University



Online Courses from lynda.com Help Bowling Green Students Push Creative Boundaries in Multimedia Courses



School:
Bowling Green University

City & State:
Bowling Green, Ohio

Grade Level:
Higher Education

"By integrating lynda.com training into the class, I was able to create a more personalized, student-invested experience."

Terry Herman,
Assistant Professor
College of Technology,
Department of Visual
Communication &
Technology Education

CHALLENGE

Students in the Career & Technology Education program at Bowling Green State University are planning on becoming multimedia producers and instructional designers. The goal of Dr. Terry Herman's online class, Principles of Multimedia Production and Courseware Design, is to help them explore and experiment with different visual presentation techniques, including digital media.

"In the past, we used to meet as a class for 1 1/2 hours, then be in the lab for three hours, where I would demonstrate and provide them with an overview of a variety of software tools they would need for their learning module development." says Herman, assistant professor for the Department of Visual Communication & Technology Education. "It was difficult to teach to the entire class because they came with a wide range of experience and had such differing needs when it came to learning the software."

SOLUTION

Herman knew about the lynda.com offerings and thought that combining training videos with the online Safari textbooks she was already using, would offer her students a wide array of choices when it came to learning software applications. She bought unlimited access to lynda.com online content for her students for the Fall 2006 semester using some money available from her research funds. This multi-user subscription provided 24/7 access to the entire training library from any Internet-connected browser.

Her students began to use lynda.com like a virtual lab that they could log into at any time to learn how to use a wide range of applications. Herman created a personalized student lab contract that included a weekly schedule, showing which lynda.com resources students used during the week. Students also provided weekly reflections of their work on a discussion board.

BENEFITS

Since the entire course was conducted online, the lecture component consisted of readings, a discussion board, interactive chats, and assignments that resulted in projects like a class-developed 18-Point Interactive Multimedia Quality Checklist. This checklist was then used to evaluate the modules students developed.

All the students created custom virtual lab and learning plans that included which software programs they wanted to learn for building their multimedia course. They chose a variety of programs and accompanying training for software and technologies including Adobe® Flash 9®, Dreamweaver®, Adobe® Photoshop® & Flash® Integration, Adobe® Fireworks®, Adobe® Illustrator®, Apple® GarageBand™, Cascading Style Sheets, Animation Principles, Podcasting & Videocasting, Blogger training, digital photography, php, XML, among others.

The learning modules they developed varied from one student to the next, depending on their interests. Titles included Digital Camera Training/Creating Electronic Portfolios, Interactive Volcanoes, Basketball Officiating Interactive Manual, Final Cut Pro Basics, South American Geography, and Operating a DV Camera.

RESULTS

As the semester progressed, students loved having online access to the lynda.com training at their disposal, as it provided a much richer learning environment and they could learn at their own pace.

“The Multimedia Course modules that my students created were the best I’ve seen in my five years of teaching. Since my students were able to develop their own learning path, they were more motivated and excited” says Herman.

When students wrote their final reflections on their experiences using lynda.com, Herman realized that the training was well worth the cost. *“Learning the software applications this way was much more efficient and meaningful to the students. This is the most brilliant solution—it’s efficient, effective, adaptive, meeting students where they are. It opens up possibilities they never thought possible.”*

Herman plans to use lynda.com again this coming school year. She has also changed the course design since integrating lynda.com. Due to the significant success of, and student enthusiasm for, the lynda.com subscription, students will be asked to buy a lynda.com subscription for this class much as they would buy a textbook for other classes.

- › Offers easy access to techniques for using the latest software applications and technologies
- › Creates personalized learning opportunities for each student
- › Makes learning software applications more efficient
- › Allows students to choose training from hundreds of software titles
- › Lets students learn at their own pace, anytime they want to log in
- › Provides a learning environment that encourages students to produce exceptional multimedia projects

MORE INFORMATION

Bowling Green University
www.bgsu.edu

College of Technology
www.bgsu.edu/colleges/technology

Career & Technology Education
www.bgsu.edu/colleges/technology/graduate/CTE.html

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