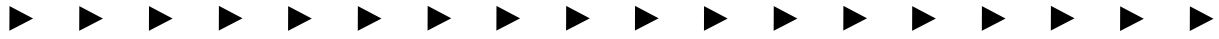


Table of Contents

What Is Multimedia?	3
Why Use Multimedia?	5
Getting Started	
• Preparing Students for the Twenty-first Century	8
• Group Work and Research Projects	9
• Why Use <i>HyperStudio</i> ?	14
• Tips and Tricks	15
• In the Beginning—One Day at a Time	17
• Student Tutorial—Three Card Stack	25
• Using Video in a Stack	29
• Creating a <i>HyperStudio</i> Stack Template	35
Student Projects	
Introduction	40
Maths	
• The Problem Solving Stack	41
• Geometry in the Real World	44
Science	
• Oceans Below Stack	48
• Simple Machines Template	51
Study of Society	
• Explorations!	56
• Ancient Civilisations	60
English	
• Book Report Template	64
• Literature Theme Stack	68
Miscellaneous Ideas	
• Grading Rubric for Multimedia Presentations	72
• Grading Rubric for HyperText Presentations	73
• Storyboard Planning Sheet	74
• HyperText Planning Web	75
• Peer Stack Evaluation	76
• Multimedia Presentation Evaluation	77
• Software Suggestions	78



What Is Multimedia?

There are probably as many definitions of multimedia as there are technology-using educators, but the definition that fits the examples in this book, also fits practical uses in real classrooms. Multimedia literally means “many, or more than one, media.” Many people think of videodiscs and computers as multimedia, but a broader definition based on example would serve us better. Most of the projects in this book have been done using *HyperStudio*. However, other programs such as *Print Shop*, *Down Under Collection*, *Chisel HyperCard* and *Multimedia Workshop*, etc., can be substituted in place of *HyperStudio*. It all depends on what software you or your school has available.

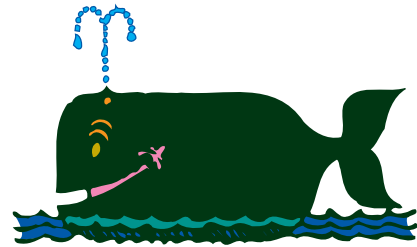
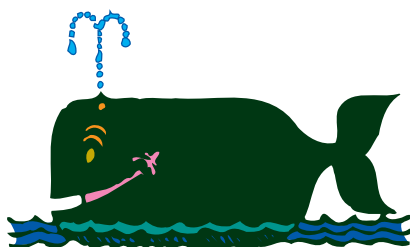
Below are several examples of multimedia programs:

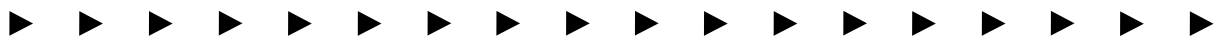
A *Kid Pix 2* drawing would not be multimedia in and of itself; but, if a student brings in an image from a photo CD or creates a *QuickTime* movie in *Kid Pix Studio* and puts the photo and/or movie into the picture or a slide show, that would qualify it as multimedia. Using one or more media in the creation of the final product helps to broaden the definition.

What about *HyperStudio* stacks? Again, let us look at what goes into the creation of the stacks. The simplest stacks containing just clip art and text would not generally be considered a multimedia project, since today’s word processing programs can accomplish the same thing. However, once you add buttons to link a stack to videodiscs, sound, animation, photos, and/or *QuickTime* movies, you can very easily call that a multimedia project.

The same criteria can be applied to “slide shows” which are now incorporated in programs such as *ClarisWorks* and *Microsoft Works* or to programs like *Persuasion* and *Power Point*. Many teachers receive *ClarisWorks* or *Microsoft Works* when they get their computers, so without further expense a teacher can have his or her students creating slide shows containing *QuickTime* movies, photos from CD-ROM or photo CD technology, sound, and more.

You will find included in the Student Projects section of this book simple multimedia ideas using computer discs. Students create reports/oral presentations on word processors. In a report on whales, a student might take a photo of a whale from a CD-ROM encyclopedia and place the photo into his/her report. Then, in his/her written report where he/she defines whale breaching, he/she pastes an extract from a movie, which shows a movie of a whale breaching. Using some examples as a basis, let us assemble a definition or two of multimedia.





Why Use Multimedia?

1. Appeal to different learning styles
2. Provide variety of means of expression for students
3. Give students more real-world presentation experience
4. Tap into student's creativity

We know that not all students are auditory learners. We also know that not all students learn best from printed materials alone. Multimedia experiences appeal to all the senses and appeal to learners the way they learn best: with colour, pictures, text, sound, movies, animation, illustration, and perhaps above all, the ability to learn in their own fashion. Students can explore in a non-linear manner and easily circle back to pick up information they missed the first time through. One may argue that they could do that with books as well, but well-designed multimedia makes it more interesting and convenient for the learner—thus more likely that this review of information will take place.

When it comes to editing and layout, word processing has an edge over pen and paper. Research shows that students write more and edit more when writing with a computer. Multimedia takes this edge one degree further. Students can now express themselves more like a professional, by adding characteristics to their presentations which make them more enlightening and informative. Students can add animation, sound, graphics, videos gleaned from a variety of sources, including the Internet, to express themselves better. A written report about bats may contain one picture and lots of facts, but a multimedia report about bats may contain movies of bats flying, feeding their young, buttons that play the sounds bats make, animations of bat radar, student narration, as well as text. Which report sounds more interesting to you? With today's new multimedia computers, the latter report takes little more time to complete than the written report. The most important part, however, is the process each student goes through in deciding the elements of his/her stack, and how to best present the information to the audience. Students who have grown up with television and CD-ROMs have an uncanny sense of these elements and do very creditable jobs. We all know some students who would rather draw than write if given a choice and others who would do just the opposite. Some would rather discuss and some would prefer to dramatise. Multimedia is simply another means of expression for students that excludes none of these others, but rather supplements them. It also gives students yet another choice. Everyone who works with year 5 to year 8 students knows that they are in an age group where choice in the mode of presentation allowed by the teacher can mean the difference between radiant success and marginal completion.

If students who go on a field trip are given camcorders or cameras to “capture the moment,” because they know they will put those images or movies into a multimedia report which portrays their impressions of the items which most intrigued them, they will be actively seeking out information on that field trip. Students can choose to do videos with narration, multimedia reports, or photographic essays, and thus decide how best to get their point across to their audience.



Introduction

The following pages offer several multimedia projects across the curriculum. While each project suggests a particular grade level, you will probably find that with a few adjustments any of the projects are appropriate for years 5 to 8. Several software titles are suggested with each project. Please keep in mind that it is not necessary to use that specific title. In all cases a comparable software title will suffice. Before embarking on any of these projects, be sure your students have had time to practice using whatever hardware is required for the project and feel comfortable with the necessary technical skills.

Content Area	Project Title	Year Level	Technical Skills
Maths	The Problem Solving Stack	7–8	hypermedia screen captures
	Geometry in the Real World	7–8	hypermedia digital camera
Science	Oceans Below Stack	5–6	hypermedia video camera from CD-ROM
	Simple Machines Template	7–8	hypermedia video camera
Study of Society	Explorations!	5–6	CD -ROM
	Ancient Civilisations	7–8	CD -ROM
English	Book Report Template	5–6	hypermedia scanner
	Literature Theme Stack	7–8	hypermedia scanner

