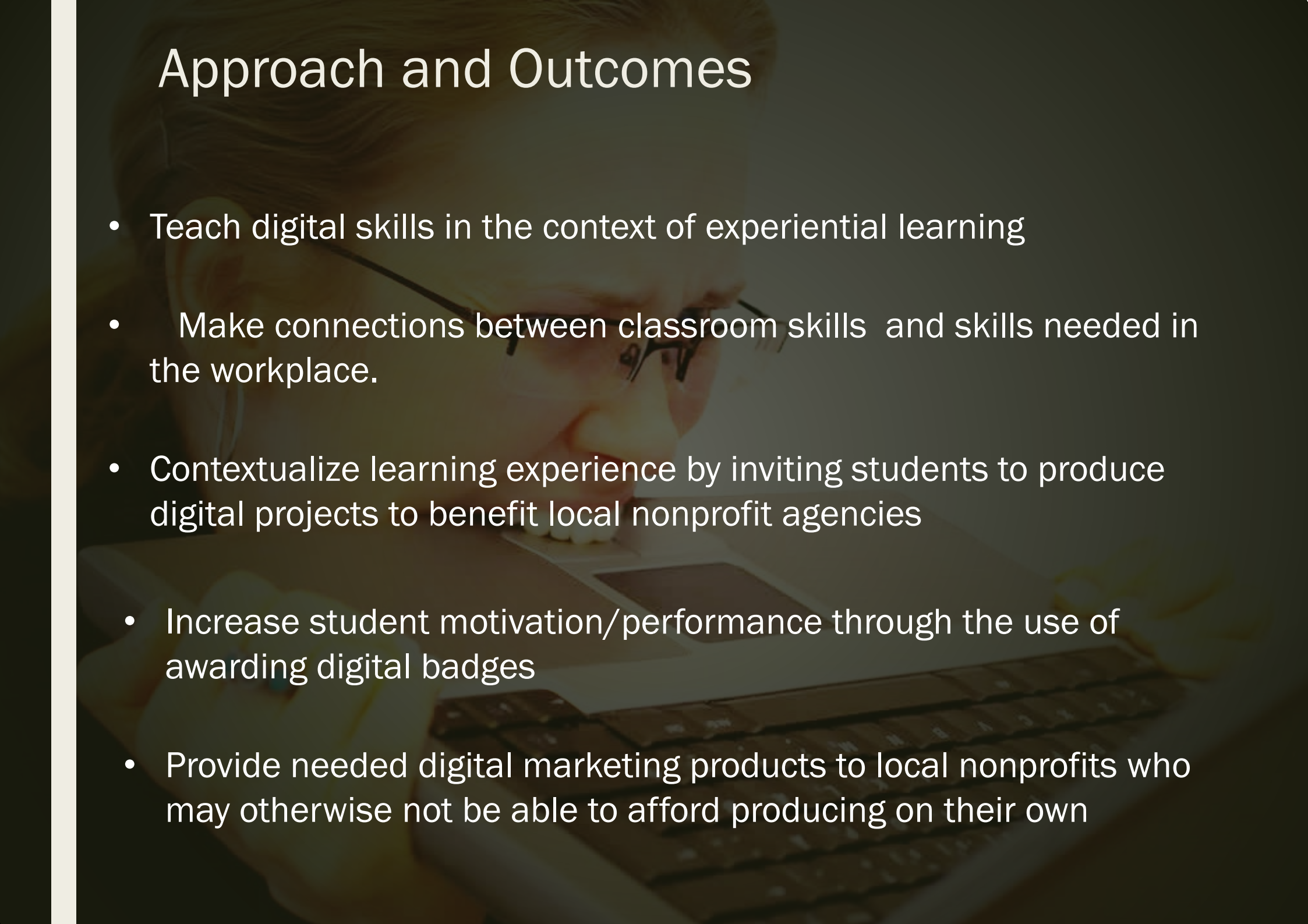


Teaching Digital Media in the Humanities

Challenges and Justification

- Many students in the humanities lack experience working with and understanding the rhetorical affordances of digital media
- Students in the 21st century need to develop digital media literacies for successful careers regardless of their discipline (Hobbs 2017; Ohler 2013)
- When students prepare preparatory materials (such as scripts, flowcharts, storyboards) for their digital media assignments, they develop research skills such as critical thinking and report writing (Ohler 2009).

Approach and Outcomes

A young girl with blonde hair and glasses is looking intently at a laptop screen. The background is dark and slightly blurred, focusing attention on the girl and the text overlay.

- Teach digital skills in the context of experiential learning
- Make connections between classroom skills and skills needed in the workplace.
- Contextualize learning experience by inviting students to produce digital projects to benefit local nonprofit agencies
- Increase student motivation/performance through the use of awarding digital badges
- Provide needed digital marketing products to local nonprofits who may otherwise not be able to afford producing on their own

List of Local Nonprofits Students Supported

Humane Indiana (Animal shelter)

Foodbank

St. Michael School

Planting Possibilities (Job training for disabled adults)

BEAM (Black Emotional and Mental Health)

Shirley Heinz Land Trust (Protected natural resources)

New Life Christian Church

Starfish (Animal shelter)

Campus Social Justice Club

Pinhook Bog (National landmark)

List of Projects and Software Used

Projects: infographics, podcasts, screencasts, vlogs, meme campaigns

Software students learned:

Photoshop (image editing);

Camtasia and Adobe Premier (video editing);

Audacity (podcasting software)

Soundcloud and YouTube (publishing platforms)

Various social media platforms where students share and promote projects on behalf of their organization.

Approach to Individual Projects

- Study Mentor Texts – viewing/analyzing professional examples of projects
- Decide what approach might best meet needs of client
- Provide a pitch for intended project to class for feedback
- Develop initial materials for project (script, storyboard, flowchart, depending on project)
- Create project
- Receive student/instructor/client feedback on project
- Revise and refine
- Publish

Benefits of Approach

- Provides students with cutting-edge skills in leveraging digital media in a variety of contexts
- Exposes students to secondary software/technologies that develop skills in online communication and working with graphics, audio, and video editing
- Creates networking opportunities for students within local community, along with a positive presence in the community for our department, college, and university
- Provides digital marketing projects to local nonprofits who may not have the resources to create their own
- Offers an opportunity for students to showcase their skills/accomplishments online with external audiences by leveraging digital badges as a micro-credential

Student Reactions – Representative Comments

- I really enjoyed the freedom in how we did the projects for the organization. Once we knew the foundation of how it works, it was cool to build up from there alone.
- I think the idea of “pitching” our projects to the class is great. The amount of feedback given by classmates and the professor is useful.
- The assignments were fun to make and do. Each one was a great example of the different media types in the world and it really helped introduce me to write more things for other media like scripts for videos.
- I know how to make projects that benefit my career potential and social endeavors.
- The key takeaway is that I can take is working with multiple media. I learned more about each type of media there is out there while still keeping true to writing.

