A Rubric for Evaluating Multimedia Projects

Asmahan Sallah
University of Wisconsin – Whitewater, Department of Languages & Literatures

Introduction

Multimedia assignments are an effective tool of engaging students in the subject material as well as in their each other’s ideas when they work in groups. I currently implement a detailed rubric for one-mode, essay-writing projects and provide general guidelines that include requirements for working on multimedia projects. What I would like to do is convert the general guidelines into a detailed rubric that can be used to grade multimedia projects. For this purpose, I design a detailed rubric to grade multimedia assignments so that the instructor and the students can share their understanding and evaluation of different levels of performance in English 265, “Multicultural Literature in the U.S.”

Why a Multimedia Assignment and Its Rubric in an English Literature Course?

- Since the course deals with multicultural content, sharing pictures, listening to Americans from different backgrounds, watching a traditional rite or way of life, and seeing an artifact bring the course material to life and foster cultural competency. As such, the multimedia project will work as an excellent tool of a HIP (high impact practice).
- A rubric that can be used to fairly grade multimedia projects is an affective tool of evaluating students’ work across their various abilities and areas of strength, including writing, audio-narration, use of graphics, and cultural, personal experiences. Creating such space for students manifests the principles of universal design.

Methods

- Specifying a range of desired outcomes or objectives
- Making sure the objectives of the multimedia assignment and the evaluated skills align with the objectives of the course
- Determining how I expect students to demonstrate evidence of their learning and classifying these expectations into categories and levels of performance
- Asking the following questions:
  - What can an engaged student achieve without any restriction of time, place, and resources? (McCullen 1)
  - What can an engaged student achieve with restriction of time, place, and resources?
  - What can a not-so-engaged student achieve with restriction of time, place, and resources?
- Inviting students to provide their feedback on the rubric’s design.
- Drawing on UWW Writing Matters rubric to think about ranges of students’ skills in terms of the following levels: Advanced, Competent, Developing.

In-Progress Results

Challenges

Challenges have to do with students’ inaccurate perceptions of their technological expertise and the online environment. Students may not be adept at dealing with learning technologies as they might anticipate; hence, procedural difficulties could arise in the process of implementing the project. This difficulty might interfere with the student’s ability to present his/her ideas, affecting accuracy of assessment of their learning. In addition, students may think that working on a multimedia project might be less time consuming and less demanding than writing the traditional essay. These misconceptions should be met head-on and addressed clearly in the description of the assignment.

Results Continued

Conclusion

Designing a rubric to grade multimedia projects hits more than one pedagogical target: it facilitates the implementation of a creative and high impact practice, it fosters cultural competency, and it works as a tool of embedding inclusiveness and equity in both teaching and grading. Assessing multimedia projects may be potentially “fairer to students by rewarding forms of ability not fully assessed by the usual essay and exam” (Cox, Vasconcelos, and Holdridge 832).

Works Cited


Image Attribution


Acknowledgements

I would like to thank the Learn Center for funding the project as well as the production of this poster.