

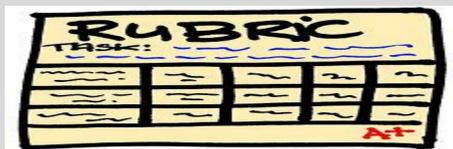
# A Rubric for Evaluating Multimedia Projects

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

Criteria – Part I	Points Deducted
<b>1- Focus and Content analysis (30 points)</b> <ul style="list-style-type: none"><li>• The presentation makes one strong claim in the first slide about an issue raised throughout the course (e.g. cultural hybridity).</li><li>• One slide addresses the significance of the issue and explains the reasons for focusing on it.</li><li>• The slides break down the claim into clear components. Arguments and points made are logical and well-supported with analysis, synthesis, and academic sources.</li><li>• An adequate number of slides is dedicated to explain the historical background of the issue.</li><li>• The slides define any new terms or concepts, not covered in the course.</li><li>• A conclusion slide rephrases the main claim and offers a final opinion, a recommendation, or a brief reflection.</li></ul>	
<b>2- Media Design and Audience Engagement (30 points)</b> <ul style="list-style-type: none"><li>• There is a good balance of text and other visual media elements (e.g. images) on each slide.</li><li>• The voiceover is clear and engaging. It is neither monotonous nor too fast.</li><li>• At least four out of six media elements (image, illustration, video clip, graph, photo, audiovisual recorded narration) are implemented.</li><li>• Images, photos, or illustrations have brief descriptive captions. The sources are labelled either underneath or in a separate slide.</li><li>• Graphics are good quality (e.g. no blurriness).</li><li>• Slides flow smoothly with logical transitions between one slide and another. Your voiceover can provide clues for the audience.</li><li>• Font type, font size, text alignment and color scheme used enhance the visual appeal of the media elements.</li><li>• The number of slides should be between 12-15. Voiceover narration should last between 10-15 minutes. If a video clip (e.g. Youtube) is used, it should not exceed 1.5 minutes.</li></ul>	

The first two categories of the rubric, covering "Focus and Content Analysis" and "Media Design & Audience Engagement." Notice that content analysis is meant to help student maintain focus; similarly, the expectation for media design is to maintain audience engagement. This level of performance represents "Advanced" if no or minimum points are deducted.

## 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.

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

Cox, Andrew M., et al. "Diversifying Assessment through Multimedia Creation in a Non-Technical Module: Reflections on the MAIK Project." *Assessment and Evaluation in Higher Education*, vol. 35, no. 7, 2010, pp. 831–46, <https://doi.org/10.1080/02602930903125249>.

McCullen, Caroline. "TAKING AIM." *Technology & Learning*, vol. 19, no. 7, 1999, p. 48–.

### Image Attribution

Rubric image. Cleonard1973, CC BY-SA 4.0 <https://creativecommons.org/licenses/by-sa/4.0/>, via Wikimedia Commons

## Results Continued

Criteria – Part II	Points Deducted
<b>3- Documentation and Mechanics (20 points)</b> <ul style="list-style-type: none"><li>• Accurate incorporation of (4-5) brief quotes (10-12 words) with in-text citation. You may use 1-2 short paraphrases (1-2 lines) in addition to quoting briefly. If you paraphrase, you need to document the paraphrase with in-text citations as well.</li><li>• The slides are free from grammar and punctuation errors, especially comma splices, fragments, fused sentences, and agreement problems.</li><li>• Consistent use of APA or MLA for documenting the outside supporting material as well as organizing the Works Cited slide.</li></ul>	
<b>4- Sources (20 points)</b> <ul style="list-style-type: none"><li>• Use of 3-4 academic sources (books and/or peer-reviewed articles). You can use one.edu source and it will count as an academic source.</li><li>• .com, .org, .gov. websites are referenced only for graphic or image elements.</li></ul>	

## Acknowledgements

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