The challenge
With the internet evolving rapidly from web 2.0 to web 3.0 academics face a battle integrating technology in the classroom.

A significant number of Universities, Charles Sturt included, are still attempting to address the impact of Web 2.0.

What I have attempted at a micro level is to give ‘currency’ to a subject that was gathering dust in the School of Communication and Creative Industries; namely Digital Media, with both DE and IE running in parallel
My ambition
Update content drafted a decade ago, Teach ‘Prosumer’ level Digital Media knowledge, embrace ‘mobile learning’ (with the support of the mlearn team), embrace social media, offer immediacy of availability via a digital connected self – always on, always connected.
How to do this
Utilize the expertise of ‘others’. Should I move beyond Interact (CSU’s LMS)? Yes. Embrace Interact and also work beyond it. Manage engagement through a Facebook page, summarize key learning requirements through a Vimeo blog. Secure CSU support – mlearn, DLT video production team, CSU replay
Teaching & delivery structure
Structure is important: 3 hour lectures, 3 hour workshops alternating fortnightly. Make available all internal content – lecture / workshop slides and video recordings for all DE students
Move away from Digital Media as an introduction to narrative technique. Require students to develop a more complex Digital Media Project, embrace the title / role of ‘Prosumer’, work for a client, use one of 3 medias; photography, video, audio. Require students to develop a Social Media Marketing solution to publish said content – and have a publication plan.
Assessment
This is a 1st year subject. I embraced the K.I.S.S. rule, and only 4 assignments were required. All submissions required to be digital: Proposal, Social Media Marketing Plan and Digital Media Project supported by Quizzes. Additionally sessional (external) staff with subject specific knowledge were brought in as markers.
Quality of submissions
The Gradebook summary highlighted grades that were mostly average. Whilst some student work was of quality nothing was truly exceptional. Sadly 47% of students studying by DE failed – this can be partly attributed to attrition. It begs the question – was the return worth the effort?
Lessons learned
Students are assessment driven – a common problem
Lack of student engagement was disappointing
Formative feedback is critical
DE is immensely problematic
Provided technology was under utilized
Too much technology is problematic.
BYOD was not clearly addressed
Student feedback
I conducted a Subject Coordinator facilitated anonymous survey using Survey Monkey.

Results were in-different:

“more support and information to distance students”
“More interactive lectures. But it was really good I think.”
“I honestly hated the facebook page (sorry david). I just felt it was somewhat intrusive on my privacy”
How easy were the assignments in this subject?
Were you satisfied with the subject content, neither satisfied nor dissatisfied with it, or dissatisfied with it?
The last hurrah
2013 will see the last incarnation of this subject at Charles Sturt University.

As the result of a course review both Digital Media (and Social Media) are being dropped as individual subjects – such content will now to be integrated into all subjects.

Will all the Academics teaching our general communication subjects have the required knowledge?
Student exemplars
Opt for the Op Shop

In this Set are all the Products and Items that an Op Shop would love you to Donate
The Facebook page has links to the Pinterest and Flickr pages. This means that the Audience can easily see the others and move through them.

Once the consumer has found an image. The will pin it and maybe look for more or they may click through to the Flickr page.

Once on the Flickr page they will be able to see all the different images more clearly. You can then like the Flickr page which will pop up on Facebook.

Also on the pages in information about where to find the store. What they spend there revenue on and times that the store is open.
calling
The Mezzanine Style Facebook page, @Mezzanines Twitter account and homepage mezzaninestyle.com play the major roles as marketing platforms to gain community interaction through advertising. Mezzanine also occasionally advertises offline in the local paper and writes messages on it’s large windows. Mezzanine’s existing online platforms will be utilised for distribution of video content.

The consumer journey will begin with established connections on the Facebook and Twitter accounts of Mezzanine Style where the video will be shared. The Mezzanine Style homepage will also provide direct embedding of the films. Mezzanine currently does not have it’s own YouTube account.
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