Digital Media Design Studio
Faculty Assignment Planning Guide

This information will guide you in making effective use of the Digital Media Design Studio and informing your students about our services.

*The following guidelines were created with Northeastern University's EdTech Center and Research & Instruction Librarians.*

**I. Faculty Planning Guidelines for Assigning Student Digital Media Projects**

**Key steps.**

1. Consult with DMDS team and EdTech staff to discuss your curricular goals and ideas for integrating technology into the assignment. Contact a Library subject specialist to assess how to incorporate scholarly research content and methodology.
2. Develop your project goal and description.
3. Assess what skills are needed to complete the assignment, the software and equipment students will use and/or need to learn.
4. Determine the timeline for assignment completion, with benchmarks along the way.
5. Determine what the file format and sharing platforms for the finished project should be.
6. Determine the production workflow, from conceptualization through completion, outlining scenarios for creation steps.
7. Determine and develop the assessment rubrics.
8. Provide clear directions to students so they can complete the assignment.
9. Provide feedback to consultants regarding the strengths and weaknesses of the assignment and lessons learned.

**Important Considerations to Ensure Excellence**

1. Plan the assignment one semester in advance.
2. Allow dedicated course time to work on media.
3. If your project may involve interaction with others in which sensitive, private, or personal information is discussed, it is important first to discuss this project further with the Office of Human Subject Research Protection. It also may be necessary to seek further approval if there are additional requirements which need to be met, in consideration of the interests of the
individuals or institutions who may participate in your project.

4. Sequence assignments throughout the semester to coordinate with curricular objectives.
5. Decide whether assignments will be individual, in pairs, or group-based.
6. Determine content resources and whether restrictions and conditions apply.
7. Choose mediums (audio, video, podcast, poster, brochure)
8. Determine production software and equipment. (See DMDS website)
9. Define intended audience.
10. Define additional project components, if applicable (students provide written or oral components with the media delivery)
11. Provide a project example for students to use as guidance.
12. Assess project in incremental assignments (storyboards, scripts, narration, video footage, photos, graphics, etc.)
13. Provide opportunities for peer review
14. Grant permission to the DMDS to archive projects for future learning opportunities.

II. Assignment Ideas and Links to Information

Here are some general assignment ideas, based on project deadline and student skill level. It is recommended that a script and storyboard be required as key assignment requirements.

**Basic Level:** These assignments can be completed within a month.

- **A scholarly lecture.** Using PowerPoint, students can integrate text with photos, narration, and music. *Suggested length: 15-40 slides*
- **SlideShow Narrative/Photo Essay.** Using a scanner and a camera and *iPhoto, Photoshop,* and *iMovie* software, students can scan in photos, take new ones, and find images online. *Suggested length: 14-50 slides.*
- **Video Interview:** Use video camera or *Photo Booth. Suggested length: 3-5 minutes.* *
- **Podcast.** Audio record interviews, tell a story. Use a portable digital recorder, GarageBand. *Suggested length: 5 minutes.*

* Interviews must be developed consistent with the University’s Classroom Research Policy and/or IRB procedures, where applicable.

**Podcasting Guidelines**

Review this two-part webcast on podcasting:
http://www.edtech.neu.edu/learn_new_skills/webcasts/ (scroll down to Podcasting I and Podcasting II)
Intermediate and Advanced Levels: These assignments can take from a month to an entire semester, based on sequencing production steps at scheduled time intervals. A rule of thumb is that it will take 3-5 hours for every finished minute of video.

- **Video Productions/Digital Stories:** Requires use of a video camera, video editing software (iMovie, Final Cut, Adobe Premiere), audio recording software (GarageBand, Logic Pro). **Suggested length: 3-10 minutes.**
- **Representing others:** students may document someone, some place, or something they know little about. **
- **Oral history:** interview one or a variety of people who speak to their histories, in the context of a larger theme. **
- **Autobiography**
- **Visual argument:** students take a viewpoint on a social issue. **
- **Reflection:** Ask students to consider these questions: “How have you been impacted by something you are learning?” “What myths have been shattered?” “How will you now apply what you have learned?”
- Create a persuasive public service announcement between three to five minutes long. **
- **Critique** a book, film, or art exhibit.

**Projects must be developed consistent with the University's Classroom Research Policy and/or IRB procedures, where applicable.**

### III. Collaborate with the Digital Media Design Studio

**Schedule the DMDS for an Instructional Session**

Once you have created your assignment, the DMDS can provide orientation sessions and customized workshops for your classes. You may schedule a session online via myNEU. Click on Library Service Tab and then Library Instruction Request.

Visit our website: [www.lib.neu.edu/dmds](http://www.lib.neu.edu/dmds)

**DMDS Service Basics**

- DMDS staff are available on a walk-in and appointment basis. See hours to schedule a time.
- All students must bring a current NU ID to the DMDS.
- Students may check out a digital camera (for in-library use) and digital mini-DV camcorders with tripods. Students may also check out cameras from InfoCommons on the first floor of the Library.
- All students must complete a project and copyright compliance form.
- Students can reserve equipment in advance in person or by calling 617-373-2465.
- Students must back up projects onto their own storage drives.

**Reference Information:**
The DMDS has online tools and a reference shelf of manuals, texts and training media.

Safari Books Online has a variety of textbooks on multimedia software.

IV. Incorporating Media Images and Sound into Presentations

Multimedia Resources for Research and Content Creation

Consult the Multimedia Resources for Research and Content Creation subject guide for valuable resources about digital storytelling, media literacy, and for locating and image and audio resources licensed for fair use. The DMDS has CD collections which are licensed for use in DMDS productions. Songs, loops, and sounds have been installed on workstations in iTunes. Multimedia programs such as iMovie, LogicPro and GarageBand also come bundled with a range of free sounds and music.

Copyright
The DMDS adheres closely to copyright guidelines and posts relevant information online and in the Studio to guide students in appropriate use of material.

YouTube Copyright Information

Guidelines for Posting Multimedia Files on Blackboard

When the students deliver their projects to you, they can be posted on BlackBoard for class access.

http://www.northeastern.edu/edtech/howdoi/use_myfiles_post_share_media_files