

JANUARY 28, 1998

CAMPUS EVALUATION TEAM:

Two information packages are enclosed. One is “Multimedia Best Practices Information Package - Call For Participation” to be sent to the faculty on your campus. The other is “Information Package for the Campus Evaluation Team” for your team to use in judging the submitted entries. Please review the packages and feel free to contact us if you have any questions.

**UT-AUSTIN TEAM - BEST PRACTICES
OF MULTIMEDIA USES IN EDUCATION**

**INFORMATION PACKAGE
FOR THE
CAMPUS EVALUATION TEAM**

PROCEDURE OF EVALUATION

This will be a UT system-wide initiative and all 15 component institutions are asked to participate. To keep the evaluation process consistent across the 15 campuses, we would like to use one set of criteria to evaluate all the submitted entries. The evaluation criteria are attached here for you to use. The following is the procedure that we would like you to consider.

- 1) Send out the Call For Participation to the faculty on your campus. Please specify to whom the entries should be sent on your campus by the submission deadline. (There is a place in the Call For Participation for this information.)
- 2) Collect all the entries by the deadline of submission (March 1, 1998) and separate them into different categories:
 - _____ Multimedia Presentations
 - _____ Interactive Multimedia Tutorials
 - _____ Multimedia Supporting Materials
 - _____ Multimedia-supported On-line Communications
 - _____ Multimedia Test Environments
 - _____ Other Please specify: _____
- 3) Go through each entry to ensure that it has met the minimum requirements listed in the Call For Participation. Eliminate the ones that do not meet the minimum requirements. (If the program does not function properly when the evaluator starts using the program, following the instructions given by the project author(s), it should be dropped from the evaluation automatically.)
- 4) Use the evaluation criteria included in this package to judge how well each entry meets the criteria. It might be a good idea to divide the evaluation among the evaluation team members.
- 5) Add up the score.
- 6) Select the top 40% of the entries, those entries that you think can be considered for the best practices of multimedia use.
- 7) Send the selected entries with (1) all of their submission materials and (2) the evaluation results to UT-Austin. These entries will go through a final evaluation for inclusion in the best practices database.

SEND TO UT-AUSTIN

- 1) The selected entries. Please send all the information submitted by the entries (written information and multimedia product).
- 2) The evaluation result for each selected entry.
- 3) The evaluation summary sheet (see attached). One summary sheet per campus.
- 4) One-page vita for each member of the evaluation team.

SUBMISSION DEADLINE: All entries must be postmarked by April 1, 1998. You can submit the final entries by (1) regular mail, (2) email attachments, or (3) fax to

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CONTACT INFO:

If you have any questions regarding this project, please contact Dr. George Culp, Director of Center for Instructional Technologies, UT-Austin at (512) 475-9474, or Culp@mail.utexas.edu

Thank you very much for your cooperation!!!

Evaluation Summary Sheet

Please submit the following information.

- 1) Total number of entries submitted at your campus: _____
(not including those that were eliminated)

- 2) Number of entries submitted in each category:
 - _____ Multimedia Presentations
 - _____ Interactive Multimedia Tutorials
 - _____ Multimedia Supporting Materials
 - _____ Multimedia-supported On-line Communications
 - _____ Multimedia Test Environments
 - _____ Other Please specify: _____

- 3) Number of entries selected to be sent to UT-Austin _____, for consideration of being included in the best practices database.

- 4) Any comments about the submitted entries and/or the evaluation process (optional).

EVALUATION FORM

ENTRY NUMBER _____ REVIEWER _____

TOTAL SCORE: _____

I. CONTENT DESIGN

The content design indicates whether the content in the project is presented in an understandable form. Does the project cover its objectives in a deep and thorough manner? Is the information useful and accurate?

	Not present	Low					High	
1. The content reflects the stated educational objectives.	0	1	2	3	4	5	N/A	
2. The project is a complete unit on its own.	0	1	2	3	4	5	N/A	
3. The scope of the project is comprehensive.	0	1	2	3	4	5	N/A	
4. The presentation of the content is clear.	0	1	2	3	4	5	N/A	
5. The content is suitable for multimedia presentation.	0	1	2	3	4	5	N/A	
6. The content is logically organized.	0	1	2	3	4	5	N/A	
7. The content is appropriately structured to justify multimedia treatment.	0	1	2	3	4	5	N/A	

II. INSTRUCTIONAL DESIGN

The instructional design determines whether the content is designed to be instructionally effective for its target audience. Is the project based on the objectives of instruction? Are the individual needs of the learner taken into account?

	Not present	Low					High	
1. The objective(s) or purpose of this project is clearly presented.	0	1	2	3	4	5	N/A	
2. The content is appropriate for the target audience.	0	1	2	3	4	5	N/A	
3. It is clear that different learner characteristics are taken into consideration in the design of this project.	0	1	2	3	4	5	N/A	
4. Different media elements are used to serve the instructional objective(s) of the project.	0	1	2	3	4	5	N/A	
5. The design features included are appropriate for the objective(s) and the audience of the project.	0	1	2	3	4	5	N/A	
6. The difficulty level of the project was appropriate.	0	1	2	3	4	5	N/A	

III. SCREEN DESIGN

The screen design refers to the visual layout and presentation of the program. Are the screens visually and aesthetically appealing? Are the screens well-organized and consistent? Is there a good balance between various screen elements and use of the media? Are colors, fonts, navigation controls used appropriately?

	Not present	Low					High	
1. The display of content is well-organized and consistent.	0	1	2	3	4	5	N/A	
2. The screens are aesthetically pleasing and effective.	0	1	2	3	4	5	N/A	
3. There is a good balance between various screen elements.	0	1	2	3	4	5	N/A	
4. The colors are well-chosen for the graphics and text.	0	1	2	3	4	5	N/A	
5. The layout of the screen is clear and concise.	0	1	2	3	4	5	N/A	
6. The layout of the screen is innovative.	0	1	2	3	4	5	N/A	
7. The amount of information on each screen is appropriate.	0	1	2	3	4	5	N/A	
8. The visuals are appropriate for the presentation of the content.	0	1	2	3	4	5	N/A	

IV. INTEGRATION OF MEDIA

The integration of media refers to how well the project combines different media to produce an effective whole. Does the media employed work together to form a cohesive project? Is the media used in the project necessary for the overall effectiveness of the project?

	Not present	Low					High	
1. The audio enhances the presentation of the project.	0	1	2	3	4	5	N/A	
2. The video enhances the presentation of the project.	0	1	2	3	4	5	N/A	
3. The graphics enhance the presentation of the project.	0	1	2	3	4	5	N/A	
4. The animation enhances the presentation of the project.	0	1	2	3	4	5	N/A	
5. The quality of the graphics is good.	0	1	2	3	4	5	N/A	
6. The quality of the text is good.	0	1	2	3	4	5	N/A	
7. The quality of the audio is good.	0	1	2	3	4	5	N/A	
8. There is a good balance of media.	0	1	2	3	4	5	N/A	
9. Overall, multimedia is used appropriately for the content.	0	1	2	3	4	5	N/A	

V. EASE OF USE

Ease of use is the perceived facility in which a student interacts with the multimedia project. Are navigation options clear to the user? Are navigation pathways such that the user knows his/her location in the program at all times?

	Not present	Low			High			
1. The navigation is intuitive, easy and sensible.	0	1	2	3	4	5	N/A	
2. The navigation is under user-control at all times.	0	1	2	3	4	5	N/A	
3. The navigation options are clearly defined.	0	1	2	3	4	5	N/A	
4. It is easy to move from one screen to another.	0	1	2	3	4	5	N/A	
5. It is easy to move from one section to another.	0	1	2	3	4	5	N/A	
6. Navigation devices are creatively designed.	0	1	2	3	4	5	N/A	
7. Navigation enhances the information presentation.	0	1	2	3	4	5	N/A	

VI. INTERACTIVITY

Interactivity is a two-way communication between the instructional medium and the learner which allows non-sequential access to information and adapts to the individual learners. Does the learner engage in meaningful interaction? Is the learner actively engaged in the project?

	Not present	Low			High			
1. The user is actively involved throughout the project.	0	1	2	3	4	5	N/A	
2. Interaction enhances the attainment of objectives.	0	1	2	3	4	5	N/A	
3. The project engages the audience beyond "page turning."	0	1	2	3	4	5	N/A	
4. The project increases student interaction with the subject matter.	0	1	2	3	4	5	N/A	
5. The project promotes interaction among students.	0	1	2	3	4	5	N/A	
6. The project promotes interaction among instructors and students.	0	1	2	3	4	5	N/A	

VII. INNOVATION

Innovation is the use of multimedia technology in a unique way to attain some objective(s) that otherwise could not be attained. Innovative use results in a changed learning and teaching paradigm.

	Not present	Low			High			
1. The project reflects an innovative use of multimedia.	0	1	2	3	4	5	N/A	
2. The project allows a new instructional experience that could not occur without it.	0	1	2	3	4	5	N/A	
3. The objectives are enhanced by multimedia technology.	0	1	2	3	4	5	N/A	
4. The project promotes student enthusiasm for learning.	0	1	2	3	4	5	N/A	
5. The project is a unique application for the discipline.	0	1	2	3	4	5	N/A	
6. It is clear that the project can bring about a change in the process of teaching and/or learning for the discipline.	0	1	2	3	4	5	N/A	

VIII. EVALUATION OF LEARNING

Evaluation of learning refers to the extent the project assesses the learners' mastery of the objectives. Did the learners engage in assessment procedures? Was practice and feedback included in the project?

	Not present	Low			High			
1. Learning occurred from using the project.	0	1	2	3	4	5	N/A	
2. The project provides appropriate feedback.	0	1	2	3	4	5	N/A	
3. The feedback is provided innovatively.	0	1	2	3	4	5	N/A	
4. The activities/exercises provide sufficient practice.	0	1	2	3	4	5	N/A	
5. The test items or assessment procedures are related to specific objectives.	0	1	2	3	4	5	N/A	

IX. EDUCATIONAL VALUE

Educational value determines whether the project effectively meets the educational objectives of the project. Can this project enhance students' learning?

	Not present	Low					High	
1. The project has sufficient educational merit.	0	1	2	3	4	5	N/A	
2. The project goes beyond information retrieval to problem solving.	0	1	2	3	4	5	N/A	
3. The project accommodates more learners.	0	1	2	3	4	5	N/A	
4. The project frees up time for quality classroom interaction.	0	1	2	3	4	5	N/A	
5. The project activities can stimulate students' learning.	0	1	2	3	4	5	N/A	

Comments:

SUBTOTAL FOR MULTIMEDIA PRODUCT: _____