

NTID Scholarship Symposium
January 21st, 2016

*Using Multimedia Instruction in the
Technical Classroom*

by

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Multimedia Instruction Evolution

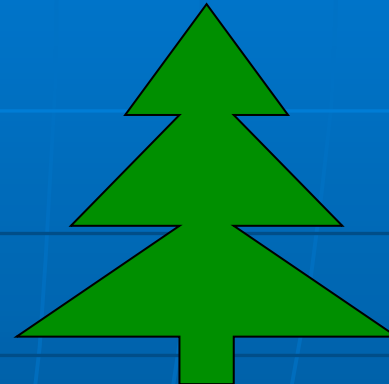
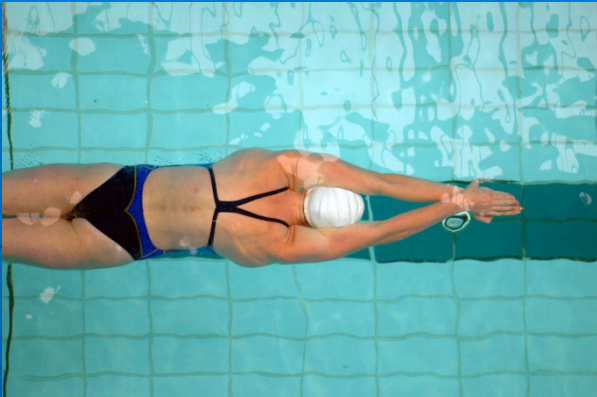
- VHS tapes
- CDs
- DVDs
- Second Life on RIT's Campus
- Other

Normal Student Approach

Don't
Read
Carefully



Details

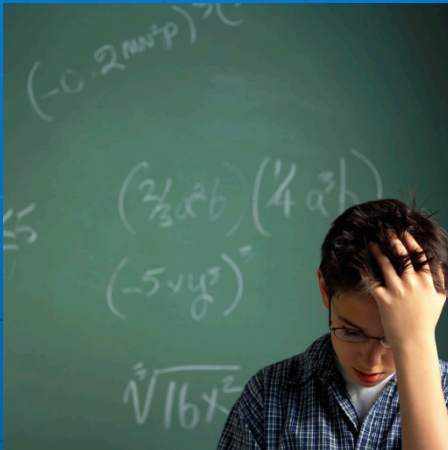


Preferred Student Approach

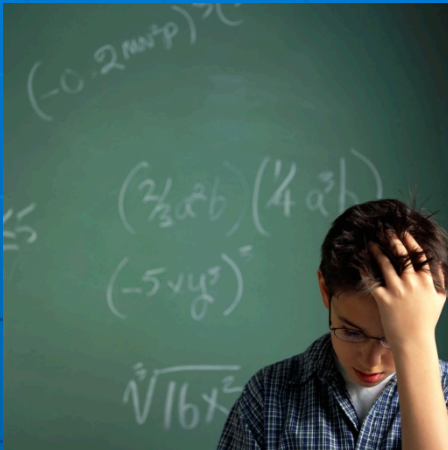
Read
Carefully →

Understand
Overall Concept →

Implement
Details via
Virtual Lab



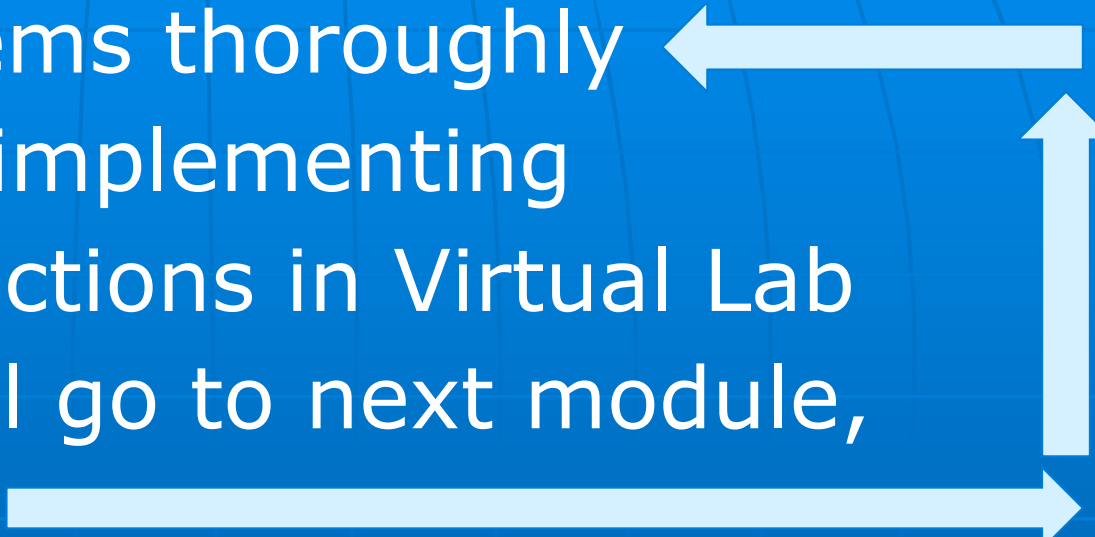
Preferred Student Approach



Success Doing this Using Testout® Virtual Software

1. Read Problems thoroughly
2. Draw what implementing
3. Make connections in Virtual Lab
4. If successful go to next module,

Success Doing this Using Testout® Virtual Software

1. Read Problems thoroughly
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- 
- A diagram consisting of three white arrows on a blue background. A horizontal arrow at the top points from the right towards the text '1. Read Problems thoroughly'. A vertical arrow on the right side points upwards from the text '4. If successful go to next module, otherwise' towards the top horizontal arrow. A horizontal arrow at the bottom points from the left towards the text '4. If successful go to next module, otherwise'.

Pros

- More time-on-task by students compared to traditional books, labs
- Students embrace virtual world (grew up with gaming, multimedia)
- World-of-Work Situations Virtually
- Don't use up valuable lab resources

Pros

- Students do it with anytime/anyplace access
- Follows “Flipped” and “Blended” classroom educational models
- Assessment at each module to check student progress
- Economical

Cons

- Learning Curve for Faculty, Students
- Not always intuitive at first
- Admin problems had to be solved in the beginning
- Used in conjunction with other classroom activities, not stand-alone learning

Let's see some Virtual Labs Now!



Network Virtual Lab 0.2.2
0.2.4

Questions?