ISSBS - Example 1 (interactive video)

Basic requirements and content structure of the multimedia

The multimedia examples presented by ISSBS were produced for two master courses. The first course was titled Management of Human Capital (MHC), and the second one was Knowledge Management Systems (KMS). Two kinds of multimedia were used in these two courses – interactive videos and infographics.

The interactive videos have different purposes:

a) The video available HERE was used as a short introduction to the course Human Capital Management. It served as an explanation of the course's objectives, contents, methods used, teachers involved in the implementation of the course, assignments required, and literature supporting the course. The video was recorded as an animation with added narration and text visually supporting verbal explanation. In addition, H5P interactivity was added after embedding the video onto the course's Moodle e-classroom- a text summarising the video's key messages.

b) The video available HERE was used to summarise a 4 hours lesson on training transfer factors of the course KMS. The video structure is based on a PowerPoint presentation, and some slides are generally used for the lesson's in-person delivery. In addition, the narration was added to the video, and some additional text was added to combine audio narration with a corresponding text, making the multimedia item closer to visual learners and auditory ones.

c) The video available HERE was produced as a short support multimedia item within the KMS course. It is a simple visualisation of a knowledge hierarchy concept, visually explaining the difference between data, information, knowledge and wisdom.

Selection of adequate tools for the multimedia product development

For the development of the three above-listed videos, several tools were used:

– recording animation,
– recording narration,
– transforming text to speech and thus creating a computer-synthesised narration
– video editing for composing the final videos,
– storing the videos in a cloud.

For recording animation (see example a), Toonly digital tool was used, a paid software. Narration (see example a) was recorded with a smartphone using a free Android application, Simple Voice Recorder. The created audio file was then imported into a video editing application. For two of the above-listed videos (see examples b and c), a computer-synthesised narration voice was created with a free tool, text to speech & MP3 (available in the Microsoft store). Final video editing was for the two cases (examples a and c) done with the paid software Filmora Wondershare; however, for the third one (see example b), the Canva browser application was used.

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ISSBS - Example 2 (infographics)

Basic requirements and content structure of the multimedia

The multimedia example presented by ISSBS was produced in one of ISSBS's master courses titled Management of Human Capital (MHC). In this course, infographics were used besides other multimedia, such as interactive videos.

Infographics (a clipped compound of "information" and "graphics") can be defined as graphic visual representations of information, data, or knowledge intended to present information quickly and clearly. They can improve cognition by utilising graphics to enhance the human visual system's ability to see patterns and trends.

The infographics in this course aimed to clarify and summarise the contents of individual lessons. Nine lessons in the course were supported with quite some study items such as readings, PowerPoint presentations, online questionnaires, interactive videos, quizzes, assignments, etc. This might have caused a kind of information overload for the students. To avoid the latter, infographics were introduced. These infographics should have conveyed vital lesson messages that were visualised correctly to increase the student's ability to remember the lesson.

All the infographics were produced based on the same template. Under the lesson's title, key messages were listed, briefly described and visualised with a unique graphic symbol.

Selection of adequate tools for the multimedia product development

Only one digital technology was used to develop the infographics, namely Canva. Canva "is an online design and publishing tool with a mission to empower everyone in the world to design anything and publish anywhere" (*About Canva*, n.d.). The items were produced in the Canva virtual environment, downloaded and embedded into Moodle e-classroom as a PDF file.

References

About Canva. (n.d.). Canva. Retrieved January 13, 2022, from https://www.canva.com/about/

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SEEU - Examples 1 & Example 2

Basic requirements and content structure of the multimedia

The Students Parliament and Association Video presented by SEEU is composed mainly to highlight the educational capacities of the South East European University. It offers a mixture of languages and recording techniques accompanied by sound and visual effects. The video was done with the help of the members of the Student Parliament, who tried to cover different places within the university campus to show the university's educational capacities and facilities. Also, they did cover all faculties and education centres and elaborated the study programs of each of them. Text is spoken in three different languages since the university offers Macedonian, Albanian and English study programs.

The second video represents the English Language department's modern and progressive English teaching training program. Moreover, in this video, it is shown that SEEU has changed the model of the teaching process from physical to online because of the pandemic to keep professors in touch with their students and continue their academic progress. So in this video, SEEU indicates its social responsibility that helps society to move forward during the pandemic.

Selection of adequate tools for the multimedia product development

For the development of the above-listed videos, several tools were used:
- Adobe Premier and Adobe after effects, as well as a drone and camcorder for the first video
- The second video contains a compilation of promotional materials consisting of previous videos and photos, while the video was edited with Adobe premiere.

STORYTELLME - Example 1 (interactive video)

Basic requirements and content structure of the multimedia

The multimedia example presented by STORY was produced as part of the Fight the Fright project - Facing the Fear of Public Speaking Foreign Language.

This video was entitled Verbal communication. The media type used for this interactive video and infographic was Canva.

The interactive videos aim to:
- Serve as a guide for trainers piloting the Curriculum (lesson plans), detailed descriptions of the exercises (objectives, outcomes, procedures, resources needed, possible variations and adaptations), and video tutorials - guides and recording of the exercises. A blended learning approach will be adopted in this course - a part will be implemented face-to-face and online (also addressing the issue of public online performance in videoconference calls).

Phases of the project:

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Developing a script will help to construct the videos in a more organised and precise way. The idea of the structure of the digital resource and the narrative plan are presented in the script in different segments:

- Step 1 - introduction to the topic;
- Step 2 - presentation of the key learning content to be delivered through this video; it should be scaled into 2 or 3 core pieces of learning content in each script.
- Step 4 - presentation of a conclusion or a summary of the learning content or even some recommendations or suggestions, if applicable.
- Step 5 – exercise
- Step 6 - congratulate the learner on the conclusion.

Selection of adequate tools for the multimedia product development

For the development of the video, the following tools were used:

– Canva (image, music, and text to describe the content)

Canva is a graphic design platform that allows users to create social media graphics, presentations, infographics, posters, and other visual content. It is available online and on mobile devices and integrates millions of images, fonts, templates, and illustrations.

For non-designers, a standout design tool should be quick to learn and easy to use. Canva manages both of those requirements effortlessly. In addition, it's a standout regarding user-friendly design, offers a straightforward interface, and may be the simplest tool on this list to pick up.

That doesn't mean Canva lacks when it comes to features. It offers several layouts organised into categories such as social graphics, logos, and web banners. There's also a drag-and-drop builder to help you create attractive images quickly. Plus, you'll get access to many additional elements you can use to personalise your images.

Canva is free to use, as are its many templates. There's also a premium plan with more storage, advanced features, and collaborative tools.

STORYTELLME - Example 2 (interactive video)

Basic requirements and content structure of the multimedia

The multimedia example presented by STORY was produced as part of the Gameofphones project.

This video was entitled NEETS Compendium of online webquests educational challenges. The media type used for this interactive video and infographic was Canva.

The purpose of the video is to present the project objectives through the use of webquests and the eLearning platform and thus design and develop a tailor-made, challenge-based educational intervention with the aim of re-engaging NEETs and support them in building skills and competencies to help their reintegration into education or employment

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Selection of adequate tools for the multimedia product development

For the development of the video, several tools were used:
- animation recording,
- text,
- music.

The video was created in the Canva tool, from the texts to the images and music.

Canva is a graphic design platform that allows users to create social media graphics, presentations, infographics, posters, and other visual content. It is available online and on mobile devices and integrates millions of images, fonts, templates, and illustrations.

For non-designers, a standout design tool should be quick to learn and easy to use. Canva manages both of those requirements effortlessly. In addition, it's a standout regarding user-friendly design, offers a clear interface, and maybe the most straightforward tool to pick up.

That doesn't mean Canva lacks when it comes to features. It offers several layouts organised into categories such as social graphics, logos, and web banners. There's also a drag-and-drop builder to help you create attractive images quickly. Plus, you'll get access to many additional elements you can use to personalise your images.

Canva is free to use, as are its many templates. There's also a premium plan with more storage, advanced features, and collaborative tools.

UA - Example 1: Immersive Virtual Reality

The multimedia examples presented by the UA are produced for a master course, the Master's Degree in Emergencies and Catastrophes. In this case, it has been used immersive virtual reality.

Basic requirements and content structure of the multimedia

Phases of the project:

Phase 1. Educational planning of the software. The trainer can choose between several options: the type of scenery (an accident or a riot), the moment of the day (morning, afternoon, evening), the type of emergency, different degrees of complexity, etc.

Phase 2: Design and development of the minimum viable product of the software. This minimum viable product includes authentic images and sounds recorded in a simulated plane crash, with 360° cameras and zoom.

Phase 3: Practice by students using immersive virtual reality. It provides interaction with real situations and events that increase complexity. These train the student in decision-making.

Advantages:
a) Immersive Virtual Reality provides greater motivation to students to learn,
b) The resource helps students to understand the concepts, and therefore they will learn better,

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c) IVR makes it easier to put knowledge into practice.

Objectives:
- Plan the teaching objectives, scenarios, degrees of difficulty and evaluation criteria of the software for decision-making during the assessment of victims in a Multiple Casualty Event.
- Design a minimum viable product to be applied during the official Master's Degree in Emergencies and Disasters.
- To create a safe environment for the prospective victim and the health worker.
- It allows the development of both technical and non-technical skills.
- To analyse the students' experience of the Master in Emergencies and Catastrophes of the University of Alicante with Immersive Virtual Reality.

Selection of adequate tools for the multimedia product development

The device requires downloading an App (only available with Android), the "Cardboard" App, to improve the view of the software for image quality and immersive virtual reality goggles.

For the development of the tool, several resources were used to make the App interactive:
- recording animation,
- recording narration,
- video editing for composing the final situation,
- design and development of immersive virtual reality,
- storing the videos in the App.

UA - Example 2: Formative Training Pills

PUAs are short videos that support the teaching + learning processes. The PDI and PAS of the University can use it.

The training pills of the University of Alicante have had a remarkable diffusion in the University community since its creation in July 2010. The scope of diffusion is as varied as degrees, masters, doctorates, secretariats of the centres, students endorsed by professors, etc. Furthermore, vertex allows you to group all the videos of a similar theme and create collections so the student can complete an online course.

Basic requirements and content structure of the multimedia

In this case, the recording is done by a professional from the UA IT service, but the preparation of all the content and design corresponds to the staff. The Computing Service has a recording room to carry out the PUA (Training Pills of the University of Alicante). It is necessary to design a presentation and the text for each of the PUAs that are going to be developed.

Selection of adequate tools for the multimedia product development

The steps to follow in this case are these:

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1. Request the recording of PUAs. The request for the recording of PUAs will be made through UACloud, Vértice, where the link to the web application form will be marked.
2. Designing of the PUA. The person interested in making the PUA must make a presentation in PowerPoint or similar and should be brief. The recommended duration for each PUAs should ideally not exceed ten minutes, facilitating students' viewing.
3. If the person is going to read the script of the PUA on the room monitor at the same time that it is recorded (prompter), they will take the text of the spoken script in a file in the usual format for text files (ODT, PDF, DOC, txt…)
4. b) It is also advisable to reduce the text on the slides as much as possible. The presentation serves as visual support for the recorded oral explanation to the teacher/speaker. To prevent the recording from being a mere reading of the slides used, it is advisable to prevent them from containing a large amount of text.
5. There are several recommendations about clothing, speaking and reading during the recording.

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