



Digital Media in the Classroom: A Movie Is Worth 10,000 Words

We live and teach in a media rich culture. If you engage your students in conversation or listen in on their exchanges, you will undoubtedly hear references to the latest films or the most recent events on *Glee* or *The Office*, or hear quotes and phrases from their favorite characters. Although visual and electronic media are an integral part of the 21st century life experience, their influence has intensified, in part, because technology permits increasing flexibility in deciding when, where, and how to watch films and television programs (e.g., DVR, DVD, streaming, podcasts). For faculty, the sheer breadth of digital media offers a rich opportunity to make it an integral, relevant, and meaningful part of the students' learning experience. Bluestone (2000) articulates the powerful influence of film in the instructional process:

Selected feature films integrated carefully into the curriculum can foster a variety of important skills for lifelong learning.... Feature films often make a wide range of issues relevant to a diverse student body. The more realistic, intimate quality of films further enhances students' ability to understand and apply concepts. Film analysis, when linked with key themes and issues covered in class, not only increase students' engagement in the course but also can help develop connected learning experiences and critical thinking skills. (p. 144)

This issue of *The Toolbox*, explores a variety of strategies for integrating digital media into the process of teaching and learning.

Finding and Using Electronic Media

In recent years, with the advent of iTunes, YouTube, and a variety of other electronic media providers, it has become remarkably simple to access a multitude of video resources that can be integrated into classroom instruction. Despite the quick and easy availability of digital media, however, faculty need to be aware of federal regulations pursuant to the Copyright Royalty and Distribution Reform Act (2004), which focuses on copyright in a variety of areas, including digital audio recording devices; media; and playing copied, rented, or purchased media resources in the classroom without a license. These regulations require that the performance occurs

- During one-on-one instruction between a teacher and student
- In a classroom or other setting devoted to instruction
- Under the auspices of a nonprofit organization (creating potential challenges in for-profit settings and online teaching)



Film is one of the three universal languages, the other two: mathematics and music. - Frank Capra



Movie-making is telling a story with the best technology at your disposal. -Tom Hanks



Of all of our inventions for mass communication, pictures still speak the most universally understood language.

-Walt Disney



Although not addressed directly by the regulations, as an added protection and a way of documenting the connection between the selected media and course learning outcomes, faculty should consider including information about the selected media, the date and time of the performance, and any related assignments within the context of the course syllabus.

Another standard that protects copyrights and allows for restricted use of copyrighted material without permission is the Fair Use Doctrine (1976), which is more stringent in relation to the recording of television programs for use in the classroom. For example, material used in a course

- Should be recorded by the institution rather than the faculty member
- May not be altered in any way
- Has a 10-day limitation on use
- Must be destroyed within 45 days

This provision of the law allows a window of opportunity for faculty to use educationally relevant and current materials appearing on television.

What remains somewhat nebulous is the legality of using video from other sources (e.g., YouTube) or specialized software that provides the user with the ability to download formatted versions of material for direct insertion into PowerPoint or Keynote presentations (e.g., TubeSock, www.keepvid.com). At present, it could be argued that these resources also fall under the Fair Use Doctrine. It would be prudent, however, to use the procedural guidelines outlined above when using these media.



Using Media in the Classroom

There are a number of creative ways that faculty can effectively employ digital media as a teaching resource. Pairing any of the following strategies with learning outcomes can enliven and enhance the pedagogical structure in a class.

PowerPoint and Keynote Presentations

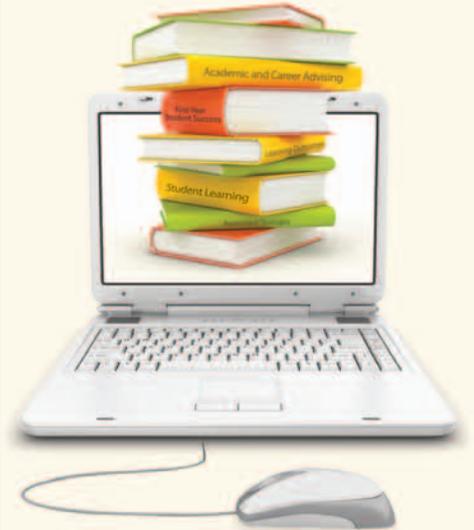
One of the more common ways of accessing and using digital media is to insert video or audio clips into PowerPoint or Keynote software presentations. This strategy provides a seamless way of using news programs, excerpts from television shows, songs, interviews, archival clips, and portions of commercially produced films to emphasize a teaching point or provide a touch point for dialogue and critical thinking.

Thematic Film Festivals

A sense of community can emerge from sharing the experience of watching a film together. Creating a film festival based on a theme and having students watch one or more

Online Courses

on The First-Year Experience[®]
and Students in Transition



Course Dates

March 7-April 8, 2011

Teaching That Informs and Transforms: Strategies and Techniques for Engaging and Challenging Today's Learners

Instructor: Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University

April 4-May 6, 2011

Models and Methods of Student Advising: Promoting Career and Academic Success and Transition

Instructor: Paul A. Gore, Jr.
Associate Professor of Educational Psychology and Student Success
Special Projects Coordinator
University of Utah

May 9-June 10, 2011

Proving and Improving: The Pillars of First-Year Assessment

Instructor: Jennifer R. Keup
Director of the National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

www.sc.edu/fye/oc

movies in class can encourage deeper engagement with course content and with each other. Although there will always be requests by students to rent and watch the movies on their own, part of the power of this strategy is the opportunity to watch a movie in community and then engage in conversations about the plot, the choices made by the characters, and the consequences of those choices. Possible themes and relevant films include

- Terrorism/peacemaking— *Paradise Now* (2007), *Rendition* (2007), *Unthinkable* (2007)
- Choices— *Seven Pounds* (2008), *Gran Torino* (2007), *Blood Diamond* (2006)
- Diversity issues— *The Blind Side* (2009), *The Soloist* (2009), *The Visitor* (2007)



Links to Classroom Management Systems

The use of classroom management systems (e.g., Blackboard, Moodle, CNet) is approaching standard practice in higher education. Although these resources are often used as a repository for syllabi, written resources and study guides, and online evaluations, they can also serve as a location for links to video and audio clips. Students can then access these supplementary resources 24/7 from either onsite or remote locations.

Student Response Assignments

The power and impact of the movie viewing experience can be enhanced by follow-up assignments requiring students to speak or write about their perceptions and thoughts regarding the film. Strategies to accomplish this task include asking students to

- Write a movie review of a class film(s)
- First read the book the movie was adapted from and then discuss the similarities and differences in the two versions of the story. Lists of books that have been made into movies can be found at www.booksmadeintomovies.com
- Compare and contrast the varying biases and perspectives depicted in multiple movies that focus on the same topic



Roll that video! Use digital media in your classroom this semester!

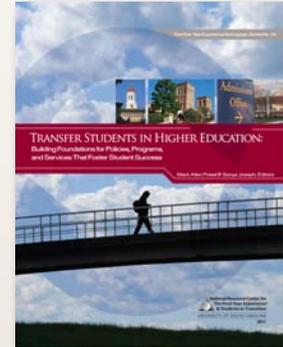
References

- Bluestone, C. (2000). Feature films as a teaching tool. *College Teaching*, 48(4), 141-146.
 Copyright Act of 1976, 17 U.S.C. § 107 (Fair Use Doctrine, 1976).
 Copyright Royalty and Distribution Reform Act, 17 U.S.C., § 110(1) (2004).

New Releases

2011

National Resource Center
 for The First-Year Experience® & Students in Transition
 UNIVERSITY OF SOUTH CAROLINA

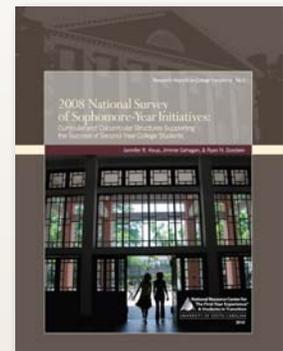


Monograph No. 54

Transfer Students in Higher Education: Building Foundations for Policies, Programs, and Services That Foster Student Success

Mark Allen Poisel and Sonya Joseph, Editors

ISBN 978-1-889-27171-2. \$35.00



Research Report No. 1

2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students

Jennifer R. Keup, Jimmie Gahagan, and Ryan N. Goodwin

ISBN 978-1-889-27172-9. \$20.00

For ordering information, please visit www.sc.edu/fye/pubs

WHAT'S HAPPENING

at The National Resource Center

Conferences and Continuing Education

Online Courses

The National Resource Center is embarking on new professional development opportunities for educators at colleges and universities by offering online courses on topics of interest in higher education. The courses are designed to provide participants with the same content and opportunities for interaction with peers and with the instructor as traditional (i.e., classroom-based) learning environments while taking advantage of pedagogy and teaching techniques that are not possible or common in those settings. The courses will use tools such as e-mail, threaded discussions/forums, listservs, and blogs. Courses are limited to 25 participants. For more information, visit www.sc.edu/fye/oc

Online Courses Offerings:

March 7-April 8, 2011

Teaching That Informs and Transforms: Strategies and Techniques for Engaging and Challenging Today's Learners

Facilitated by Brad Garner

April 4-May 6, 2011

Models and Methods of Student Advising: Promoting Career and Academic Success and Transition

Facilitated by Paul Gore

May 9-June 10, 2011

Proving and Improving: The Pillars of First-Year Assessment

Facilitated by Jennifer R. Keup

30th Annual Conference on The First-Year Experience

February 4-8, 2011

Atlanta, GA

Register by January 14, 2011 to receive the \$45 conference early registration discount!

The First-Year Experience conferences are meetings where educators from two- and four-year institutions come together to openly share ideas, concepts, resources, assessment tools, programmatic interventions, and research results focused on the first college year.

Registration and proposal information is available at www.sc.edu/fye/annual

14th Outdoor Orientation Program Symposium (OOPS)

Held in conjunction with the 30th Annual Conference on The First-Year Experience

February 5, 2011 (9:00 am - 4:30 pm)

Atlanta, GA

The Outdoor Orientation Program Symposium (OOPS) is a conference within a conference. Leading experts and practitioners involved in adventure-based, outdoor, wilderness, and extended orientation programs meet annually to share information in a one-day mini-

30th
Annual Conference
 on The First-Year Experience®
Supporting, Advancing, Improving
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February 4-8, 2011
 Atlanta, Georgia

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 Georgia Institute of Technology
 Kennesaw State University
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Featured speakers include:

- **Patrick Terenzini**, distinguished professor of higher education and senior scientist in the Center for the Study of Higher Education at The Pennsylvania State University
- **George R. Boggs**, president and CEO emeritus of the American Association of Community Colleges

www.sc.edu/fye/annual

 **National Resource Center for
 The First-Year Experience®
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 Center, it's conferences,
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conference with nine workshops and two keynote addresses. Presentations will include information on best practices, new program techniques, and nuts and bolts information that will help established and aspiring programs. A consistent focus at OOPS is a current update on research and assessment. Registration information for the symposium is available on the Annual First-Year Experience Conference registration form in the workshop section at www.sc.edu/fye/annual/Annual_Registration_2011.pdf

Save the Date

Institute on Transfer Student Success

April 17-19, 2011
Costa Mesa, CA

24th International Conference on The First-Year Experience

June 21-24, 2011
Manchester, England

18th National Conference on Students in Transition

October 8-10, 2011
St. Louis, MO

Institute on First-Year Success in the Community College

November 6-8, 2011
Cincinnati, OH

31st Annual Conference on The First-Year Experience

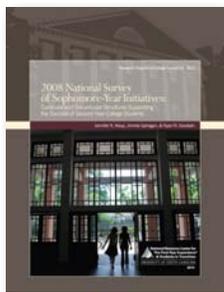
February 17-21, 2012
San Antonio, TX

25th International Conference on The First-Year Experience

July 16-19, 2012
Vancouver, British Columbia, Canada

Publications

The National Resource Center, with its partners, is pleased to announce the release of a sophomore-year research report and several new monographs focused on strategies for improving the transition into college.



Research Report No. 1

2008 National Survey of Sophomore-Year Initiatives

Jennifer R. Keup, Jimmie Gahagan, and Ryan N. Goodwin

As institutions have shored up retention in the first college year, they have become alarmed by the number of students failing to complete the second year. This new research report on the 2008 National Survey of Sophomore-Year Initiatives offers insights into the strategies being adopted to help sophomore students continue to learn, develop, and succeed in college. Ordering information can be found at www.sc.edu/fye/publications/rr/index.html



A biannual publication from the National Resource Center for The First-Year Experience® and Students in Transition

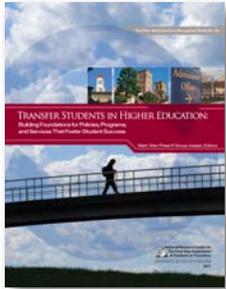
E-Source for College Transitions is a complimentary biannual electronic newsletter published by the National Resource Center for The First-Year Experience and Students in Transition.

Its primary purpose is to provide practical strategies for supporting student learning and success. Articles on a variety of topics related to student transitions are welcome, including those focusing on:

- > Strategies for addressing the first-year, sophomore, senior, and transfer transitions at different types of institutions
- > Innovative teaching strategies and programs addressing the needs of special student populations
- > Strategies for assessing student learning experiences, programs, or courses
- > Descriptions of institutional initiatives with demonstrated results
- > Descriptions of new and relevant print and online resources



Visit www.sc.edu/fye/esource to sign up for content alerts or view archived issues.



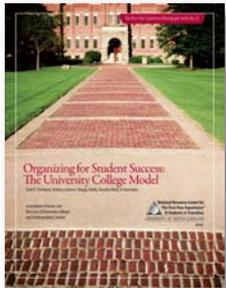
Monograph No. 54

Transfer Students in Higher Education: Building Foundations for Policies, Programs, and Services That Foster Student Success

Mark Allen Poisel and Sonja Joseph, Editors

Whether they swirl, double-dip, move forward, backward, or laterally, today's transfer students have multiple and complex enrollment patterns and comprise a significant and growing percentage of the college student population. This new monograph

presents what we know about transfer students, addresses assumptions and myths about the transfer experience, and explores the changing demographics of this student group. Adopting a student-centered approach, the volume offers strategies to begin (and continue) the work of serving students and creating transfer-friendly campus environments. Transfer issues are explored from the perspective of both sending and receiving institutions, and research, case studies, and best practices are provided to help institutions meet the challenges of enrollment, orientation, advisement, coordination of services, retention, and graduation of transfer students. To learn more or order a copy, visit www.sc.edu/fye/publications/monograph/monographs/ms054.html



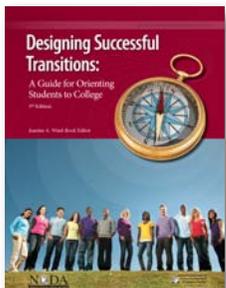
Monograph No. 53

Organizing for Student Success: The University College Model

Scott E. Evenbeck, Barbara Jackson, Maggy Smith, Dorothy Ward, and Associates

Produced in conjunction with the Association of Deans and Directors of University Colleges and Undergraduate Studies, this new monograph draws on data from more than 50 institutions to provide insight into how university colleges are organized,

the initiatives they house, and the practices in place to ensure their effectiveness. Twenty case studies from 15 different campuses offer an in-depth understanding of institutional practice. Ultimately, university colleges are not only a structure for organizing educational experiences but also a catalyst for creating institutional change. To learn more or order a copy, visit www.sc.edu/fye/publications/monograph/monographs/ms053.html



Newly Revised: Monograph No. 13

Designing Successful Transitions: A Guide for Orienting Students to College (3rd edition)

Jeanine A. Ward-Roof, Editor

For more than 15 years, *Designing Successful Transitions* has been an essential resource for orientation professionals and for other educators charged with ensuring that new students make a successful transition to college. Produced in conjunction with the National Orientation Directors Association, this new edition draws

on current research and practice to outline the basic organizational structures of orientation and their theoretical underpinnings while also discussing special considerations for diverse student populations, transfer students, nontraditional students, and parents and family members. The role of technology and assessment in orientation and orientation in the two-year institution are also addressed. New to this volume are chapters that focus on changing the campus culture and institutionalizing orientation; anticipating and managing crises; and extending the benefits of orientation through first-year seminars, service-learning, outdoor programs, and common reading programs. To learn more or order a copy, visit www.sc.edu/fye/publications/monograph/monographs/ms013.html

INSTITUTE ON
TRANSFER STUDENT
SUCCESS

Costa Mesa, California

April 17-19, 2011



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www.sc.edu/fye/transfer

and
SAVE THE DATE

18th National Conference on
Students in Transition

October 8-10, 2011
St. Louis, Missouri



NRC Exhibits and Presentations

Like many of you, the staff of the National Resource Center for The First-Year Experience and Students in Transition plan to be actively involved in the fall conference circuit. We are pleased to share the following upcoming opportunities to hear about the results of research studies conducted by the Center, learn about best practices, and to meet NRC staff members.

High-Impact Educational Practices: Strategies for Achieving 21st Century Learning Outcomes. Presentation by Tracy L. Skipper, NRC assistant director of publications, at the 2011 American College Personnel Association (ACPA) Convention; Baltimore, Maryland; March 29, 2011; 1:30-2:30 pm; Baltimore Convention Center, Room 349.

First-Year Seminars at 2-Year Colleges: Data Informed Design. Research presentation by Jennifer R. Keup, NRC director, at the 2011 AACCC Annual Convention; New Orleans, Louisiana; April 9–12, 2011; New Orleans Ernest N. Morial Convention Center and the Hilton Riverside Hotel.

New Evidence on the First-Year Seminar: Assessing and Evaluating Seminar Objectives, Topics, Innovations, and Learning Outcomes. Roundtable presentation by Ryan D. Padgett, NRC assistant director for research, grants, and assessment, at the 2011 Association of Institutional Research; Toronto, Ontario, Canada; May 21–25, 2011.

Awards

ACPA Diamond Honoree – Joseph B. Cuseo



Joseph B. Cuseo has been selected by the American College Personnel Association (ACPA) Foundation as a member of their 2011 Class of Diamond Honorees. **The Diamond Honoree Program**, established by the ACPA Foundation in 1999, is both a recognition program and a fund raising activity. Those recognized as Diamond Honorees are selected by the Foundation Board of Trustees for their outstanding and sustained contributions to higher education and to student affairs. Cuseo will be honored during the Foundation's Diamond Honoree Ceremony and Reception, March 28, 2011, at the ACPA International Convention in Baltimore. He is one of just 17 to be inducted into the honor roll of the Foundation's Diamond Honorees.

2014 Cohort of the NRC Advisory Board

The National Resource Center is pleased to announce its newest advisory board appointees, whose terms end in 2014. Board members serve in a consultative role for the Center giving advice and contributing suggestions for publications, marketing and funding strategies, research topics, and conference speakers, as well as authoring articles for NRC publications. Members include leaders and experts in higher education representing a variety of institutional types, professional associations, and research centers. The board consists of 16 advisors serving terms staggered over a four-year period. The contributions of these individuals have been and continue to be vital to NRC's work in improving the lives of students. The newest board members are

- Susan Albertine, vice president of the Office of Engagement, Inclusion, and Success, Association of American Colleges and Universities
- David T. Harrison, president, Columbus State Community College
- Robert D. Reason, associate professor of higher education and senior research associate, Center for the Study of Higher Education, Penn State
- Barbara Tobolowsky, assistant professor in the Educational Leadership and Policy Studies Department, University of Texas at Arlington

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The Toolbox

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The Toolbox is an online professional development newsletter offering innovative learner-centered strategies for empowering college students to achieve greater success. The newsletter is published six times a year by the National Resource Center for The First-Year Experience® and Students in Transition at the University of South Carolina, Columbia, SC.

The online subscription is free. To register for newsletter alerts and access back issues, please visit www.sc.edu/fye/toolbox

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