Using Multimedia Carrots to Attract Faculty to a Strategic Initiative

Adam Brimer, Susannah Finley, & Miriam Larson
How to encourage engagement?

What we’ll address today…

• Problem: how to encourage client engagement to learn quality course design?
• Description of a strategic initiative
• The Process (consultations, MOU, reviews)
• Production workflow and scheduling
• Challenges: Internal coordination, Client availability, Project scheduling, Accessibility, COVID-19
• Solutions
• Resources, interactive exercise, questions
First, we’d like to hear from you!

Quick Poll:
What are your successes and challenges in efforts to engage clients?

To respond, visit:
tiny.utk.edu/olc2020poll
Background: A Strategic Initiative

• Jumpstart Program to encourage engagement of Clients in efforts to produce quality online courses
• Faculty (13-20/cohort) nominated by their department; some w/incentives
• Completed a four-module, asynchronous course on quality course design
• Feedback/guidance from instructional designers
• Services of a Multimedia Team

Welcome to the Online Course Jumpstart Training! The Office of Information Technology (OIT) and Online Programs have partnered to develop this experience for you.
The Carrot: Multimedia Course Elements
Our Overall Strategy Based on Design Thinking

- Examine needs from faculty viewpoint
- Define the problem (articulate and confirm it)
- Ideation (collaborative brainstorming) with faculty
- Agile prototype development
- Review and testing
- Revision per feedback; deliver final product

Also: consider sustainability (providing clients with "tools to fish")
The Process: Multimedia Consultations (1 of 2)

- Meetings scheduled via Canvas after completion of Jumpstart assignments
- Client encouraged to view examples prior to meeting
- Meetings twice daily, four-five times/week
- Client, IDs, and multimedia team met to identify needs and desired multimedia
- Informed Client of our 10-week production window; followed up with a Memorandum of Understanding (MOU)
The Process: Multimedia Consultations (2 of 2)

Conduct of the meetings:

• Allowed Client to first provide their “vision” for their course, their challenges, complex topics, and sources of frequent student emails
• Each MM team member described the elements they could help with, highlighting previous work
• Discussion of possibilities
• Summary of understanding
The Memorandum of Understanding (MOU)

• Served as our contract with the faculty member

• Detailed milestones to provide a roadmap

• With 13-20 clients, MOU kept us focused and allowed us to say “no”

• Missed content deadlines carried the risk of delaying or canceling multimedia elements

• Tight schedule – little time/capacity to stray far from deadlines

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**Memorandum of Understanding (MOU)**

- **Parties to this agreement**
  - The OIT Jumpstart Multimedia Team, represented by Adam Brimer, Susannah Finley, and Miriam Larson
  - Dr. John Doe (Client), Professor, Journalism & Electronic Media, UTK

- The OIT Jumpstart Multimedia Team will provide the following deliverables to the Client for use in the course, JRM 007 (or other course desired), in a timely manner per a mutually-acceptable schedule. (See proposed milestones, below.)

- Dr. Doe agrees to provide the content and assets identified below to aid in the design and production of these deliverables and to review deliverables in a timely manner, and the Multimedia Team will contribute additional content and assets, as needed, to fulfill the agreed-upon scope of the project deliverables.

- **Project Deliverables (OF supplied) and the necessary Content Assets (Client supplied) follow:**

**Multimedia Element**

<table>
<thead>
<tr>
<th>Description &amp; Required Content from Client (see schedule milestones, below)</th>
<th>MOU Team Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Orientation Video (~5 min.)</td>
<td>Adam Brimer (<a href="mailto:brimerg@utk.edu">brimerg@utk.edu</a>)</td>
</tr>
<tr>
<td>To provide a general overview of the course and major topics to be addressed. Will introduce Dr. Doe and topics of authority, credibility, and narrative interest. Dr. Doe to provide a copy and any pertinent graphics to be included and will make a video shoot appointment.</td>
<td></td>
</tr>
<tr>
<td>Second Video (~5 min.)</td>
<td>Adam Brimer</td>
</tr>
<tr>
<td>To be determined by Dr. Doe. Options discussed for secondary video: historic background photo/wire story, or interview with experts. Dr. Doe to make final decision and make shoot appointment on the Jumpstart Events calendar.</td>
<td></td>
</tr>
<tr>
<td>Interactive Activity #1: Instructional Map Interaction. To present instruction on freedom of the press across the world. Dr. Doe to send content and details of any associated assignments.</td>
<td>Miriam Larson (<a href="mailto:mlarson2@utk.edu">mlarson2@utk.edu</a>)</td>
</tr>
<tr>
<td>Interactive Activity #2: An Interactive Timeline. To present content related to journalism through time. Dr. Doe to provide key dates, titles for the events, brief event descriptions, and descriptions of depicted images.</td>
<td>Miriam Larson</td>
</tr>
<tr>
<td>Course Banner &amp; Card, Client to provide examples of desired image styles and/or Shutterstock.com image numbers/URLs, and/or list of potential images to use. PowerPoint Templates, Help sourcing images, and Visual Design Consultation. Any additional graphics need to be labeled.</td>
<td>Miriam Larson</td>
</tr>
</tbody>
</table>

**INTERDEPENDENCIES**

- There may be interdependencies between the work of the graphic designer and the video producer. The interaction designer, depending on final decisions made by Dr. Swan

**PROPOSED SCHEDULE MILESTONES (Faculty responsibilities shaded in yellow)**

- **Week 1: Faculty and OIT Brainstorm Together**
  - OIT, industry, and faculty meet to decide details and brainstorm ideas

- **Week 1-2: Faculty sends details/iterations to OIT**
  - OIT sends draft ideas to faculty
  - OIT sends any necessary changes to faculty, and/or approved

- **Week 3-4: Faculty to schedule 2 video shoot appointments in Chennai**

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In the picture, there is a slide from a presentation with a table and text. The table is labeled **Multimedia Element** and includes columns for **Description & Required Content from Client**, and **MOU Team Liaison**. Additionally, there is a section for **INTERDEPENDENCIES** that mentions potential interdependencies between the work of the graphic designer and the video producer. The slide also includes a proposal for a scheduled timeline with milestones listed for Weeks 0 and 1-2.
## Production Scheduling and Workflow

### Overall MM Scheduling
- Tracked progress with Microsoft O365 planner app
- Tracked with Excel spreadsheet for entire MM team & ID

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Status</th>
<th>ID</th>
<th>ID</th>
<th>Graphic Designer</th>
<th>Interaction Designer and Site</th>
<th>Week (and reminder date)</th>
<th>MM Meeting Date Time</th>
<th>Confirmation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty #1</td>
<td>Science 101</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>Designer 2</td>
<td>ID 1 - in development</td>
<td>Week 2 (remind July 27)</td>
<td>9/13:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #2</td>
<td>Religion 999</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>Designer 3</td>
<td>ID 1 - in development</td>
<td>Week 2 (remind July 27)</td>
<td>9/14:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #3</td>
<td>English 865</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 3 (remind Aug 23)</td>
<td>8/20:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #4</td>
<td>Language 123</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>7</td>
<td>8</td>
<td>Designer 2</td>
<td>ID 1 - interaction 1 approved</td>
<td>Week 4 (remind Aug 30)</td>
<td>8/25:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #5</td>
<td>Science 111</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>9</td>
<td>10</td>
<td>Designer 2</td>
<td>ID 1 - interactions delivered</td>
<td>Week 5 (remind Aug 17)</td>
<td>9/3:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #6</td>
<td>Religion 999</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 1 (remind July 20)</td>
<td>8/7:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #7</td>
<td>English 615</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>13</td>
<td>14</td>
<td>Designer 2</td>
<td>ID 1 - interactions delivered</td>
<td>Week 2 (remind Aug 24)</td>
<td>8/18:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #8</td>
<td>Journalism 777</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>15</td>
<td>16</td>
<td>Designer 2</td>
<td>ID 1 - interactions delivered</td>
<td>Week 3 (remind Aug 30)</td>
<td>8/27:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #9</td>
<td>Language 254</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>17</td>
<td>18</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 4 (remind Aug 31)</td>
<td>9/3:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #10</td>
<td>Law 907</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>19</td>
<td>20</td>
<td>Designer 2</td>
<td>ID 1 - interaction 1 approved</td>
<td>Week 1 (remind July 27)</td>
<td>8/7:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #11</td>
<td>Finance 422</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>Designer 2</td>
<td>ID 1 - interaction 2 approved</td>
<td>Week 2 (remind July 27)</td>
<td>8/11:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #12</td>
<td>Science 222</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>23</td>
<td>24</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 3 (remind Aug 30)</td>
<td>8/18:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #13</td>
<td>English 501</td>
<td>Fall 2021</td>
<td></td>
<td></td>
<td>25</td>
<td>26</td>
<td>Designer 2</td>
<td>ID 1 - in development</td>
<td>Week 4 (remind Aug 31)</td>
<td>9/18:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #14</td>
<td>Chemistry 360</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>27</td>
<td>28</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 5 (remind Aug 17)</td>
<td>9/25:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #15</td>
<td>Canceled / Moved</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>29</td>
<td>30</td>
<td>Designer 2</td>
<td>ID 1 - interactions delivered</td>
<td>Week 6 (remind Aug 24)</td>
<td>9/28:10am</td>
<td>Already Met</td>
</tr>
<tr>
<td>Faculty #16</td>
<td>Canceled / Moved</td>
<td>Spring 2023</td>
<td></td>
<td></td>
<td>31</td>
<td>32</td>
<td>Designer 2</td>
<td>ID 1 - pending client action</td>
<td>Week 7 (remind Aug 31)</td>
<td>9/28:10am</td>
<td>Already Met</td>
</tr>
</tbody>
</table>

**Summary:**
- **Faculty #1:** Science 101 (ID 1 - in development)
- **Faculty #2:** Religion 999 (ID 1 - in development)
- **Faculty #3:** English 865 (ID 1 - pending client action)
- **Faculty #4:** Language 123 (ID 1 - interaction 1 approved)
- **Faculty #5:** Science 111 (ID 1 - interactions delivered)
- **Faculty #6:** Religion 999 (ID 1 - pending client action)
- **Faculty #7:** English 615 (ID 1 - interactions delivered)
- **Faculty #8:** Journalism 777 (ID 1 - interactions delivered)
- **Faculty #9:** Language 254 (ID 1 - pending client action)
- **Faculty #10:** Law 907 (ID 1 - interaction 1 approved)
- **Faculty #11:** Finance 422 (ID 1 - interaction 2 approved)
- **Faculty #12:** Science 222 (ID 1 - pending client action)
- **Faculty #13:** English 501 (ID 1 - in development)
- **Faculty #14:** Chemistry 360 (ID 1 - pending client action)
- **Faculty #15:** Canceled / Moved (ID 1 - interactions delivered)

**Notices:**
- **Week 1:** Remind July 20
- **Week 2:** Remind July 27
- **Week 3:** Remind Aug 23
- **Week 4:** Remind Aug 30
- **Week 5:** Remind Aug 17
- **Week 6:** Remind Aug 24
- **Week 7:** Remind Aug 31

**Meeting Status:**
- Confirmed
- Not Confirmed
- Remind Sent
- Already Met
- Rescheduled
- Canceled / Moved

**Week for MOU Consult:**
- Week 1 (remind July 20)
- Week 2 (remind July 27)
- Week 3 (remind Aug 23)
- Week 4 (remind Aug 30)
- Week 5 (remind Aug 17)
- Week 6 (remind Aug 24)
- Week 7 (remind Aug 31)
Video Workflow

Course introduction (required)
• Overview of course, introduces instructor, expectations

Secondary video (optional)
• Can be anything. Something that illustrates a difficult concept
**Video Workflow**

**Overall Video Scheduling**
- Tracked progress with Microsoft MS Planner app for video team
- Tracked with Excel spreadsheet for entire MM team & ID
- Scheduled videos over an 8-week period to spread things out.
- Faculty signed up for filming dates via Canvas and we stuck with it
- One filming session per video produced.
- Each typically took 1-2 hours, but some took much longer.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Multimedia Dependency</th>
<th>Intro Status</th>
<th>Video 1 scheduled/not scheduled</th>
<th>Video 1 Date</th>
<th>Secondary Status</th>
<th>Video 2 scheduled/not scheduled</th>
<th>Video 2 Date</th>
<th>Video Signup</th>
<th>Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty #1</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 13 - 9:30am</td>
<td>Waiting for Script</td>
<td>Scheduled</td>
<td>Oct 20 - 9:30am</td>
<td></td>
<td>9/25 - 10/1</td>
</tr>
<tr>
<td>Faculty #2</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 8 - 9:30am</td>
<td>Waiting for Script</td>
<td>Scheduled</td>
<td>Oct 15 - 1:30pm</td>
<td>9/22 - 10/8</td>
<td></td>
</tr>
<tr>
<td>Faculty #3</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 8 - 1:30pm</td>
<td>Waiting for Script</td>
<td>Scheduled</td>
<td>Oct 13 - 1:30pm</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
<tr>
<td>Faculty #4</td>
<td>Video may be in German.</td>
<td>Scheduled</td>
<td>Oct 22 - 1:30pm</td>
<td>Waiting for Script</td>
<td>Scheduled</td>
<td>Nov 24 - 9:30am</td>
<td>10/09 - 10/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty #5</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 1 - 1:30pm</td>
<td>In Review</td>
<td>Scheduled</td>
<td>Oct 6 - 1:30pm</td>
<td>9/9 - 9/24</td>
<td></td>
</tr>
<tr>
<td>Faculty #6</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Sep 25 - 9:30am</td>
<td>Editing</td>
<td>Scheduled</td>
<td>Sep 30 - 9:30am</td>
<td>9/2 - 9/24</td>
<td></td>
</tr>
<tr>
<td>Faculty #7</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 7 - 9:30am</td>
<td>Filmed</td>
<td>Scheduled</td>
<td>Oct 14 - 1:30pm</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
<tr>
<td>Faculty #8</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Oct 21 - 1:30pm</td>
<td>Script in Editing</td>
<td>Scheduled</td>
<td>Nov 4 - 1:30pm</td>
<td>10/13 - 10/20</td>
<td></td>
</tr>
<tr>
<td>Faculty #9</td>
<td></td>
<td></td>
<td>Approved</td>
<td>Mar 2 - 1:30pm</td>
<td>Approved</td>
<td>Approved</td>
<td>Mar 30 - 1:30pm</td>
<td>9/9 - 9/24</td>
<td></td>
</tr>
<tr>
<td>Faculty #10</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Sep 22 - 1:30pm</td>
<td>Canceled / Moved</td>
<td>Canceled / Moved</td>
<td>Sep 29 - 1:30pm</td>
<td>9/25 - 10/1</td>
<td></td>
</tr>
<tr>
<td>Faculty #11</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Nov 4 - 9:10am</td>
<td>Canceled / Moved</td>
<td>Canceled / Moved</td>
<td>Nov 11 - 9:30am</td>
<td>10/20 - 11/5</td>
<td></td>
</tr>
<tr>
<td>Faculty #12</td>
<td></td>
<td></td>
<td>Approved</td>
<td>Nov 4 - 9:10am</td>
<td>Approved</td>
<td>Approved</td>
<td>Nov 11 - 9:30am</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
<tr>
<td>Faculty #13</td>
<td></td>
<td></td>
<td>Scheduled</td>
<td>Nov 4 - 9:10am</td>
<td>Approved</td>
<td>Approved</td>
<td>Nov 11 - 9:30am</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
<tr>
<td>Faculty #14</td>
<td></td>
<td></td>
<td>Approved</td>
<td>Nov 4 - 9:10am</td>
<td>Approved</td>
<td>Approved</td>
<td>Nov 11 - 9:30am</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
<tr>
<td>Faculty #15</td>
<td></td>
<td></td>
<td>Approved</td>
<td>Nov 4 - 9:10am</td>
<td>Approved</td>
<td>Approved</td>
<td>Nov 11 - 9:30am</td>
<td>9/29 - 10/15</td>
<td></td>
</tr>
</tbody>
</table>

**VIDEO STATUS**
- Not Scheduled
- Waiting for Script
- In Review
- Scheduled
- Script Finalized

**Primary Colors**
- Red: Complete video shoots (4-6 weeks)
- Yellow: Complete video shoots (4-6 weeks)
- Green: Complete video shoots (4-6 weeks)
- Blue: Complete video shoots (4-6 weeks)

**Secondary Colors**
- Red: Video script edits due back to faculty for final review (3 weeks)
- Yellow: Video script edits due back to faculty for final review (3 weeks)
- Green: Video script edits due back to faculty for final review (3 weeks)
- Blue: Video script edits due back to faculty for final review (3 weeks)

**Actions**
- Provide initial video drafts for review (7 weeks)
- Provide initial video drafts for review (7 weeks)
- Provide initial video drafts for review (7 weeks)
- Provide initial video drafts for review (7 weeks)
Video Workflow

Scripts
• Written by faculty, we edit, they approve
• < 5 minutes
• Due 2 weeks prior to filming

Filming
• In studio / on location
• On Zoom (more on this later)

Editing / Review Process
• In following weeks after filming
• Shared videos via Frame I/O

Delivery
• Once approved, provide download link to faculty
Video Tour
Multimedia Interaction Workflow

• Two interaction designers per cohort
• Use templates designed in Articulate Storyline; some HTML5 coding
• Frequently must customize to address client content
• Provide link to example bank in a Rise course
• Dialogue about needs, areas of learner confusion, and source of multiple emails
• Client provides content, we provide early prototype for review
• Revise, publish out, and deliver (or place in Canvas)
• Sustainability support: Offer faculty use of an iteration of UCF's Materia to create their own interactions
MM Interaction Scheduling

- Both interaction designers were also serving as primary or secondary IDs
- Made sense to include status in the MS Planner that other IDs were using
- Added more detailed tasks to MS Planner
- Reminders of late tasks emailed to MM designer
- Also update status in overall Excel spreadsheet for cohort
Multimedia Interaction Tour

Let's take a look at some interaction examples.
Graphic Design Workflow

• For each cohort, graphic designers selected 5-7 faculty each
• Faculty members eligible for up to 20 hours graphic design, plus 2.5 hours each for video and interactivity support; 2-5 hours estimated for meetings
• Designers met with faculty to customize the course visual style

<table>
<thead>
<tr>
<th>Visual Design/Development Tasks</th>
<th>Hours Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings/Planning</td>
<td>2-5 hours</td>
</tr>
<tr>
<td>Banners and Course Cards</td>
<td>2-5 hours</td>
</tr>
<tr>
<td>Visual Design Support</td>
<td>15 hours</td>
</tr>
<tr>
<td>Visual Design for Video Support</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Visual Design for Multimedia Support</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Total:</td>
<td>24-30 hours</td>
</tr>
</tbody>
</table>
Graphic Design Workflow

• All graphic designers had responsibilities outside of cohort development; time management and communication were critical

• Some faculty “maxed out” their support and others declined assistance, introducing variability

• Requested graphics reflected variety in subject matter, teaching style, personality, and faculty priorities

• Deliverables: Mood boards, color schemes, font options, images, Canvas homepage banners, module banners, infographics, diagrams, icons, etc.!
Graphic Design Scheduling

- Coordination, Milestones, Hours Tracking created in collaboration with designers
- Weekly designer meetings to address progress, barriers, surprises, successes
- Designers scheduled individually with faculty to clarify requests and meet project milestones
- Flexibility during crunch times
Graphic Design Tour

• Examples: https://tiny.utk.edu/olc-examples
Color Palette 1
Generated from this image:

Color Palette 2
Generated from this image:

Color Palette 3
Generated from this image:

Color Palette 4
Generated from this image:
Intro to African Studies

It’s the person, the people, the groups, the languages, values and beliefs that make a place.

Font Options

Intro to African Studies

It’s the person, the people, the groups, the languages, values and beliefs that make a place.
The Wide, Wonderful World of Psychology
WHAT DO PSYCHOLOGISTS DO AND HOW DO THEY THINK?

Applying the Science of Psychology to College Success
WHAT CAN WE LEARN ABOUT COLLEGE SUCCESS FROM PSYCHOLOGICAL SCIENCE?
Chocolate flavor: bean to bar

1. Roasting
   - Cacao beans are roasted to develop flavor.

2. Harvesting
   - Cacao fruit is harvested and dried.

3. Shelling
   - Cacao shells are removed.

4. Fermentation
   - Cacao is left to ferment for 2 to 3 days.

5. Drying
   - Cacao is dried to remove moisture.

6. Cracking and winnowing
   - Cacao beans are cracked and winnowed to remove chaff.

7. Refining
   - Cacao is refined to remove excess fat and sugars.

8. Melting
   - Cacao is melted to create a smooth texture.

9. Tempering
   - Cacao is tempered to stabilize the chocolate.

10. Coating
    - Cacao is coated to create a smooth finish.

11. Infographics
    - Designed by Meg Erlewine

(Also, frenchbroadchocolates.com is very good!)
Preparing for the Online Course
Creating Useable Instructions
Composing Successful Job Applications
Writing Helpful Progress Reports & Designing Informative Descriptions
Crafting Successful Proposals
Writing Readable Reports

Custom Banners and Icons
Project Challenges

- Coordination of internal dependencies
- Client availability
- Client project scheduling, holidays
- Staying flexible
- Accessibility
- Copyright
- COVID-19
Solutions: Internal Dependencies = MM Collaboration

- Coordination of internal dependencies
- Examples:
  - Icons used in Video, Interaction, and Canvas course
    - Complex diagrams animated in MM interactions
    - Color schemes used across all MM elements
  - Adjustment of due dates to accommodate long-lead items (on-going)
  - Inclusion of dependencies on MOU
Solutions: Client Availability & Scheduling

- **Client availability**
  - Variation in faculty incentives offered by departments; for some, Jumpstart a stretch
  - Meeting via Zoom vs. Face-to-face

- **Multiple client projects, holidays:**
  - Adjusted requirements for content from faculty for each type of MM element – continuing to evaluate and adjust
  - Schedule accommodations for Winter holidays – productivity unpredictable (some faculty wanted to accomplished a lot; others nothing)
  - Accounted for MM team holiday leave

- **Consultation scheduling adjustments:**
  - Consultations originally 2x/day every day of the week
  - Changed to once a day, 3x weekly: Tues., Wed., & Thurs. for 1.5 hours, (freed up time for production)
Solutions: Staying flexible

• For graphic design development, expected to develop Canvas homepage banners, PowerPoint/Word Templates, custom instructional graphics.
• In practice, many hours went to discussing/resolving copyrighted images, developing banners for course modules/units, creating infographics/diagrams, creating icons, sourcing images.
• During the first cohort, the visual design coordinator met with all 20+ faculty and then transferred information to the graphic designers. This provided standardization, but did not save time. For subsequent cohorts, graphic designers attended faculty meetings directly.
Solutions: Accessibility

• Measures taken for Video:
  ○ Closed captioning / Multilingual captioning
  ○ Color schemes on screen should be accessible
  ○ Fonts on screen should be sized/colored correctly for accessibility

• Measures taken for MM Interactions:
  ○ Creation of accessible templates
  ○ Captions, alt text, and tab order
  ○ Testing
  ○ Continuing issue due to frequent changes to Storyline accessibility

• Measures taken for Graphic Design:
  ○ Color schemes, contrast and readability, alt tags, etc.
Solutions: Copyright? Use Open Educational Resources (OER)

- Examine needs of faculty and content
- Promote awareness of Open Educational Resources (OER)
- Provide clients with links to OER; suggest possible open texts
- Incorporate OER into products and encourage faculty to continue
- Network with library staff
COVID-19 Adaptations

Video Production at Home
• Used iPhones/Androids to film
• Consulted on setup pre-filming
• Conducted filming via Zoom
• Script shared via Zoom
• Left them with lasting filming skillset

Video Production in Studio
• In person resumed over Summer if willing
• Lots of safety precautions
• Masks, wipe downs, hand sanitizer, face shields, etc.
COVID-19 Adaptations
Interactive Exercise

1. Download the MOU template and date generator: tiny.utk.edu/olc2020resources
2. Identify elements that fit or don’t fit your projects and start editing
3. Chat or unmute to let us know what you find most valuable!