

## **Chapter IX**

# **Design, Produce, and Distribute Educational Multimedia Products**

*ISTE NETS\_T, I. Technology operations and concepts*

*Teachers demonstrate a sound understanding of technology operations and concepts.*

*ISTE NETS\_T, IV. Assessment and evaluation*

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.*

*ISTE NETS\_T, V. Productivity and professional practice*

*Teachers use technology to enhance their productivity and professional practice.*

*Chapter objective: The teacher knows how to design, produce, and distribute multimedia products.*

In 1945, Vannevar Bush proposed a “memex” machine that would let people quickly access items of information whose meanings were connected. The term hypermedia now refers to linked media or interactive media. In 1960, Ted Nelson coined the term hypertext to describe a database he developed called Xanadu, based on Bush’s earlier concept of hypermedia. In the system, items of information from all over the world were logically connected with hypertext links. Over the years, hypermedia has been redefined as “hypertext” with links not only to text, but also to other forms of media: sounds, graphics, movies/video, animation. The term hypertext is now commonly used to refer to HTML-coded references that point to other Web pages.

Today, the term multimedia can refer to a combination of different media types including text, pictures, sounds, video clips, and animation. Multimedia clips pulled into *HyperStudio*, *PowerPoint*, or *AppleWorks* can have an amazing impact when combined with music. Students will discover the power of mixing music and audio files with still or video images as they create multimedia projects for history, language arts, or science classes. The current trend in most software packages is to include all the features of multimedia. The widespread uses of multimedia systems in education suggest an even stronger reliance on these products in the classroom of the future.

It is important for technology application teachers to have a broad understanding of multimedia authoring programs, including specific knowledge of input/output devices, project dissemination, viewers or plug-in software for multimedia projects, general design principles, and evaluations of multimedia projects.

## **Multimedia Authoring Programs**

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Experts recognize presentation of information within a multimedia format as effective and desirable (Howard & Taylor, 2005). Therefore, teachers should have specific knowledge of multimedia presentations so they can help students with multimedia presentations.

The term authoring suggests writing. Companies design multimedia authoring programs so teachers and students can produce courseware and programs. These authoring programs help the user develop computer programs in computer languages that can be otherwise quite difficult to learn (Howard & Taylor, 2005). With the help of some authoring software, students can combine writing activities with color illustrations and sounds. Other authoring systems produce attractive multimedia projects, electronic presentations, banners, and posters. Most multimedia authoring programs contain tools for the creation, recording, editing, and transfer of multimedia. The products of the authoring software range from simulations to tutorials. Although

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