

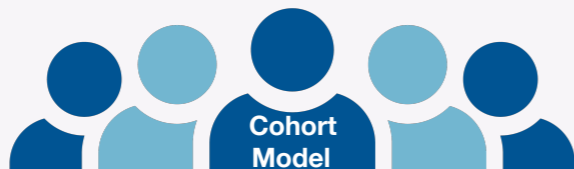
Johns Hopkins University  
School of Education

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Online, Asynchronous  
EdD Program

Carey Borkoski, Ph.D., Ed.D.  
Laura Quaynor, Ph.D.  
Laura Flores Shaw, Ed.D.

Entrepreneurial Leadership  
Urban Leadership  
Mind, Brain, and Teaching  
Instructional Design in OTL  
Technology Integration in K-16



## MAYER'S (2017) MULTIMEDIA E-LEARNING DESIGN PRINCIPLES:

<b>Coherence</b> Exclude irrelevant material.	<b>Redundancy</b> Use graphics + narration, not graphics + narration + text.	<b>Signalling</b> Highlight essential material.	<b>Spatial Contiguity</b> Place words next to graphic.	<b>Temporal Contiguity</b> Narration and graphics appear simultaneously.	<b>REDUCE EXTRANEOUS PROCESSING</b>
<b>Segmenting</b> Provide self-pacing modules.		<b>Pre-training</b> Provide key terms prior to lesson.		<b>Modality</b> Present information shown graphically also in verbal form.	<b>MANAGING ESSENTIAL PROCESSING</b>
<b>Personalization</b> Use conversational rather than formal style.		<b>Voice</b> Human voice narration is better than computer voice.		<b>Embodiment</b> Draw graphics as you explain content.	<b>GENERATIVE PROCESSING</b>

## BRIDGING MEDIA

(Borkoski & Donaldson, 2019)

### ONLINE AUDIO AND VIDEO

Used in JHU SOE's online, asynchronous EdD program in courses and Writing Clinic to:

## WRITING CLINIC

INTERACTIVE GRAPHIC  
[Genially](#)

VIDEO TUTORIAL  
Windows Photo Editor

Click to view!

## COURSES

### FOSTER CONNECTIONS:

- ▶ During student on-boarding and transitioning (Schlossberg, 1981).
- ▶ Promote sense of belonging within a scholarly community, reducing students' sense of transactional distance (Brookfield & Preskill, 2005).

▶ Creating an inclusive social presence for critical thinking and discourse, key components of a community of inquiry (Garrison, 2017).

**EVIDENCE** Borkoski, Donaldson, & Caldwell (in press) collected EdD student data, which showed bridging media strengthened students' sense of community and belonging.

### PROMOTE DEEP LEARNING:

- ▶ Use media to connect prior knowledge to new (Anderson, 2008; Huang, 2002, Lajoie, 2014).
- ▶ Media tool use can promote critical discourse via creation of low risk, common ground groups to consider, interpret, and discuss (Ke, 2010; van Es, 2012).

▶ Supporting cognitive presence—critical reflection and discourse—within a community of inquiry (Garrison, 2017).

**EVIDENCE** Borkoski, Donaldson, & Caldwell (in press) found bridging media promoted scholarly dialogue.

**VIDEO ANNOUNCEMENT**  
[bigvu.tv](#)  
[ClipMic Digital](#)  
Keynote  
iMovie  
iPad

**VIDEO PRESENTATION**  
[bigvu.tv](#)  
[ClipMic Digital](#)  
Keynote, Adobe Stock  
iMovie  
iPad

**VIDEO PRESENTATION**  
[educreations.com](#)

**AUDIO MESSAGE**  
Voice Memo on iPhone  
or audio only of [Zoom](#)  
recording

Borkoski, C., Donaldson, S., & Caldwell, K. (in press). Continuous improvement to an online doctoral course: Cultivating a sense of community and scholarly conversation. *Journal on Excellence in College Teaching*.