

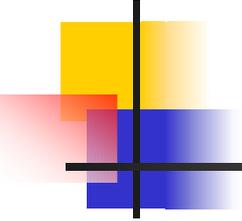
Developing a Multimedia CD: Lessons Learned and How Users Responded to This New Learning Approach

Project Members – Oregon

State University Extension Service

- | | |
|---------------------|------------------|
| √ Ellen Schuster | √ Steven Dodrill |
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FNS National Nutr. Ed. Conference, 2/25/03



The Product

- Web-based CD staff training module using animation, photos, video segments, narration, teaching tips and links to print-ready Web materials
- Focused content – about 40 minutes
- Eliminates need for storage of bulky training materials

Helping Teen Parents Feed Their Young Children

A multimedia learning module for those who teach teen parents how to feed their children



**OREGON STATE UNIVERSITY
EXTENSION SERVICE**

Click to begin:

[Multimedia Version](#) (technical requirements)

[Text Version](#) (requires Internet connection)

Produced by:

[Oregon State University Extension Service](#)

[Family & Community Development Program](#)

[Food and Nutrition Training](#)

Version 1.0 May, 2002

[Credits and Contact Information](#)
[Disclaimer](#)

Helping Teen Parents Feed Their Young Children



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[Teaching Tips](#)

[Movies](#)

[Resources](#)

[Credits](#)



Welcome. I hope you enjoy this learning module. Several Oregon State University faculty and staff worked together with community partners to produce this program. To begin click *How to get started*.

*Ellen Schuster
OSU Nutrition and Food Specialist
Extension Family and Community Development*

[How to get started](#)

Helping Teen Parents Feed Their Young Children



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Introduction

Welcome message and information about how to use the module.

About Teen Parents

What are teen parents' lives like?

Message 1: Food Choices

Parents and children both have choices when it comes to food.

Message 2: Children Watch

Children watch their parents. The food choices parents make influence their children.

Message 3: Sharing Mealtime

Sharing mealtime is one of the nicest family traditions parents can create for their children.

Resources

Credits

Helping Teen Parents Feed Their Young Children

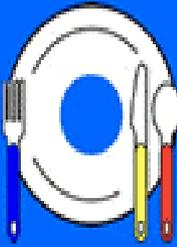


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TEACHING TIPS

The following links open teaching tip sheets (pdf format) in a separate window.

1. [LEARNING STYLES OF E-AGE TEENS](#)
2. [WORKING WITH HARD-TO-REACH ADOLESCENTS](#)
3. [THAT'S NORMAL BEHAVIOR](#)
4. [LET'S GET REAL!](#)
5. [KEEPING IT POSITIVE](#)
6. [CONDUCTING EFFECTIVE DISCUSSIONS](#)
7. [WORKING WITH LOW LITERACY LEVELS & DEVELOPMENTALLY DELAYED](#)

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Helping Teen Parents Feed Their Young Children



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The following links play the short movies shown in this module.



[Ellyn Satter Video: A Father and Daughter
Divide Responsibility](#)



[Ellyn Satter Video: A Mother Tries to do Too
Much](#)



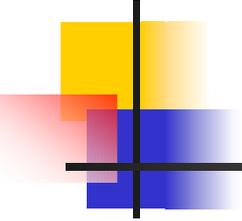
[Ellyn Satter Video: A Mother Demonstrates a
Better Approach](#)



[Teen Parents Talking about Sharing
Mealtime](#)

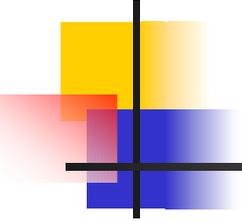
(Note: QuickTime is required to play these movies. If you do not have quicktime installed, you can get a free copy from <http://www.apple.com/quicktime/download>.)

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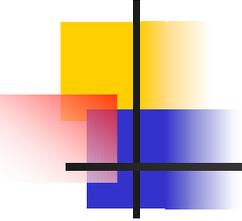
Lessons Learned

- Choose vendors with care – ask for work samples, check references, ask about conflicting workloads
- Identify best format for content flow i.e. storyboarding



Lessons Learned – Readability Issues

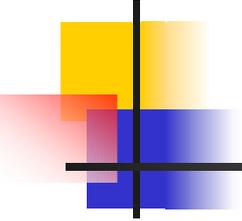
- Model release forms for photography –
Are they easy-to-read?



Original OSU Model Release Form

I authorize OSU Extension & Experiment Station Communications (EESC) and those acting pursuant to its authority, to exhibit or distribute my image and/or voice in whole or part without restrictions or limitations for any educational or promotional use which EESC and those pursuant to its authority deem appropriate. I waive any right I might have to inspect and/or approve the finished medium or the use to which it may be applied.

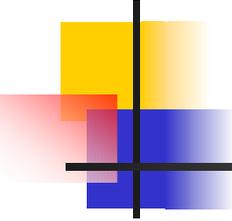
I certify that I am at least 18 years of age and that I have read and fully understand the above paragraph and am knowingly and voluntarily executing this release.



Easy-to-Read OSU Model Release Form

I allow Oregon State University to use my photo, a video of me, and/or my voice in educational and promotional materials, which may be in print, or on the Internet, or on video or videotape. My name WILL NOT be used to identify me. I do not want or need to approve the materials before they are used. I understand that I will not be paid.

- I am at least 18 years old.
- I have read the above or it has been read to me and I understand it.
- I am voluntarily signing below.

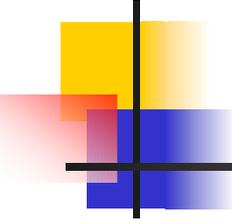


Lessons Learned – Readability Issues

Links to print-ready Web publications –
Are they easy-to-read?

Of 9 publications found in the winter of 2001:

- 1/3 used < 11-point font size
- 2/9 had no graphics
- 1/3 were written at a 10th grade reading level



Lessons Learned – True Cost of Product Development and Evaluation

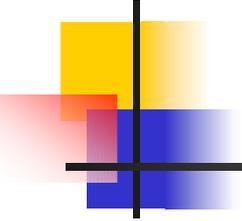
Product elements

- ~ 41 HTML pages
- 26 pages of synchronized multimedia including about 30 photos, 15 graphics, 5 animations
- ~ 5 minutes video
- 4 interactive questions
- 7 teaching tip resource files (pdf)

Contract inputs (above + evaluation): \$8,500

Staff time (.25 FTE): \$15,000

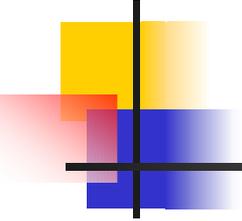
TOTAL: \$23,500



Oregon Extension Faculty and Program Assistant Evaluation

Teaching level was:

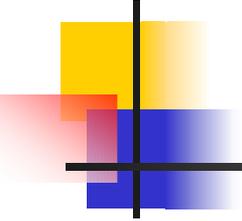
- Too low (6/12), about right (5/12), too high (1/12)
- Language level was just right (8/12), too low (4/12)



Oregon Evaluation – cont'd

Ease of use was:

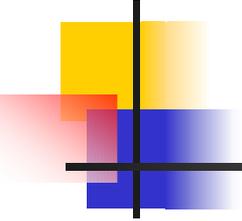
- Easy to use the module (easy or very easy: 10/12), very hard (1/12), NR (1/12)
- Internet links were highly praised and easy or very easy to use (10/12), very hard (2/12)



Oregon Evaluation – cont'd

Confidence in using the module to teach others:

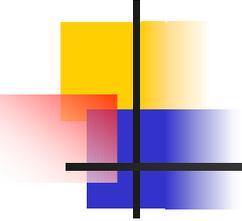
- Most (10/12) felt they could teach the information to others, not sure at all (2/12)
- Would recommend to others (6/12), might recommend (5/12), would not (1/12)



Oregon Evaluation – cont'd

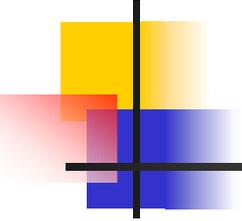
Module vs. traditional training modes:

- Opinion split over preference for module training vs. other more familiar formats for training – 5/12 liked module better and 5/12 preferred traditional modes, no opinion (2/12)



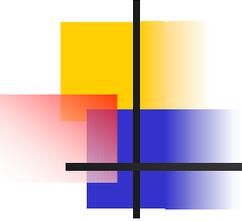
Oregon Staff Comments

- "...very innovative!"
- "It was really good! Saves lots of meetings and time."
- "Nice effort made in graphics diversity."
- "This was a joy. It was laid out very well."
- "The teaching tips were great – as were the direct links to more information."
- "I was very impressed, I think this will be very helpful in training staff as they work with these audiences."



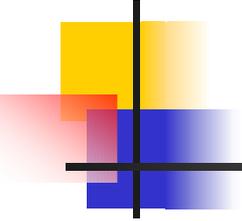
Comments Related to Technology

- “The plug-ins took too long.”
- “We have only 1 computer equipped with audio in our office.”
- “The module itself was beautiful to look at and easy, once the plug-ins were loaded. The plug-ins took 45 minutes to be downloaded, though.”



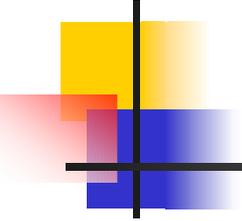
External Comments

- “I like this whole approach to the educational method. I particularly like the Tips...the ability to print them out for use as handouts. This type of technology is the wave of the present as well as of the future. I like the idea that someone else can help prepare “powerpoint” presentations that are readily available without my spending unskilled hours trying to prepare such materials.”
- “I was very impressed...Once I saw the module at Priester, I knew that this was a great concept. Both our EFNEP and FSNEP audiences could benefit from the messages and the videos.”



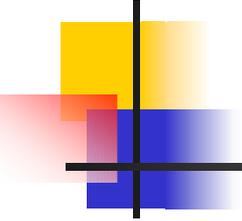
So, what's next?

- Web-based training modules show promise
- Travel restrictions make this an attractive training option
- Short, simple Powerpoint presentations have more flexibility and cost less



Who would benefit from modules?

- Home visitors
- Teachers
- Volunteers
- Program assistants, peer educators
- Extension – EFNEP, FSNEP
- WIC
- Head Start



Use to date

- 92 copies have been requested by universities, Extension Services, WIC programs and nutrition professionals in 26 states and 1 country

My thanks to the Oregon State University Extension Service for providing the innovative grant that funded the production of the CD.