

Can open educational resources

that **embrace visual**

communication as their primary language

empower learning and

brand higher education **faculty**



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Traditional Learning Approaches

Let's consider the topic of "Photosynthesis" and compare how it might be taught using audiovisual learning techniques and **traditional teaching** methods.

The teacher delivers a **classroom lecture** explaining the process of photosynthesis using a chalkboard or whiteboard.

Diagrams and charts may be drawn to illustrate key concepts.

Students take **notes** and may have the opportunity to ask **questions** during or after the lecture.

Audiovisual Learning Approach

A **multimedia digital presentation** is prepared, incorporating visuals like animations, videos, and interactive simulations to depict photosynthesis.

Voiceovers guide students through each step and explains complex concepts in a more engaging manner.

Interactive quizzes or activities are embedded to reinforce learning.

Virtual tours of plant cells and chloroplasts enhance the understanding of the process.

Key Insights

While traditional teaching provides direct interaction, the audiovisual learning approach **enhances comprehension through dynamic visuals** and interactive elements.

A **combination of both methods** could be the most effective, allowing for in-person clarification of doubts and the benefits of multimedia-rich content.

Using this to **build on OER** content would be pragmatic

Original Learning Content

Creation of **unique**, discipline and, or institutional centered learning products.

Incorporates proper **multimodal learning** and **authentic practices**.

Students have access to **“living documents”** beyond the academic calendar.

Repeat in a unique way directly to user needs.

Make it **easy to digest**.

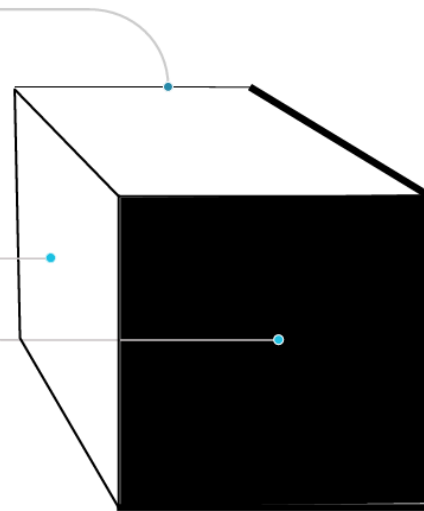
Light



Light is hitting the building from the front and to the left. The planes of the building closest to the light will show details because they are receiving light. Shadows will be cast to the right.

The plane to the right will be cast in deep shadow.

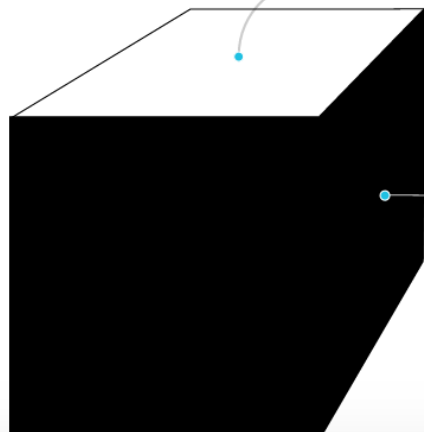
Building photos = **good**



Light is hitting the building from the back and to the left. The planes of the building closest to the light (which we cannot see but for the flat roof) will show details because they are receiving light. Heavy shadows will be cast to the front and left. Details will be lost in the shadows.

Heavy shadows will be cast in the front and to the left. Details will be lost in the shadows or possibly not seen at all.

Building photos = **bad**



Identifying Barriers in OER Creation

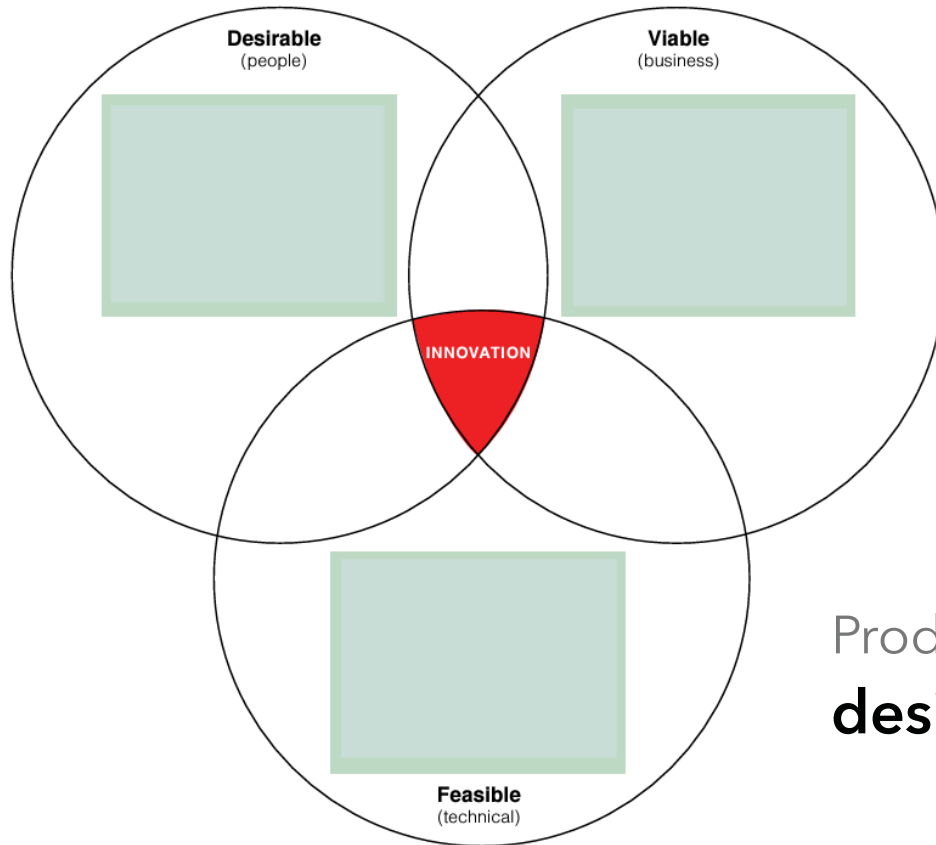
Learning resources. **OERs and microcourses for faculty.**

Access and training in **creation tools**. Is cost and time the issue?

Community **support**.

Confidence in being a publisher.

Can It Happen?



Product success through,
desirability, viability and **feasibility**.

Unique Value Proposition Explain what makes your team's solution **innovative**.

A large, empty light green rectangular box intended for writing the Unique Value Proposition.

Brands are Tribes

It is OK to be a Brand

Establishes a **distinct course**, faculty and institutional brand through consistent, visual and application. Be an entrepreneur.

Provides students with **why this product is special**.

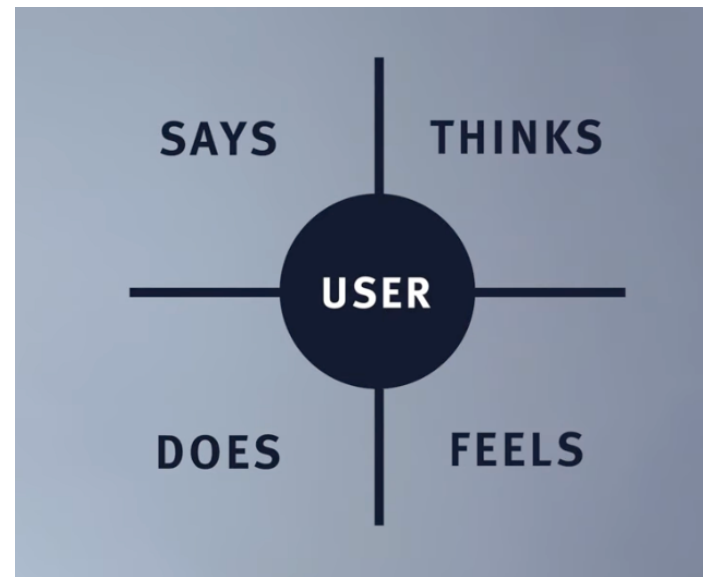
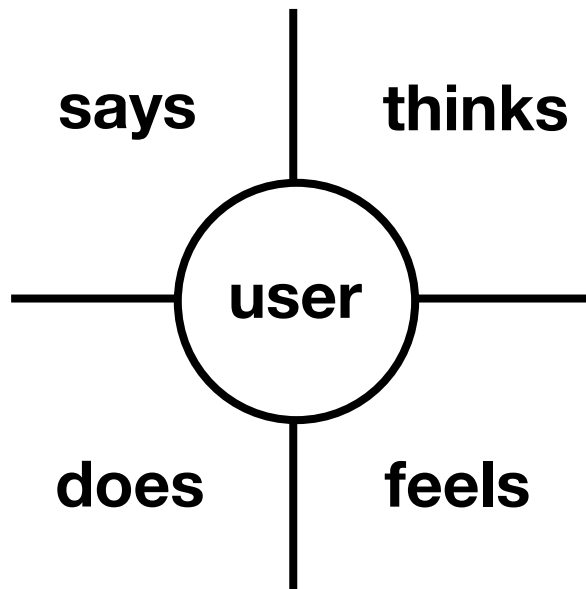
Personalize it. Leaves a lasting impact on the learning process.

Design is a powerful learning tool. **Consistency builds brands.**

Communicate don't decorate - **less is more.**

Design and design tools are **easier to learn** and apply than we think.

Empathy Maps



It Can Work

Typographic Hierarchy

Header

Subhead

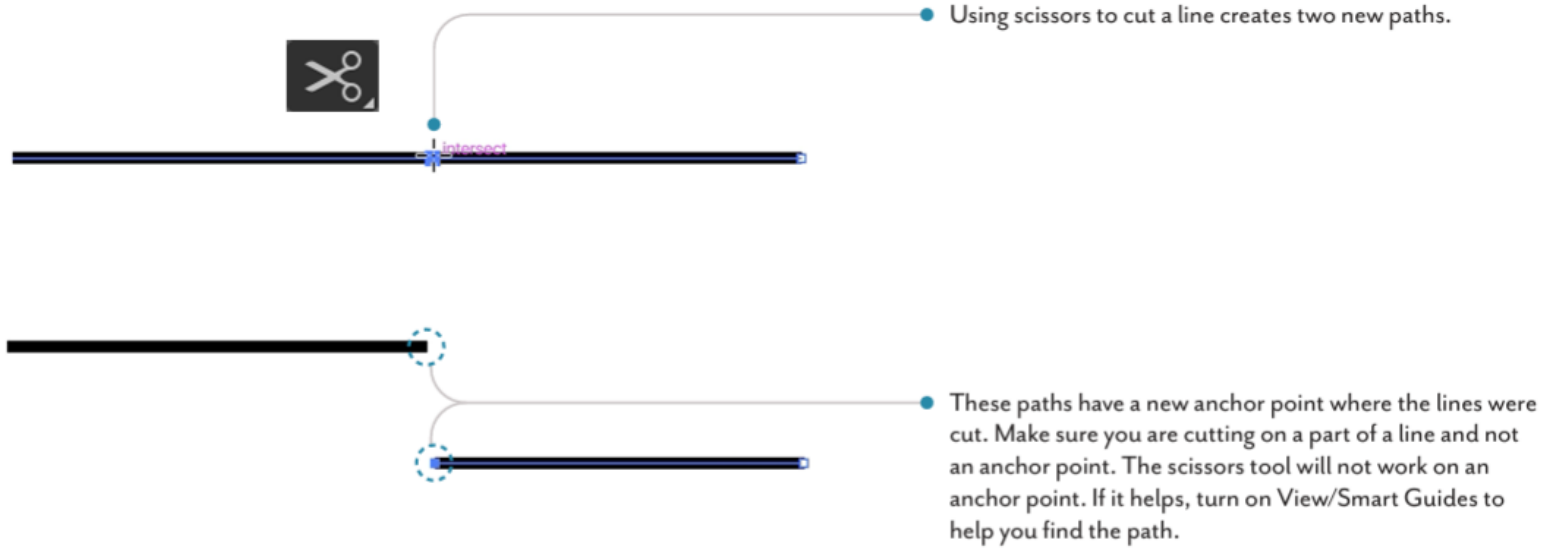
Bodycopy

Captions

Color

Adobe Color

Scissors

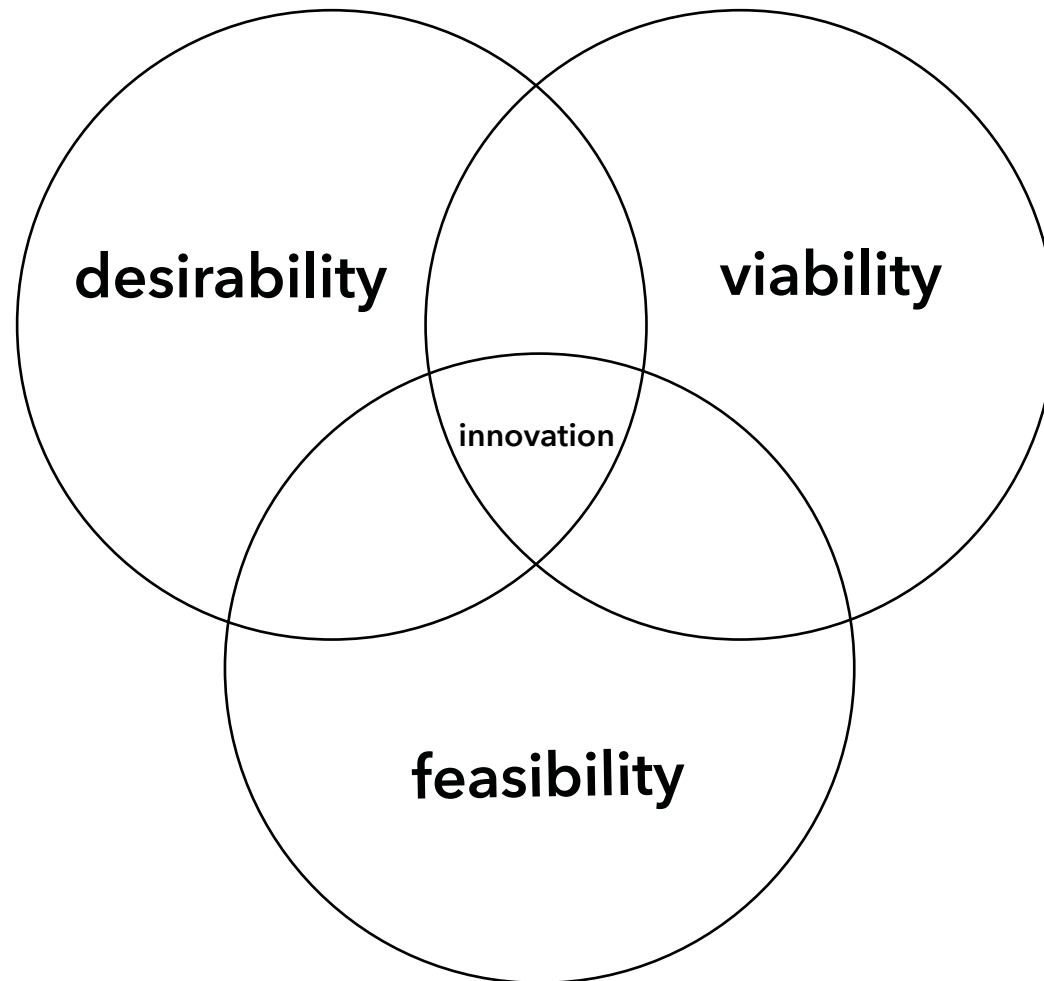


“Visual design goes beyond making layouts and designs look nice and aesthetically pleasing. When thoughtfully applied, it can increase usability, provoke emotion, and strengthen brand perception.”

NN/g Nielsen Norman Group
Kelley Gordon

We Want to Help

Empathy for faculty!



Questions?

Thank you!

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