301 Darius Zhang Research Proposal

**Introduction**

As the coronavirus spreads across the world, closing schools and transitioning to online learning is critical to stymying the spread of the virus, but such transition also poses many challenges to the students. Nevertheless, UBC’s students, faculty and staff have worked their way out in the pandemic, and the benefits of multimedia learning let people see new opportunities as well as possibilities. As UBC begins the 2021/22 academic year, people are coming back to the school, we also need to reflect on our learning experiences in the pandemic, and incorporate multimedia with in-person learning. This final report will propose a multimedia learning introductory lesson to UBC students.

**Statement of Problem**

Although in-person learning excites many students and teachers, multimedia also manifest itself as a new learning strategy. Students exchange their contact information and engage in more collaboration than before. This learning mode is beneficial to students learning, however, it appears that in-person classroom has abandoned such learning mode.

**Proposed Solution**

One potential solution to improve students’ in-person learning experience is to incorporate multimedia in the teaching, for example, continue to utilize Zoom, Facebook, Group Chat, and allow students to deliver their assignments in a multi-media form. This incorporation could be done by having a lesson on multimedia learning in the first week of the semester. Teachers can use this opportunity to introduce students how they could use multimedia in the classroom.

**Scope**

To assess the feasibility of multimedia introduction lesson, I plan to pursue the following areas of inquiry:

1. What are the benefits of multimedia learning?
2. What are the challenges when incorporating multimedia in in-person classrooms?
3. How students think about multimedia learning?
4. What challenges would teachers face when they incorporate multimedia in their teaching?

**Methods:**

Two surveys will be created for this report. One is for UBC students and one is for UBC teachers. In this way, the survey results will show attitudes from both side, it allows me to further assess the feasibility of multimedia introduction lesson.

**My qualification**

As an IDST student, I have gained the experience of using multimedia to study courses in different disciplines. This allows me to see the opportunity of multimedia, it could help students to learn better and to be more creative regardless of what subject they major in.

**Conclusion**