**Introduction**

A critical component of the Coppin State University (CSU) strategic plan is to infuse the understanding and use of emerging technologies into all teaching and learning practices, client, management and student services, and institutional advancement operations” (Coppin State University, 2013). To facilitate this goal, the Information Technology Division has upgraded the technology infrastructure to accommodate Lync, an enterprise-ready unified communications platform. With Lync, CSU staff can communicate securely and stay connected with colleagues and customers, from virtually wherever they chose to work.Microsoft Lync is a unified communications tool that enables users to communicate and collaborate via instant messaging, video conferencing, online meetings and presentations. The tool is linked to other Microsoft software, such as Outlook and Word, to further create a collaborative environment

This proposal is to introduce Lync to the CSU community through a multimedia training program. The training is unique in that it uses multimedia tools (video, audio, and images) to teach learners how to use a specific multimedia platform, Lync. The Information Technology Division will develop a multimedia-based training program to teach staff, faculty and administrators, how to use Lync to communicate with colleagues, and increase productivity.

**Advantages and disadvantages of multimedia learning**

Training staff through a multimedia learning environment has a direct effect on productivity. Multimedia learning takes less time, is enjoyed more and increases learning. Learners can turn to the training as a point of reference at any time. The ability to practice new concepts in a risk-free environment improves learners' skills and ability. Multimedia technology can help in addressing the strain on IT trainers at CSU. Furthermore, it is important that learners in a work environment have the flexibility that multimedia learning affords. Users can participate in multimedia training on their lunch or during a break in their work schedule. It’s available on demand and simple to employ.

The most significant disadvantage noted by authors is that time and effort needed by instructors to plan, design and implement asynchronous technology into their course (Pullen & Snow, 2007). Asynchronous technology may lack a sense of collaboration because it is mainly used independent of the trainer. Additionally, because asynchronous technology is outside of real-time, information can be out of date by the time someone views it. Furthermore, some users may be intimidated by technology; however, its use has advanced learning tremendously, and is an effective resource (Pullen & Snow, 2007).

**Rationale for the multimedia learning environment**

The decision to employ multimedia learning will support the strategic plan mandate to infuse technology into institutional advancement operations. Furthermore, it is important to take into considerations cost effectiveness when allocating resources. The Information Technology Division is equipped to facilitate the content, course and multimedia design of the proposed multimedia training project cost effectively. By participating in the training, departments can improve their interactive skills without leaving their workspace.

**Analyse the key characteristics of the target group**

Administrative staff is the targeted group for the proposed Lync Multimedia Training. The key characteristics of the target group are computers are the main mode of conducting business, staff lack interactive communication skills, the mandated use of the new CSU technology infrastructure. There is an extensive collaboration between departments such as Student Affairs, Academic Affairs, Financial Aide, Registration, Admission, Enrollment Management, Accounts Payable, Procurement, Information Technology and Institutional Advancement. The aforementioned departments are located in different building on campus

**Consider different presentation modes**

Consideration will be given to Mediasite and Tegrity as the core learning object for the training project. However, various technologies such as text, graphics, and animation video will complement the learning object.

Mediasite is a video management platform that provides flexible options to record and upload stream live events. Mediasite can integrate with EagleLINKS and can complement CSU’s online learning, training and communication strategy. Mediasite will implement the solution and train users and administrators (Mediasite, 2013).

Tegrity is a lecture capturing software that synchronizes audio, video and computer screen activity. Tegrity can be used to conduct presentations, group projects and training. The software is extremely user friendly making it easy to offer online courses, view live classes and record lectures. A distinctive feature is that it enables automatic closed captioning, customization and measures usage and outcomes (Tegrity, 2013).

**Present media selection criteria (LORI)**

The project members recognize the importance of quality assurance in the Lync Multimedia Training. The Learning Object Review Instrument (LORI) has been selected as the assessment tool for the evaluation of the proposed multimedia learning object. The findings from the LORI will be the bases on which the project members will prescribe the strengths and weaknesses of the Lync training. The nine criteria established by LORI will give the necessary structure for a valid and efficient evaluation. The reusability criteria is not required for this learning tool.

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| **Content Quality** | The content must be accurate, without bias or omissions emphasizing the most applicable information and ideas (Nesbit, Belfer & Leacock, 2007). |
| **Learning Goal Alignment** | The learning objectives will be aligned with the assessment activities producing the knowledge and skills necessary for the staff to comprehend sufficiently (Leacock, & Nesbit, 2007). |
| **Feedback and Adaptation** | Lync Multimedia Training will be designed to adapt to the various departmental communication and interaction requirements. As the learner interact with the practice exercises and interact with other staff members, they will construct knowledge by discovering how Lync will enhance their productivity |
| **Motivation** | The project managers acknowledge that motivation should be encouraged through the implementation of creative and realistic interactive activities (Leacock, & Nesbit, 2007). Lync Multimedia Training will include audio, video, and synchronous activities to address goals, stimulate interest and retain attention |
| **Presentation of Design** | The Information Technology Division’s graphic designer will assure that the visual and audio functions of Lync Multimedia Training are aesthetically pleasing. The multimedia presentation will include easy navigation, text, color and animation that will intrigue the learners to explore and share findings. |
| **Interaction Usability** | This training is unique because it teaches the use of a multimedia tool. The practice activities and assessment will include synchronous interaction with students and the instructor through instant messaging, and video conferencing. |
| **Accessibility/Compliance** | The design of Lync Multimedia Training will provide accommodation for learners with visual or hearing disabilities. The learning tool will be in compliance with the World Wide Web Consortium W3C and IMS Global Learning Consortium guidelines (Leacock, & Nesbit, 2007). |

Table 1

**Content/Schedule of the Training Session**

The Lync Multimedia Training will use four web-based modules to delivered content asynchronously using video, audio and screen activity. The narrated modules will discuss the Lync features, demonstrate application, and provide a practice environment. A synchronous assessment will validate the construction of knowledge.

**Features of Lync (Module 1)**

Module 1 will examine how Lync makes it easy for CSU personnel to communicate and work collaboratively. Lync users can communicate anywhere network connectivity is available. Lync features can be used on devices such as Windows PCs, Windows 8, Windows RT, Window Phones, iOS and Android smartphones.Voice and video calls, Lync meetings, instant messaging (IM) and presence allow users a choice of communication modes. Using Lync federation, these same features can be used while securely communicating with non campus personnel over the internet (Microsoft Lync, 2013).

**Functionality of Lync (Module 2)**

Module 2 will demonstrate how Lync features relate to the CSU community. Learners will watch demonstrations and participate in hands-on activities. Learner will see how to connect and collaborate with others through their contact list using IM or audio/video calls. This module will teach learners how to use Lync enterprise voice to check voicemail, make and transfer calls. Online meetings is a popular feature where learners discover how to schedule meetings, share meeting content, control audio/video connections and work together with (Microsoft Lync, 2013).

**Application of Lync (Module 3)**

Module 3 is divided into three sections (1) Voice and Video Calls, (2) Lync Meetings and Web Conferencing, and (3) Instant messaging (IM) and Presence**.** Learners will construct their knowledge of the features through an extensive practice environment (Microsoft Lync, 2013).

**Synchronous Assessment (Module** 4)-

Modules 3 present new users with an opportunity to demonstrate their knowledge of Lync. Each student will be assigned to another learner and conduct a Lync audio and video call, a Lync meeting, web conference and IM communication (Microsoft Lync, 2013).

**Responsibilities of the Project Team Members**

The Information Technology Division (ITD) will have the principal responsibility in the creation and implementation of the Lync Multimedia Training. The Information Technology Division (ITD) manages the CSU’s network, connectivity, internet and intranet infrastructure, telecommunication, client computing support services, PC and computing labs operations, instructional technology, IT training, auxiliary systems IT support, web and multimedia development, digital AV systems, IT Student Help desk and Support Center, and all academic and administrative computing needs (Coppin State University, 2013).

Instructional Technology will be responsible for course design by establishing the learning outcomes, planning the learning experience, developing the practice activities and creating the assessment tools. The Telecom Department will function as the content expert evaluating the software and providing training to staff. Client Computing Specialist is responsible for the installation of the Lync software on the campus owned computers. The Web and Multimedia Development will construct the rollout website, design the presentation of the multimedia tool, and verify the accessibility compliance of the multimedia training. The Executive Assistant to the CIO will serve as the Project Manager and is responsible for planning the various stages and activities, project timescales and costs, selecting the project team, review project performance, review, report and follow-up on the project.

**2014 Rollout Plan**

The Analysis, Design, Development, Implement and Evaluation (ADDIE) model for creating instruction will be used formulate the Lync Multimedia Training (Moore & Kearsley, 2012, p. 98).

* Analysis (April)
  + Explore multimedia mode options
  + Investigate compatibility with technology infrastructure
  + Provide overview of the functionality and benefits of Lync to Department Chairs
  + Discuss communication and collaboration requires of staff
  + Discuss training
* Design Develop (May - June)
  + Create learning objectives
  + Select multimedia tool(s)
  + Create assessment tool(s)
  + Demonstration of Lync features and functionality
  + Develop practice exercises
  + Synchronous interaction (between trainer and colleagues
* Development (July- Aug)
  + Develop module content
  + Develop structure
  + Develop teaching strategy
  + Train instructors
* Implementation Plan (October-December)
  + Test multimedia lesson on a small group of staff and faculty
  + Gauge pilot participants satisfaction using survey monkey
  + Announce training availability
  + Distribute certificates of completion

Conclusion

References

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