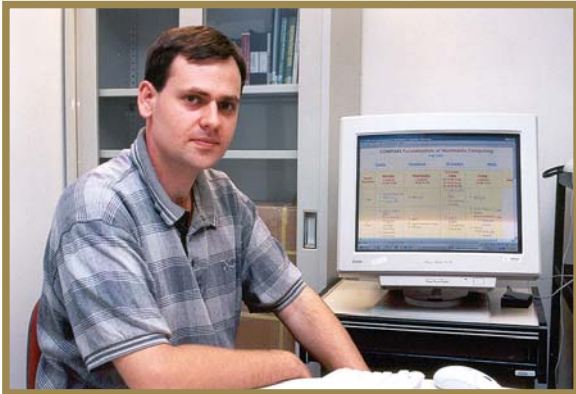


## Prof David Rossiter



The core of this innovation is the use of creative inquiry-based projects to enhance student learning. Specifically, students are asked to produce original algorithms to manipulate personalized audio, image and video files in creating an original piece of work.

Student dissatisfaction with the original textbook-driven curriculum led to the development of a demanding task-driven one that communicated high expectations of students. Alongside this, Prof Rossiter made the learners the context of their inquiry by using student-produced digital artifacts of themselves as the raw materials for the course. The combination of these two elements has resulted in increased learner motivation and self-confidence, which has led to an overall gain in subject understanding and an attitudinal change towards multimedia as a career from one of 'boring repetitive work' to 'interesting, creative work'.



A striking feature of the comments made by students from these courses is the passion that has been ignited through experientially emphasizing the creativity inherent in producing these new forms of digital communication.

