

# Critically Informed Dialogic Lesson Plan

Course: CMDI 1040: Course Name: CMDI Foundations

Week 11: Adobe Express Photostory / Multimedia Production Guide

## Lesson focus and goal(s):

This lesson focuses on introducing students to Adobe Express as a tool for multimedia storytelling while encouraging reflection on how visual and textual choices shape meaning. The goal is to help students move from personal understanding to shared discussion and apply those insights to their own professional work.

## Learning Objectives:

- Develop a multimedia webpage using Adobe Express that integrates visuals, videos and text
- Analyze how design choices influence storytelling and audience interpretation
- Engage in group dialogue to compare different approaches to multimedia storytelling

## Materials Needed:

- Laptops with internet access
- Adobe Express platform
- Example multimedia webpage
- Stock photos, videos, text, and captions (in AP style)
- Canvas assignment page and rubric

## Structure of Lesson:

The lesson begins with taking attendance and introducing the assignment on Canvas. As students review the requirements and rubric, they are encouraged to ask questions and reflect on what makes a multimedia story effective. This opening helps create a shared understanding of expectations and builds a comfortable space for participation.

Next, students are shown an example Adobe Express webpage. They are asked to think about how visuals and text work together and what choices stand out to them. A short discussion follows, allowing students to share initial thoughts and begin recognizing both similarities and differences in how they interpret the same example.

Students then move into hands-on work with Adobe Express. As they begin creating their own webpages, they are encouraged to talk with peers and compare their ideas. During this time, the instructor introduces a guiding question:

*Can a story be shaped differently depending on how it is designed, even when the topic is the same?*

This helps students consider how different choices can lead to different meanings and opens space for discussion, including differing opinions.

In the final part of the lesson, students come together to share one design decision they made and explain why they made it. This allows the class to learn from one another and think about how they can improve their own work moving forward.

The lesson concludes with a demonstration of how to publish and submit their webpage, ensuring that all students are prepared to complete the assignment.

**Formative Assessment:**

Students will be assessed through (1) their initial progress on the Adobe Express webpage, (2) a brief verbal or written reflection where they explain one design choice and how it shapes their story, (3) constructive instructor feedback, and (4) peer feedback.

During the activity, students will share their webpages with a partner or small group and provide feedback on each other's work. Peer feedback will focus on how effectively visuals and text work together, how clearly the story is communicated, and how design choices influence audience understanding. Students will be encouraged to offer both strengths and suggestions for improvement.

To guide peer feedback, students will respond to the following questions:

- What is one aspect of this webpage that is effective in telling the story, and why?
- How do the visuals and text work together—are there areas where this connection could be stronger?
- What is one specific suggestion that could improve the clarity or impact of the story?

The instructor will also provide targeted feedback on each student's multimedia production, highlighting areas such as narrative clarity, alignment between visuals and text, and overall storytelling effectiveness. This feedback will include specific suggestions for how students can further strengthen their work before final submission.

This assessment measures whether students can apply the platform to build a webpage (Objective 1), explain how their design choices shape meaning (Objective 2), and engage in dialogue and feedback to refine their storytelling (Objective 3). By incorporating both peer and instructor feedback, the assessment supports continuous improvement and deeper understanding of multimedia production.