

The Process Behind *How to Howl at the Moon*

Thanks Shannon for letting us know about Issuu! This might be a good way for all computers to have access to our e/iBook, yay!

http://issuu.com/elldac/docs/how_to_howl_at_the_moon

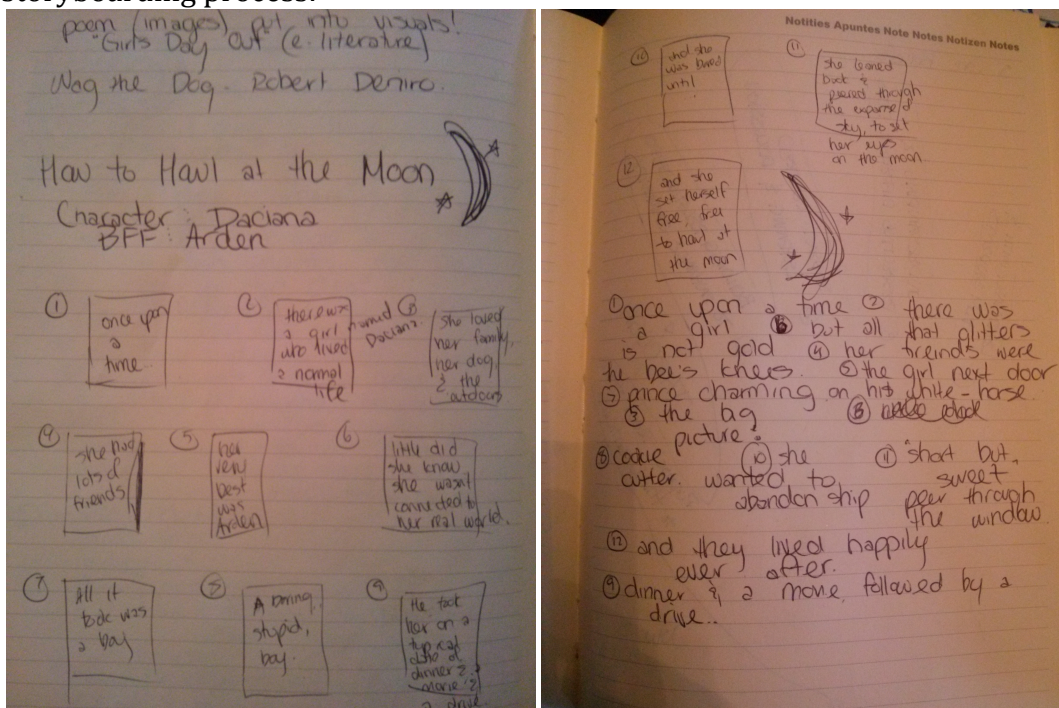
Even though we messed up with the sound, a way to get around this would be to use [links](#) to [sounds](#) instead of actually inserting the audio to the book.

1. What process did you use to develop your idea? *Include any brainstorming prompts and approaches.*

For this project, we wanted to make a project that included a hands-on creative element, which could then be put into media format. Ellis had been introduced into iBooks Author in a previous presentation, and had always wanted to write a book with the title *How to Howl at the Moon*, being the wolf fan she is. An idea quickly generated, with discussion of whether we would make the story a literal or figurative story. We landed on figurative, but felt that we needed something more to make the story applicable and useful in the English classroom. Annie thought of the idea of using clichés to create a story, which could be used to help English learners and various other students who do not understand simple clichés through links, videos, sounds, and images that in some way link to the cliché, either literally or figuratively. We brainstormed a story, and then developed the story into one cliché per page.

2. What other pre-production strategies did you employ? *Include any templates for storyboarding or other pre-production activities.*

For this question, we have included two images that represent our brainstorming and storyboarding process:



We started off by creating a storyline, and then weaving in clichés that fit with each page. It could have been interesting to start with clichés and then create a story from them, but we found this approach was probably more effective, since coming up with clichés and fitting them in to a story proved to be very difficult.

We also used the character names, Daciana and Arden, as representatives of two animals: the wolf and the bear. This story could be interpreted literally, and Daciana could in fact be a wolf and Arden could be an eagle, and the reader must note that these two animals can be enemies. This brings in the question of whether or not their friendship was true, and whether a best friend like Arden, who is an eagle, is the best thing for a wolf to have.

3. How did you assign tasks or roles within your group? How did you manage time?

Unfortunately, Annie's computer is too old to open the version of iAuthor that is now available (how sad), and was unable to compile the work on her computer. Ellis, therefore, did most of the compilation, and we both created half of the pages and found links for each page. Annie took the time to do the write up on the process of creating the work, which Ellis edited and approved. We used effective class time as well as evenings to complete the project, and time management did not become a problem. We constantly communicated via e-mail, Dropbox, and text message to ensure that each aspect of the project was completed sufficiently and on time.

4. What approaches would you use to assess this activity that take account of the following: a) the multimedia nature of the assignment, and b) the collaborative nature of the assignment?

As discussed in our last media project, we both believe in the power of including students in their assessment of assignments. As the focus has been on these projects as well, we want students to value the process over the final product, and believe that through process documentation and formative assessment in the classroom by the teacher will students begin to explore this project in a more creative and individual way. With our own project, we realize that had we more time, we could have created a more professional looking book; however, the purpose was not to do so. The purpose, in our eyes, was to create a book that used various forms of hands-on creative projects to compile a final project, while also including interactive media inserted via iAuthor.

Students would be encouraged to split up the work as was done by the two of us, whereby each student takes a certain number of pages to create, and could then explain the process in the creation of several of the pages. We would also ensure that all students had access to iAuthor via computer lab at the school, and were sufficiently trained in its use beforehand, so that every student had the potential to contribute to the media side of the project.

Furthermore, for collaboration and group assessment, students would be asked to answer questions regarding the challenges and obstacles that they had to overcome to finish the project, as well as discuss the strengths of their team. If anything notable arose from these questions, it would demand the teacher's attention to discuss the problems with the individual and/or group that it affects.

We would have to assess a write up on the process, which discusses: the story, how each page was created, the materials used, the thought process behind using the e-links they have, and their personal thoughts on the project itself, such as what parts they enjoyed creating most and which parts they found challenging.

5. What are the greatest challenges in using this approach in a classroom and can they be ameliorated through careful instructional design? What learning opportunities did this activity afford?

Our goal was to create a project in iAuthor that told a story that drew connections to both educational and entertaining electronic links, sounds, and videos that related in some way to each page. We wanted to explore the process of creating a book that used various artistic methods in its creation, such as paper materials, physical materials such as glass, pencil crayons, photography, markers, artists crayons etcetera, in order to encourage creativity and individualism in the project. We wanted to pair these hands-on creations with electronic media, and see the effect of the two when used in conjunction with one another.

One of the greatest challenges we see presenting itself, one that we experienced somewhat as well, is not so much founded in poor instructional design, but rather through the creativity of the project. What we mean is that students may feel they do not have enough guidelines in such a project, since the links they create and their story are totally decided by them, for emphasis is on the process rather than the product. To ameliorate this, we would have to find several exemplars such as the one we have created along with Tumblrs and e-books that may inspire students on a certain take for this particular project. Furthermore, access to materials may become an issue, but proper preparation and availability of materials in class will overcome this problem.

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