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

Originally, we wanted to do a stop motion sequence using photos taken from the original production of the lottery adaptation we held in class. However, we decided that we wanted to use the instagram app as a means of external visualization. Namely, we wanted our students to use a relatable medium.

2. What other pre-production strategies did you employ? For example, if you completed a video, to what extent did you "storyboard" and how did you develop the script?

Our first media project was a dramatic performance that required all of us to work collaboratively in order to have a successful end result. In this case, since our project focused more on how students could creatively showcase their own thoughts on a particular topic, a more independent approach was taken. Besides coming to the agreement that we would all contribute at least 10 pictures/videos, no other pre-production strategies were taken. What we decided to upload was completely up to individual group members to decide - the only criterion was that our choices needed to represent our thoughts on "The Lottery".

While the content had close to no concrete parameters, one pre-production task at we all took part in was creating instagram accounts. Besides this, no other planning went into what the pictures and videos needed to look like.

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

Our group split up tasks by agreeing to post a minimum set of photos and videos each. Time management was independent for the most part; apart from our discussions about the initial planning, set up and troubleshooting, we hunted individually for inspiring text, images and video ideas. Our meeting times as a group were spent checking in on our individual contributions, commenting on one another's uploads and troubleshooting any issues we each had with the technology. In spite of the ease of use that instagram and similar apps claim, several of our groups members struggled to get photos and videos up because of various issues- this was probably the most time consuming/frustrating aspect of pulling our hashtag together. Nonetheless, these problems were probably more minor than if we had chosen a very complex program to work with.

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

Assessment of an activity like this could include a rubric that asks for a writing component that explains the choices of photographs/videos made that serve to represent the short story The Lottery. Much of what is given in the writing component will be what is presented, but will be graded according to different criteria (see below). The third

component has to do with originality, style, creativity and engagement, and is marked accordingly.

Sample Project Evaluation Rubric

	Intervention needed (1)	Progressing Towards Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)	Significantly Exceeds Expectations (5)	Pretty Much Perfect considering Expectations (6)
Writing (answers questions and gives me the _why_ behind them)	Complete yet barely.	Complete, yet doesn't effectively explain answers.	Adequate, but could be much clearer.	Clear, with some cloudy patches.	Clear, with one pesky cloud	Crystal clear. Beach weather!
Originality, Style, Creativity and Engagement	Lack of effort is crystal clear. -Hardly did anything.	Minimal effort was made.	Adequate effort, though barely.	Clearly effort was made. The work is interesting and shows imagination and creativity	Very well done. Effort was put in and use of imagination is clear and impressive.	-Wow!
Presentation	Barely comprehensible (audible). -Read everything, no eye contact, no confidence, personality or enthusiasm	Hardly audible, read almost everything -Little eye contact, confidence, personality or enthusiasm	Effective, but lacks all of audibility, clarity (annunciation), enthusiasm (gestures), confidence, personality and eye contact.	Good job but still needs work in 3 or more areas of evaluation.	Great job but still lacking in 2 areas of evaluation.	Pretty much perfect!

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 greatest challenge was working around one of our group members who did not have a smartphone or iPad. In order to post her part on Instagram, she had to download a film adaptation of The Lottery and The Story of Soraya M from YouTube via Get Tube. She then opened these YouTube videos on iMovie, trimmed the pivotal moments and exported these as mobile files onto her desktop. These files were then sent via email to another group member to upload onto Instagram. However, the files did not open on the iPad and as a result, we had to open the files in Quicktime Player on a Mac computer and record them using the iPad. She also used Statigram on her Mac computer to comment on the group's pictures and videos.

Teachers need not only take into account the fact that not all of their students will have the technology required, but also that some students may not be tech savvy. These students may need more time to complete their projects as they may resort to various online YouTube tutorials to help them complete the task.

We chose to undertake this project because we thought it would be a beneficial exercise to bring in media that spoke to our associations with particular moments of the short story. Furthermore, all of our images and videos were different and it allowed us to collaborate and create a conversation on Instagram about these diverse representations.