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Multimedia Group Project #2 Documentation

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

When we first began discussing ideas for our second media project, we realized that we were all interested in creating a literary activity that would appeal to a more kinesthetic learning style. We were inspired by some of the examples given in class and decided we might try an interactive map activity where readers could follow engage with a text while also tracing a route and interacting with the outside world. We wanted the act of reading, in other words, to be a journey, literally. Originally, we wanted to use this mapping idea with a novel. One possibility we brought up included mapping the journey of the characters in Bram Stoker's *Dracula* (1897) to depict the novel's sense of traveling and movement and convey the story's themes of fear of foreign invasion. However, wanting to incorporate the kinesthetic aspect of actually following the map's route outside, we opted for a text we could adapt to the features of UBC campus.

Following our first media project dealing with Coleridge's "Rime of the Ancient Mariner," we decided to continue our work with poetry from the Romantic era. As a group we sat down to brainstorm and discuss various poems and poets that could be used for our purpose. Finally, somebody mentioned Wordsworth and we decided to use his poem "Lines Written in Early Spring". Wordsworth's contemplation of humanity's relationship with nature and his lament of humanity's emptiness in comparison to the perfection and pleasure found in nature resonates with what we felt was a certain tension between the beauty of the natural world and the endless construction at UBC In addition, we felt this activity would work well with Wordsworth because it is difficult, especially for high school students, to grasp the nuances of the poem or understand Wordsworth's passion simply by reading the lines. Indeed, we wanted readers to experience the text in a setting that would help them experience some of what Wordsworth describes, but which would also situate the poem within their own context. Thus, we decided to distribute the lines of the poem around campus, choosing locations that would complement or even problematize Wordsworth's lines. We also decided to take a photograph of each location and put it up along with the lines in order to convey a sense of the natural world as mediated through art, literature, and the author's gaze. We hoped that this activity would help readers engage with the text in a more meaningful, in-depth way and to consider how their reading was influenced by their own time and space.

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? *Include any templates for storyboarding or other pre-production activities.

After we chose the poem, we began by separating the poem into lines and brainstorming on where we could place each section around campus. Some lines and locations were easy to decide on. For example, the lines "A thousand blended notes" matched easily with the Chan Centre of Performing Arts, a theatre hall known across campus for putting on brilliant musical acts and concerts. While we tried to find locations that would complement or match some lines, for others, we decided to be slightly more subversive. In general, we aimed to pick locations that

we felt would cause readers to pause and contemplate the line(s) more carefully. Several locations were not readily apparent from the start and required some wandering around campus to find inspiration. This could be an interesting topic for discussion with students if they were to take on the activity. Should your mapping be predetermined and planned/storyboarded from the start? Or can one take a more organic approach by wandering into the world to find one's muse naturally?

Our first trip around campus focused on deciding exactly where each location would be and which lines would be mapped onto them. We took photos of our locations, making sure to take photos of some potential locations that we had considered but had not decided on yet. We had mapped out a general route from the brainstorming stage, not wanting our readers to have to backtrack too much, so we had a vague idea of the direction of the route. By taking extra pictures, we ensured that even if we changed our mind on the route later on, we would not have to go out around campus and collect pictures again. After this, we printed out all the pictures, as well as the lines of poetry, and cut them all out. Wanting to protect the paper (from potential rain, or, as it turned out, from sprinklers around campus), we cut out sheets of plastic pockets and used them as pouches. We then went around campus a second time, taping up all of the pictures with the lines of poetry behind them.

Finally, we mapped out our route on a personal Google Maps, using one of our Gmail accounts. It was a relatively easy application to use, and we discovered happily that we could include links to pictures (which would help people find each location, especially if they were not familiar with campus). In order to get the pictures online, we uploaded them onto Photobucket, a free image hosting site, and then copied the url into each Google Maps location.

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

Due to conflicting time schedules, it was difficult to conduct all the activities as a group. One of our group members had classes in the morning and could not meet before class, while the other three had classes after and were not able to stay long either. As such, some members were tasked with the photography and mapping portion of the project while others completed the mapping of the journey online so that students would be able to follow and find their locations during the activity. We made use of whatever class time we were given to work together, including using it to prepare materials, such as creating the pouches or cutting out the pictures. We ended up dividing the tasks and doing them individually or in pairs.

4. *What approaches would you use to assess this activity that take account of the following: a) the multimedia nature of the assignment; b) the collaborative nature of the assignment. *Include a draft assessment rubric.*

Assessment for this assignment can be done through teacher and peer evaluation. Because of the multimedia nature of the assignment, marks would be given for the concept behind the project, as well as the piece's reflection of the chosen text. This could be assessed in part through an oral or written rationale for the project. Because of the strong collaborative nature of the project, peer evaluation is extremely important in order to ensure full participation and collaboration. In addition, students will write a reflection at the end of the activity answering the following questions: 1) How did the choice of your locations add to the understanding of the

poem and enhance your experience of reading the poem? 2) What would you do differently to enhance the experience of the reader/explorer now that you have completed this assignment?

A) The goal of this project is for students to pick suitable locations and create a treasure hunt that would enhance the reader/explorer's reading of the poem. Below is a draft rubric that can be used for this purpose:

	Needs Improvement (2 points)	Satisfactory (3 points)	Good (4 points)	Excellent (5 points)
Locations	Locations do not have any features that help the reader experience and understand the parts of the poem; locations are not explained in the rationale 2 locations or fewer have been picked	Locations contain features that arbitrarily map onto parts of the poem, and justifications for chosen locations are only vaguely explained in the rationale	Locations contain features that mostly all map onto parts of the poem; justifications for the choices are explained in the rationale but are all literal interpretations of the lines	Locations contain features that are thought-provoking and are related to the lines of the poem (though not necessarily literally); justifications for the choices are explained clearly in the rationale
Online Mapping Tool	No online mapping tool (such as Google Maps) is used in the project or, if used, is confusing and incomprehensible	An online mapping tool is used but is disorganized and difficult to follow at times; clues are vague	An online mapping tool is used with clues as to how to find each location; some locations / clues are unclear	An online mapping tool is used effectively to show where each location is; clues are clear and easy to follow
Rationale	No rationale for the chosen locations is provided, or, if given, is vague and does not explain the choices for the project	A rationale for the project is provided but is vague and unclear at some points; not all location choices are explained	A rationale for the project is provided and addresses the choices for all locations; some explanations may be unclear or not provide enough detail	A detailed, comprehensive rationale is provided, giving clear explanations for the project choices

B) The collaborative nature of this assignment will be assessed with a peer evaluation. All students will fill out a rubric for each member of the group, including themselves

	Attitude Towards Learning	Personal Productivity Responsibilities	Teamwork
Exceeds Expectations (5 points)	This student displayed an eagerness to contribute to the group and he/she encouraged others to follow suit. This student is cooperative and a leader.	This student accepted his or her responsibilities for the project with professionalism. This student was on-task and productive.	This student contributed to the project by staying on task and ensuring group members stayed on task.
Fully Meets Expectations (4 points)	This student displayed a willingness to contribute to the group. The student was cooperative, but could have also taken on more of a leadership role.	This student overall took his or her responsibility seriously, with some digressions.	This student made clear efforts to contribute to the project by staying on task. The student is listening and contributing.
Meets Expectations (3 points)	This student contributed but could he/she needed some pushing and occasionally complained.	The student showed ambivalent concern for his or her responsibilities.	This student showed concern for contributing to the group, but either did not contribute enough or tried to contribute in a way that was domineering and left little room for peers to contribute.
Not Yet Within Expectations (2 points)	This student either refused to participate in the activities or only participated after a lot of pushing.	The student showed a complete disregard for his or her personal responsibilities.	This student showed a lack of concern for contributing to the group, and/or the student used a cellular phone during work time.

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 does this activity afford? *Include a formal statement describing your goals in completing this assignment along with the drawbacks and affordances of the approach. All references and materials for this project should be included in a bibliography employing APA or MLA format.*

The greatest challenge in using this approach would be for students to be able to map an area within the school and the school grounds and actually be able to visit all the locations within class time. This would create supervision and safety issues outside the school and may create noise and colleague/administrative issues if done inside the school. We believe these challenges can be ameliorated by careful planning with the rest of the teachers and administration at schools. Perhaps if all English classes did such an activity and were allowed full access to the school and school grounds, then such an activity can really be completed by the students themselves. Alternatively, the teacher can create a treasure hunt in a particular location and take the students on a field trip, where they can be the readers/explorers, or do the same within the grounds of the school.

The learning opportunities in this activity are immense: Students will experience the relationship between location and text, they will learn a new form of media and how it can be used in such an assignment (Google maps) and multiple literacies will be catered to (visual, audio and kinesthetic). As well, students will have the ability to be creative in this assignment, and can pick their poem and locations, exploring how these locations relate to the lines of poetry and image chosen for each location. This project enables students to engage with a poem in a closer and more meaningful way. In addition, the element of mystery (from the treasure hunt and from possibly not knowing what the text is) can help motivate and interest students.

<div align="center">Works Cited</div>

Wordsworth, William. "Lines Written in Early Spring." *Lyrical Ballads 1798 and 1800*. Ed. Michael Garner and Dahlia Porter. Toronto: Broadview Press, 2008. 102.