

Our project can be accessed here: <http://lled368.tumblr.com/>

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

Our idea was to create a multimedia gallery on the tumblr website. Cristina R. had used this website before for a similar project and several members of our group have not had previous experience with tumblr. It is likely that many high school students will be familiar with tumblr, so we agreed that learning more about using it would be valuable. We brainstormed texts that we had all read before that might be used in a high school classroom.

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.

Once we had decided to create a tumblr in response to Beowulf, we had to decide what qualified as a “response.” We decided together that in this medium a response would qualify as any post that an individual feels makes a connection to the text, whether that connection is very explicit or quite implicit. We also discussed the nature of tumblr and how it is in a large part used to re-post quotes, images, etc. that already exist on the internet. This helped us decide to browse the internet for already existing pictures, videos, audio, links and quotes rather than creating our own. Pre-production of this project was quite minimal because of the interactive interface of tumblr. We found it easier to work individually and then evaluate and adjust as we were working on it. Collaboration was held after the first draft of the tumblr was created.

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

Assigning tasks came quite easily to us due to the organization of Tumblr. Postings are divided into 7 categories or modes: text, photo, video, audio, chat, quotes, links. We decided that text and chat categories were somewhat irrelevant in regards to our goals for this gallery. There were 5 remaining modes and 5 group members so each person was assigned a mode. Each person chose a mode of posting that interested them; Sarah was absent so she was assigned the link postings. We decided that each member of the group would post at least 3 things relevant to their

category. The majority of class time was used to collaborate and edit our Tumblr, while we made our individual postings on our own time. We have discussed that if we were to use this sort of activity in a classroom we would not divide up the postings in this way because we believe students would benefit from interacting with all of the available modes.

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

Given the multimedia nature of this project, we decided that the most effective form of assessment would be through a rubric that addresses the relevance to the topic demonstrated through the choice of media used and their rationales, use of the media conventions, and originality. This rubric purely looks at the end product itself. To account for the collaborative aspect of this project, students will be expected to submit an individual review in the form of a basic checklist outlining whether they have fulfilled the basic responsibilities of a reliable group member. Students will also fill in a more detailed peer review form where they evaluate each other's contributions to the project. Finally, students will be expected to submit a final reflection write-up of the process, specifically detailing successes and challenges they have encountered, and future considerations when creating similar projects. Each student will receive an individual mark that is made up of the overall group mark for the project, his or her reflection write-up, and the peer review mark. In this sense, students will be able to reflect upon the benefits and detriments of group work while still having control in determining the personal mark they receive.

Copy of rubric, self-assessment checklist, and peer evaluation at the end of the article

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.

Our goal in completing this assignment is to introduce and experience a new form of digital interaction and for students to collaborate on engaging with the text through a multimodal experience.

There are several challenges that might be present when using this project in the classroom. First, it is somewhat difficult to ensure all students choose resources that are relevant and thoughtful to post. One solution for this issue would be to require students to write 3-5 sentences explaining why they choose each post. In this sense, students are more likely to choose resources that are relevant and thoughtful.

Hence practice their thinking skills. Second, students might need more instructional guidance at the beginning of this project, as it might be a new form of literacy for some of them. Thus, teachers should demonstrate the process of posting resources on tumblr and provide a clear step-by-step instruction sheet for students to use. Third, depend on the grade of the class, teachers need to adjust the time allowed for this project as higher grades might be able to finish much quicker than lower grades. Lastly, we struggled on what format of group would be the best for this assignment as it can be done either individually or in pairs.

Through this project, students will learn to engage with a text in a multimodal way, such as using audio, video, images, and articles to relate with a text. Also, this project presents an opportunity for students to express their thoughts and opinions digitally. We think this is a great way for students who are generally shy to demonstrate their opinions. Another learning opportunity presented through this project is interacting with others. While experiencing with tumblr, we have connected with another blogger who were interested in our posts. The blogger first "liked" many of our posts and then followed our tumblr. In return, we visited his tumblr and reposted many of his posts that were somewhat related to our topic. Therefore, students can easily interact with others on tumblr to share ideas and inspire each other.

Tumblr Response to Text Rubric

Criteria	4	3	2	1
Relevance to topic	Topic is tightly focused. Posts are highly relevant to the text of choice.	Topic is adequately focused. Posts are relevant to the text of choice.	Topic is somewhat focused. Posts are somewhat relevant to the text of choice.	Topic lacks focus. Posts are irrelevant to the text of choice.
Rationale for media choices	Communicates with a high degree of clarity and confidence a rationale for choices of form and content	Communicates with considerable clarity a rationale for choices of form and content	Communicates with some clarity a rationale for choices of form and content	Communicates with limited clarity a rationale for choices of form and content
Use of media conventions	Fully utilized all 7 of the <i>tumblr</i> posting options. Experimented widely with formatting.	Utilized 5-6 of the <i>tumblr</i> posting options. Experimented with formatting.	Utilized 3-4 of the <i>tumblr</i> posting options. Showed some evidence of experimentation with formatting.	Utilized 2 or fewer of the <i>tumblr</i> posting options. Showed no evidence of experimentation with formatting.
Language mechanics	Writing is clear and concise, and contains minimal errors.	Writing is mostly clear and concise, and contains some errors.	Writing is somewhat hard to follow, and errors sometimes detract readers from meaning.	Writing is unclear and hard to follow, and errors detract from meaning.
Originality	Significant evidence of originality and inventiveness. Ideas and content are original and creative.	Evidence of originality and inventiveness. Ideas and content offer some insight.	Some evidence of originality and inventiveness. Ideas and content hardly show insight.	Minimal evidence of originality and inventiveness.

Responsible Group Member Checklist

1. Y / N I contributed to the planning process.
2. Y / N I completed the tasks I was assigned.
3. Y / N I cooperated with the rest of the group.
4. Y / N I was positive and helpful.
5. Y / N I stayed on task and worked hard.
6. Y / N I respected my group members.

Peer Review Form

Evaluate your peers' contributions to the group using a scale from 1-4.

4: Strongly Agree

3: Agree

2: Disagree

1: Strongly Disagree

Member name:	Contributed meaningfully to group discussions. 1 2 3 4 Completed assigned task on time. 1 2 3 4 Demonstrates a positive, supportive, and cooperative attitude. 1 2 3 4 Contributed significantly to the success of the project. 1 2 3 4
Member name:	Contributed meaningfully to group discussions. 1 2 3 4 Completed assigned task on time. 1 2 3 4 Demonstrates a positive, supportive, and cooperative attitude. 1 2 3 4 Contributed significantly to the success of the project. 1 2 3 4