

**Humans of UBC Marking Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Photos	Project includes 15 photos or more that capture the themes and feelings of the interviews.	Project includes less than 15 photos. Photos somewhat capture the themes and feelings of the interviews.	Project includes less than 8 photos. Photos does not capture the themes and feelings of the interviews.
Interview Questions and Answers	Project includes 15 of both questions and answers. Questions are meaningful and thought provoking. Answers are edited and organized.	Project includes less than 15 of both questions and answers. Questions are somewhat meaningful and thought provoking. Answers are somewhat edited and organized.	Project includes less than 8 of both questions and answers. Questions are not meaningful or thought provoking. Answers are unedited and unorganized.
Slideshow Presentation	Slideshow presentation is at least 10-12 minutes long and includes music that complements the tone of each interview. Slideshow is well organized and visually pleasing.	Slideshow presentation is 7-9 minutes long and includes music that somewhat complements the tone of each interview. Slideshow is somewhat organized and visually pleasing.	Slideshow presentation is less than 7 minutes long and does not include music. Slideshow is unorganized and not visually pleasing.
Collaboration	Each group member has completed at least 3 interviews and taken 3 photos. Group members work respectfully, share tasks evenly, and use class time effectively.	Each group member has completed at least 2 interviews and taken 2 photos. Group members work respectfully, share tasks evenly, and use class time effectively.	Each group member has completed 1 interview and taken 1 photo. Group members <u>do not</u> work respectfully, <u>do not</u> share tasks evenly, and <u>do not</u> use class time effectively.
Curriculum Linked	The content of the presentation is clearly linked to the curriculum.	The content of the presentation is somewhat linked to the curriculum.	The content of the presentation is not linked to the curriculum.

## **Media Project #2 Questions and Answers:**

### **Question 1: Ania**

For our final media project, our group brainstormed a way for us to include social emotional learning in whatever activity we ended up designing. A couple of us had previously visited the website *Humans of New York*, a site which chronicles the experiences and stories of randomly selected people from the streets of New York. We loved the principles behind this project and how it set out to prove that everyone, everywhere has a story worth hearing. We thought about our time in the Education program and decided it would be interesting to adapt the concept of the *Humans of New York* website and make it into a video. We sought out individuals from across a variety of disciplines, both elementary and secondary, and either asked them specific questions or left the prompt blank for them to respond as they pleased. We encouraged students to share stories, facts and ideas that they felt were an integral part of their being. At first, we were worried about approaching people and wondered whether the majority would be hesitant to share their experiences with us. It turns out we had no reason to be worried, everyone we interviewed was excited to share their story and we were pleasantly surprised at how much detail some of them were willing to share.

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

### **Question 2: Vinay**

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.*

Some other pre-production strategies we employed included ensuring we spoke with students from different disciplines, from both elementary and secondary, and that we had a balance of males and females providing responses. We also collaborated to ensure we asked varying questions, garnering answers that reflect vastly different answers from the students' lives. Finally, we sought to select a song that encompasses some of the general feelings from the responses.

### **Question 3: Nabila**

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

Within our group, we decided to interview a total of fifteen people, meaning we would each have to interview three different people. We split it up in this way so that the work of interviewing was spread out equally amongst all five of us. Each of us also came up with five broad questions and posted them to our private Facebook page, titled “Humans of BEd.” We then had twenty-five questions to choose from when interviewing people in

the program. We communicated mainly through our Google Doc, where we would type out who we interviewed, the question we asked them, their answer, and attached a photo of them. We then compiled all of the information and used class time to create our slideshow of the photos along with the text. We also came to a consensus on a song for our slideshow that seemed the most fitting.

#### **Question 4: Cody**

*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.*

For the Humans of UBC project, our group decided that the best way to assess was through a summative approach. In terms of the collaborative nature of the project, teachers could assess how well each student contributes to the group project by looking at aspects like: the number of people they interview, the quality/amount of questions they ask, and the number of pictures they take. Teachers would also assess how well students use their class time, divide up tasks amongst each other and work in a respectful manner. For the multimedia nature of this project, teachers would assess how well their students incorporate text (interview questions and answers), visuals (pictures of interviewees) and music into their project in a way that is creative and purposeful. Moreover, each interview question and answer should relate to the curriculum being studied in class.

#### **Question 5: Tina**

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? *\*Include a formal statement describing your goals in completing this assignment along with the drawbacks and affordances of the approach.*

Our goal for this project was to humanize the BEd program by showcasing snippets of people's lives. We felt that developing a community and sense of belonging was an important aspect of any learning environment. When approaching our project, we chose a method that was simple yet effective - a short slideshow with images and text.

A challenge that we encountered was the actual interview process. We wanted to have a sample that could represent the program as much as possible, so we took care to approach students of different backgrounds and programs.

At the conclusion of our project, we were able to learn a little more about our fellow teacher candidates, and develop a greater appreciation for the diversity of our program. We strongly believe that any class or school could pursue the same activity to strengthen the feeling of community.