LLED 368 Media Project #1 Responses (Sarah Lowen and Elaine Kuo)

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

>We came up with the idea of a "call-and-response" dialogue between the shepherd and the nymph in "A Passionate Shepherd to His Love" by Christopher Marlowe and "The Nymph's Reply" by Walter Raleigh. Our initial plan was to simply match the stanzas to images and alternate between the shepherd and the nymph. An issue with this approach was that we were concerned others may not be able to understand which stanzas were the shepherd's and which were the nymphs. I came up with the idea of putting the stanzas in iPhone speech bubbles to who is saying what, but none of the iPhone text generator websites we found were very good. Sarah then used Toondoo to create comic characters and speech bubbles.

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.

>I would say there was very little "storyboarding" involved and we did not have to develop a script. We chose key images to show the main idea of each stanza, and then the script was basically copying and pasting the stanzas of the poems into the speech bubbles using Toondoo.

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

>Sarah and I mutually agreed that she would find images for the shepherd and I would find images for the nymph. We mostly did our work in our own time and then combined the results of our efforts. It was decided upon that I would email my images to her and she would insert them into her video on Windows Movie Maker. Since Sarah did so much of the work in creating the video and the comics, I felt I should answer most of these questions.

4. How would you asses this activity?

>In this activity, we decided that we would break the assessment down into one groups mark and two individual mark.

>The group mark would be based on the quality of the final product. This would give all group members a personal investment in the outcome of the project and therefor should motivate them to contribute and put forth their best effort.

>The first individual mark would be based on the student's participation and their conduct within the group. We would give the students two copies of the rubric (one to "self-assess" and one to "peer assess") and the teacher would have one for themselves for their own anecdotal observations of how the students are working. This serves as another motivator for the students to contribute to the process in creating their final product. The peer and self assessment provides the students a chance to be accountable to themselves and accountable to each other; adding the "teacher observations" provides input from an "independent third party" and provides an outsider's perspective on the group dynamic and how well they are working together.

The second individual mark would be an artist's statement that each student would write to reflect on their creative process (this mark would be broken down further into content of the writing and the style). The purpose of this part of the assignment is to have the students actively reflect on the work that they have done, what they have learned, identify what they have done well, and what they would do differently if they had a chance to do this project again. This also provides the students with a time and space for themselves to set goals for improvement on assignments that they do in the future. The purpose behind assessing the content and style of the writing separately is simply to acknowledge that these are two separate skills and the lack of development in one area shouldn't be used to penalize the other. If a student is a genius and has a wealth of good ideas but his writing hasn't caught up with his thinking yet, then he should get full marks for the quality of his ideas and lose marks in the area that needs more work. If the student's writing is flawless in terms of spelling, grammar, and syntax but the ideas are underdeveloped or unfocused, the then student should get full marks for the quality of her writing and lose marks for the quality of her argument.

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

The main goal in this assignment would be to have the students explore the use of imagery in the two poems and conversational nature of the two texts; although Christopher Marlowe most likely didn't write his poem with the second one in mind (because it hadn't been written yet), once the "Nymph's Reply" has been read, it can't be "unread" and a conversation needs to take place about how we view those poems differently when we discuss them in conversation with each other.

The greatest challenge in this assignment is asking the students to demonstrate their skills in visual literacy. They have to be able to analyze the images that they chose to use and what creative purpose was behind the use of those images and demanding more insight than simply saying, "I used a picture of a slipper because a slipper was mentioned in the poem." Not all students will have experience with this kind of artistic thought and analysis of visual images so it will need to be actively taught and the students will need to be encouraged to ask thoughtful questions about their artistic choices as they progress through the assignment so that they are left with more than superficial explanations when it comes time for them to explain their process.

To demonstrate a more in-depth understanding of the concepts being discussed in this assignment, it would also be helpful if the students had skills with image-editing software such as so that they would be able to edit and manipulate their images to better reflect their artistic intent as opposed to placing the raw image into a slide without any context other than it's superficial relation to the poem. Again, this is another skill that needs to be actively taught and students will need to time to experiment with the software until they feel confident that they can make it work for them.

Final Product (Group Mark)	4	3	2	1
Preparedness/Quality of Final Product	Final product was put together well, with thought, and demonstrated time well-spent.	The final product was completed and prepared for the day it was due, but some parts could have used a little more thought/preparation.	The final product was somewhat prepared, but some elements may have been put together at the last minute (these elements look "rushed to completion").	A product was turned in but it was clearly put together at the last minute with little thought.
Content	Final product incorporates thoughtful images and uses the text in a way that develops theme of imagery and the conversational nature of the poems.	Final product incorporates images that are generally related to the imagery used in the poems and the use of text is generally reflective to the	Final product incorporates images that superficially address the use of imagery used in the poem. The use of text is superficially related to the	Images that are used are inappropriate, irrelevant, and/or trivial in nature and do not relate to the imagery that is used in the poem.

	Demonstrates a critical understanding of those themes.	conversational nature of the poems.	conversational nature of the poem.	The use of text is ineffective, does not reflect the conversational nature of the poem, and/or causes confusion or difficulty when interpreting the purpose of the work.

Participation and Conduct in Group (Individual Mark)

Category for Evaluation	3	2	1	0
Conduct During Discussion Did students conduct themselves in their discussions in a way that was respectful and encouraged participation from other group members?	Always listened respectfully to team members and encouraged them to participate. Allows his/her ideas to be criticized. Was always on task.	Respectful and supportive behaviour was consistent with few reminders. Sometimes spoke over others. Has some (but few) problems with having ideas criticized. Needed few reminders to be on task.	Has challenges with taking turns and listening respectfully and having his/her ideas discussed/criticized by the group. Needed frequent reminders to be on task.	Behaviour is detrimental to group; may result in the student's removal from the discussion.
Participation in Discussion Did the student participate in the discussion with	Student always participated in discussions with critical and insightful responses.	Student was consistent in participation in discussions with responses that demonstrated	Student sometimes participated in discussion (may need prompting to contribute ideas).	Student did not participate.

meaningful, insightful responses.		understanding.	Responses lacked insight/ understanding.	

Artist Statement (Individual Mark)

Content	4	3	2	1
Explanation of Artistic Choices	Explanation of image choice and use of text demonstrates an insightful, critical understanding of the topic and the ideas developed in the two poems.	Explanation of image choice and use of text an adequate understanding of the topic and the ideas developed in the poems at an interpretive level.	Explanation of image choice and use of text demonstrates a basic understanding of the topic and the texts (may be slightly flawed at times). Tends to summarize.	Explanation of image choice and use of text is not developed; may be very short with few details. Demonstrates little understanding of the texts or the topic.
Personal reflection of process and final product.	Personal Reflection of "final product" is developed with originality, maturity, and individuality

Demonstrates a thoughtful understanding of the "creative process" through the explanation of artistic choices and what choices might have been made differently. | Personal Reflection of "final product" is developed with some personal meaning.

Demonstrates an understanding of the "creative process" through the explanation of artistic choices and what choices might have been made differently. | Personal Reflection of "final product" is developed but is lacking in personal meaning.

Demonstrates a minimal understanding of the "creative process." Explanation of artistic choices and how they might have been made differently is superficial and lack depth. | Personal Reflection of "final product" lacks development **and** personal meaning.

Understanding of the "creative process" is inadequate. Examples may have been very short/ underdeveloped and lack reflective thought and depth. |

Written Style	4	3	2	1

Style	Demonstrates superior skill in using language and in arranging and juxtaposing ideas for balance, impact, and originality. Style and tone help to accomplish purpose, and add impact. Wide repertoire of effective sentence structures. Precise, concise language. Takes risks with a variety of language choices.	Uses effective language and arranges and juxtaposes ideas for balance, impact, and originality. Appropriate tone and level of language. Varied sentence types and lengths. Varied and appropriate language. Some attempts to use effective techniques.	Demonstrates limited skill in using effective language in arranging and juxtaposing ideas for balance, impact, and originality. Generally colloquial. Limited repertoire of sentences. Straightforward vocabulary. Little evidence of deliberate techniques.	Language and writing choices are ineffective, inappropriate, inconsistent, and weak. Often uses inappropriate tone or language. Simple sentences and coordination. Basic vocabulary; errors in word choice. Disjointed and awkward.
Form	Engaging introduction with a provocative thesis statement. Sound structure; seems artful, effortless and natural. Smoothy integrates elements such as examples, explanations, and anecdotes. Conclusion provides a satisfying resolution.	Opening establishes context and purpose with an effective thesis statement. Sequence is logical. Transitions used to help to connect ideas clearly. Conclusion focuses on the purpose; tries to provide a resolution.	Opening establishes purpose with a minimally-satisfactory thesis statement. Sequence is generally logical but may lack sense of direction. Transitions awkward or missing in places. Conclusion is often mechanical.	Opening is uninspired with a vague, underdeveloped thesis statement. Structure may seem illogical or random. May seem disjointed because ideas are not linked with transitions. Omits or provides ineffective ending.
Conventions	Few errors, usually as a result	May include some errors in complex	Includes some noticeable	Includes frequent noticeable errors in

of taking chances with complex language/sentence structures; these do not distract the reader (may only be noticeable when the reader looks for them).	language and sentence structures; these are generally not serious and do not distract the reader.	errors in basic language and sentence structures that may distract the reader but do not interfere with meaning.	basic structures and language that may interfere with meaning

Materials and References

Final product was made using Windows Movie Maker, Paint, and ToonDoo.

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