

LLED 368 Visual Media Project Write-Up and Marking Rubric

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Question 1: Ania

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

We wanted our project to be something we could reuse in our future classrooms once we finally land full-time teaching positions. Currently social media is all the rage amongst high school students and during our long practicums, we found our students compulsively checking Facebook, Twitter, Instagram, Snapchat etc. Rather than ostracize these social media tools, we came together and brainstormed a way for us to link a couple of these 'hot' items to a historical genre like Shakespeare.

The idea is fairly straightforward and one we have been encouraged to explore: make assignments relevant to the students lives and find a way to take their current areas of interest and show them how they can be used creatively in an educational setting. For our specific exemplars, we chose to create Facebook and Twitter profiles for 5 major characters from *A Midsummer Night's Dream*. We believe that if teachers incorporate using social media into their curriculum, they will be challenging their students to see secondary uses for not just Facebook, Twitter etc. but also for other online or offline tools they may come in contact with. The use of social media also allows students to play with the language of whatever historical work they may be reading. Often time, students are very intimidated by the language used in plays such as *A Midsummer Night's Dream* or *King Lear*, but using this language in relation to platforms they are comfortable with, takes away some of the discomfort.

Question 2: Vinay

Prior to creating our Fakebook profiles, we employed several pre-production strategies. The first one was becoming familiar with the interface of the Fakebook website. This entailed us learning how to make text posts, add photos, and interact with other characters. We also needed to find out how to save and share our pages with each other so that we could collaborate and interact with each other's character pages.

Once we learned how to use the site, the next step was deciding which characters we were going to present, and who would prepare each profile. After it was decided we would present Helena, Hermia, Lysander, Bottom, and Puck, we set off re-reading parts of the play and familiarizing ourselves with the attitudes and actions of our characters, including how they reacted to some of the events and how they interact with other characters as well as some of the most important and memorable lines of the play. It was

during this process that we saw the learning outcomes prevalent through this activity. Students will greatly analyze characters' motivations, ambitions, reactions and relationships with other characters as they complete the profile for a character.

Question 3: Nabila

Our group decided to create our media project on Shakespeare's *A Midsummer's Night Dream*. More specifically, our group wanted to incorporate the teaching of the plot with character sketches by using types of media that are popular today. We focused specifically on using Fakebook (similar to Facebook) and Twitter to present both our character sketches and the relationship between characters that help develop the plot. We first divided ourselves into who would create Fakebook accounts and who would create Twitter accounts. This was done randomly; whoever felt more comfortable using Twitter used Twitter, and whoever chose to use Fakebook, used Fakebook. We each picked a role of a major character and we were each responsible for creating a character sketch for that one particular character.

Fakebook allowed us each to build a profile online, similar to Facebook, but focusing on character sketches gave us the ability to learn about a character's emotions, as well as show responses from other's characters. During class time, we would discuss our characters and how they relate to one another. We would then, on our own time, make our Fakebook accounts and share our Fakebook links via a shared Google document. We had access to each other's passwords so if we felt that we needed to add to another person's profile, we were able to do so.

In addition to Fakebook, three of us chose to present our character sketches using Twitter. Twitter gave us the chance to directly use our own accounts to communicate with each other online. We also had the opportunity to "retweet" or "favorite" something a character said, giving it importance.

Question 4: Cody

For the Fakebook/Twitter character profile activity, both formative and summative assessment approaches can be used to assess the multimedia and collaborative nature of the assignment. When it comes to the collaborative nature of the assignment, formative assessment will be used in the form of evaluating small "group meetings" and individual peer evaluations. For the purpose of this assignment, "group meetings" would be modeled after the real Facebook feature that allows users to form their own groups for sharing ideas and discussion. During every "group meeting" the teacher would group the students according to character and assess how well they shared their ideas in a respectful and collaborative manner. Prior to handing in the final product, each student could have their Fakebook or Twitter character profiles reviewed by two of their peers. Each student would also have to fill out at least two peer review sheets and provide them to their colleagues for editing and revision purposes.

When it comes to assessing the multimedia nature of this assignment, both summative and formative assessment could be used to assess the students' ability to demonstrate their understanding of *A Midsummer Night's Dream* using digital social media. For example, teachers could use formative assessment during the reading of the

play by assessing their students' posts/tweets after every scene. After every post/tweet, teachers could check their students' Fakebook or twitter character profiles and assess how well they understand the material. Teachers could also use summative assessment after the class has read the play and a final product is ready to be submitted for grading. Within their Fakebook or Twitter character profiles students must include: a profile picture, background picture, wall posts, friend comments, a posted picture, and a link from YouTube that relates to play. With the combination of continual formative assessment during this activity, students should be able to demonstrate a deeper understanding of the play, its characters and major themes.

Question 5: Tina

In designing our media activity, we prioritized a number of goals, including: comprehension of characters and plot, relatability to students, and application in other literary areas. We chose to use Shakespeare's *A Midsummer Night's Dream* as an example because of its prevalence in high school English classes and the appropriateness of the content.

Our media activity involved the use of the online tool, Fakebook, and Twitter. We designed fake Facebook and Twitter profiles for major *A Midsummer Night's Dream* characters. For each character, we made posts detailing the characters' reactions to events and their interactions with each other.

Advantages

Most students are familiar with social networking sites; therefore, using Fakebook and Twitter is highly relatable and approachable. Rather than using a traditional character sketch, the incorporation of media gives students a fun and creative way to analyze a character. Not only does this activity require a thorough knowledge of the play and its characters, students must think critically about the content in order to present it appropriately. Incorporating multimedia (pictures and videos) also increases the literacies being used. Both Fakebook and Twitter are easily accessible online and available for free to all audiences.

Drawbacks

The biggest drawback of this online tool arose when we were completing our examples; profiles that we had completed would fail to save, meaning our changes were lost. This could be detrimental if students work hard on a profile and end up losing their work. Another challenging factor in this activity is assessment. Although there is a rubric provided by Classtools, the marking factors is not directly linked to BC Performance Standards. To make this assignment more useful for an English class, the criteria should be modified to include specific writing techniques and conventions. Another drawback of using Fakebook is the limited functions of the tool; unlike real Facebook profiles, Fakebook users cannot interact with each other, making it an ingenuine social networking profile. On the other hand, students who are unfamiliar with social networking may find this activity irrelevant and uninteresting.

Improvements

The Fakebook is a great teaching tool, but it is significantly outdated. Improving the user interface and functions of the tool (such as allowing interaction and linking of other profiles) can greatly broaden its usability. There is no fake Twitter profile creation tool at the moment. For classrooms that have difficulty accessing the web, Fakebook and Twitter profiles can be created on a paper template instead.

A Midsummer Night's Dream Fakebook/Twitter Character Marking Rubric

Criteria	Excellent	Good	Needs Improvement
Fakebook/Twitter Profile Information	Profile information is very neat and accurate. Shows understanding of character and their role in the book.	Profile information is neat and accurate and helps the audience to understand the character.	Profile information is unorganized, incomplete, or inaccurate. Does not help the audience to understand the character.
Friends/Followers	Profile has at least 6 friends that are from the book and related to the character.	Profile has at least 4 friends that are from the book and related to the character.	Profile has less than 3 friends that are from the book and related to the character.
Posts & Friends Comments/Tweets & Re-Tweets	Profile has at least 5 posts/tweets that relates to the book. Each post/tweet has at least 2 comments from friends. 10 posts/tweets from friends in all.	Profile has at least 3 posts/tweets that relates to the book. Each post/tweet has at least 1 comment from friends. 5-3 posts/tweets from friends in all.	Profile has 2-0 posts that relate to the book. Each post/tweet has no comment from friends. 2-0 posts/tweets from friends in all.
Conventions	Excellent control of conventions, no punctuation or grammatical errors. Comments are clear.	Reasonable control of conventions, but more attention to detail required. 3-5 grammatical or punctuation errors. Moderate editing required for comments.	Limited control of conventions, frequent errors, distracting, re-reading required, extensive editing required.
Literary Aspects Addressed in Fakebook/Twitter Profiles	Fakebook/twitter profile page, wall post/tweets, and friend comments/re-tweets all relate to the book and demonstrate an understanding of the character.	Fakebook/Twitter profile page, wall post/tweets, and friend comments/re-tweets somewhat relate to the book and somewhat demonstrates an understanding of the character.	Fakebook/Twitter profile page, wall post/tweets, and friend comments/re-tweets all do not relate to the book or demonstrate an understanding of the character at all.