

Rationale for Media Project 2:

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

We chose the topic of E-Literature for our second media project, which was the weekly reading topic we previously presented on. Our group had struggled to conceptualize, comprehend, and even accept this topic at first, with the result that we all took it rather too seriously. In our first meeting, it was decided that we should re-discover the joy of learning and approach this topic from a humorous perspective. The central idea was of using an animation website to create a dialogue between a student-teacher S.A. speaking with her S.A. The student-teacher explains her plans to integrate E-Literature content and techniques into her classes, with the S.A. responding as a contrarian luddite.

- b. 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.*

We used a Google Docs to collaboratively work on the script. This functioned as a type of storyboard, but admittedly was not visual. Concerning the anime, the group members sat around the computer selecting the clothes the two characters would wear and typing dialogue in the appropriate link. The program we used was *Goanimate*.

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

This was a collaborative effort. However, it must be said that because Justin Bolivar completed the difficult IT work on Media Project 1, it became a point of pride that for Media Project 2, the other 4 group members wanted to tackle the IT challenges ourselves. As a result, we deliberately asked Justin to let us trouble shoot and create the IT aspect of the anime dialogue without his help. Instead, he contributed his ideas for the dialogue. Fortunately, *Goanimate* is not that complicated a program.

- d. 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.*

- e. 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. All references and materials for this project should be included in a bibliography employing APA or MLA format.*

The IT skills required to use *Goanimate* are fairly basic, so we don't foresee any challenges in that regard. Teachers would need to place constraints and have clear instructional objectives so that the task is meaningful. We do see lots of opportunities for the ELA and English Literature classroom. Some ideas we considered using *Goanimate* were:

- Creating a dialogue between two characters from a novel/play
- Creating an additional scene for a play with all relevant characters involved
- Creating a dialogue between a reporter interviewing a character from a play or novel about his or her motivations and actions
- Adopting transmediation by taking a novel and using *Goanimate* to create a 10 minute dramatic version of the novel.

All of these ideas enable students to explore aspects of literature using visual literacy. In the *Goanimate* program, students are able to select the clothing, the background and context, and the actions of each character. Therefore, the students have agency to both interpret and make meaning with their choices. It is not the case that they just type in the dialogue for a fixed, static character.

Formal Statement:

Our *Goanimate* dialogue has two goals: to demonstrate the use of this program so that our fellow would be aware of it should they wish to use it in a teaching context, and to explore the issue of tensions that could occur when implementing E-literature.

Works Cited

Goanimate. (2014). Retrieved from <http://goanimate.com/>

GROUP MEDIA PROJECT 2 RUBRIC Maximum Score: 20

A: EXPLORATION OF E-LITERATURE	B: ENTERTAINMENT VALUE	C: PRODUCTION VALUE	D: ORGANIZATION
<i>To what extent did the group's media project effectively explore the issue of E-Literature?</i>	<i>To what extent does the group media project's degree of creativity and humour contribute to its success.</i>	To what extent does the overall production value of the group media project contribute to its success?	To what extent is the group media project organized, coherent, and well structured?
1 The issue was poorly explored.	1 Little creativity or humour is demonstrated.	1 Production value is poorly done.	1 There is little organization, coherence or structure in the project.
2 The issue was explored in a somewhat superficial manner.	2 Creativity and humour are unevenly demonstrated, contributing somewhat to the project's success.	2 The production value somewhat contributes to the project's success.	2 There is some organization, coherence, and structure to the project.
3 The issue was adequately explored.	3 Creativity and humour are fairly well demonstrated, contributing adequately to the project's success.	3 The production value adequately contributes to the project's success.	3 There is adequate organization, coherence, and structure to the project.
4 The issue was effectively explored. Treatment of E-Literature displayed insight and awareness of topic.	4 Creativity and humour are well demonstrated, contributing effectively to the project's success.	4 The production value effectively contributes to the project's success.	4 There is good organization, coherence, and structure to the project.
5 The issue was very effectively explored. Treatment of E-Literature demonstrated clear insight and knowledge of the topic.	5 Creativity and humour are consistently demonstrated, strongly contributing to the project's success.	5 The production value skillfully contributes to the project's success and is professional in quality.	5 There is excellent organization, coherence, and structure to the project.

