LLED 368 Media Project II

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In opposition to our first project, we decided to take on something a lot more complex and intricate. Working with a range of social media and communicative outlets, we turned our second project in a jumbled game/creative writing exercise that blended telephone with exquisite corpse. One person started the project with an image-text prompt (viewable at http://adapttheadapted.tumblr.com). Then another group member would take the image and text and do what they saw fit with the material they were given and the media format they were working with. The main focus of our project started with seeing how the many modes of communication and social media interacted with each other in the virtual space. The activity started as open but the initial prompt (image, video, text, audio, etc.) acted as a sort of restraint in terms of what we were interpreting. The media continued to be translated and extrapolated within the range of the group members and into the greater internet spheres. The result seemed chaotic but strangely cohesive when brought all together.

Rationale

A particular curricular focus; be it symbol, imagery, theme, metaphor, etc; can easily be framed in a way similar to what we have done with this project. For our work(s), particular themes came up but the activity is generally important for showing how powerful and varied interpretations can be. Group members got quite involved in the process of creation and interpreting the sorts of media they were receiving from their peers (this is primary reason for using social media!). Despite the relative ease in creatiomn, there is a great deal of meaning behind the activity. There is implicit meaning in the images, videos, songs, etc. Students can also

create their *own* meaning from the activity. There is a common thread that runs through the final product(s) that is, yet again, up for interpretation. Also long as the project is prefaced with an anchoring topic/text/theme this activity can go in many directions. For example, some of us found that the theme or motif of nature and/or the physical environment underpinned most of what we created. The prompt can also be text from a novel being studied by any given class. Students are interpreting some key information, as long as instruction scaffolds this. Students also use and value a wide range of social media platforms, so allowing them to use them should ideally enhance the experience.

Process

Once we had all chosen out specific media, we simply started sending our media to each other. The chain soon started to form with minimal difficulty and the forms of media easily interacted with each other. However, if the goals and intent of the exercise are not clear things can easily veer in a different and unorganized direction. Especially if the process is continual, it is important to remind those participating to stick the big idea of the task. The platforms should come secondary to what they are showing. Clarity in the process is important in terms of who is "calling" whom along the line.

Challenges

In terms of problems in using this sort of project, two main hindrances could potentially come up: the issue of accessibility to students and the lack of teacher control in monitoring activity during the project. Students might be grouped so they have at one "tech expert" in the group to help scaffold creation and provide the actually resources (phone, tablet, laptop, camera, etc.) for such a project. That same individual might report back to the class with how the group is progressing and where they things are going. Students may also be resistant to using such media

in an educational setting. An alternative to this resistance is to use educationally framed platforms (like Fakebook, Edmodo, Socrative, etc). This is not to say that students would not embrace such an activity in English classrooms.

Social Media Used:

Instagram: http://instagram.com/lgnd368 (Best viewed on a smart phone)

Tumblr: http://adapttheadapted.tumblr.com

iPhone: Film Footage

Other Suggested Resources:

- Edmodo: www.edmodo.com

- Socrative: www.socrative.com

- Poll Everywhere: www.polleverywhere.com

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Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.