

RTVF 4450/5660: COMMUNITY MEDIA EDUCATION
UNIVERSITY OF NORTH TEXAS | DEPARTMENT OF MEDIA ARTS | SUMMER 5W2 2016

Dr. Jacqueline Vickery

Office Hours: T/Th 11:00-12:00

RTFP 237

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Office hours: By appointment

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Class Meets: July 12 – August 12 / Tuesday, Wednesday, Thursday / 12:30-3:30 / RTFP 264

Description

This is a media literacy course designed to combine pedagogical media theory with community-based youth education in a hands-on experiential way. The first part of the course will focus on media literacy and theories of media pedagogy. We will specifically focus on the power of digital storytelling as a strategy for personal narrative and community change. The course also considers different approaches for working with marginalized youth populations. In the second half of the course students will work in groups to apply their literacy and pedagogy theories as they facilitate a digital storytelling workshop for youth in foster care.

Objectives

At the end of the course students will:

- Have basic understanding of various approaches to media literacy
- Be familiar with different pedagogical theories and approaches to teaching media
- Know how to use a variety of free online tools for DIY media production
- Gain real-world experience facilitating a digital storytelling workshop for youth
- Be able to articulate the values of media production and storytelling for marginalized communities and populations

Text

Digital Storytelling in the Classroom, 2nd Edition by Jason B. Ohler

Other readings will be available on Blackboard

Course Requirements & Assessment

| | |
|-----------------------------------|-----------------------------------|
| 2 in-class microteaching sessions | 50 pts. each x 2 = 100 pts |
| 2 lesson plan designs | 100 pts. each x 2 = 200 pts. |
| 4 self-assessments | 50 pts. each x 4 = 200 pts. |
| CME pitch | 100 points |
| Participation | 80 pts./week x 5 weeks = 400 pts. |

Total = 1000 points

A = 900-1000; B = 800-899; C = 700-799; D = 600-699; F = fewer than 600 points

Tentative Schedule

Week 1

| Date & Topics | Readings / Assignments | Workshops |
|---|---|---|
| July 12 <ul style="list-style-type: none"> • What is community media education? • Media literacy 101 • Why digital storytelling? | | |
| July 13 <ul style="list-style-type: none"> • Media pedagogy • Learning styles & multiple intelligences • Myths and realities of foster care in Texas | <ul style="list-style-type: none"> • Ohler Ch. 1 • Lambert Ch. 6 (BB) • Bring personal object or photo to class | <ul style="list-style-type: none"> • Provocative questions for powerful stories • Equipment demo (Brian) |
| July 14 <ul style="list-style-type: none"> • Learning theories & practices • Media production, social change, & marginalized youth populations | <ul style="list-style-type: none"> • Ohler Ch. 5 & 6 | <ul style="list-style-type: none"> • Story mapping and personal narrative workshop (Niki) • Guest speaker from PUSH (Krystal) |

Week 2

| Date & Topics | Readings / Assignments | Workshops |
|--|---|---|
| July 19 <ul style="list-style-type: none"> • Designing lesson plans • Facilitating group work & inclusive discussions • Recording digital stories | <ul style="list-style-type: none"> • Ohler Ch. 8 | <ul style="list-style-type: none"> • Tools workshop for producing digital stories (Niki) |
| July 20 <ul style="list-style-type: none"> • Lesson plan designs for: music videos, photo essays, media montages | <ul style="list-style-type: none"> • Ohler Ch. 11 • Lesson plan #1 due | <ul style="list-style-type: none"> • Microteaching session #1 |
| July 21 <ul style="list-style-type: none"> • Lesson plan designs for: poetry, interviews, video | <ul style="list-style-type: none"> • Ohler Ch. 12 • Self-assessment #1 due | <ul style="list-style-type: none"> • Tools workshop for producing digital stories (Niki) |

Week 3 – Visit Cumberland / Cumberland visits UNT

| Date & Topics | Readings / Assignments | Workshops |
|---|---|---|
| July 26 <ul style="list-style-type: none"> Working with marginalized populations Designing community media education programs | <ul style="list-style-type: none"> Blanchet-Cohen & Salazar article (BB) | <ul style="list-style-type: none"> Visit Cumberland Children’s Home |
| July 27 <ul style="list-style-type: none"> Designing & organizing digital storytelling workshops with youth | <ul style="list-style-type: none"> Lesson plan #2 due In-class privacy quiz | <ul style="list-style-type: none"> Microteaching session #2 |
| July 28 <ul style="list-style-type: none"> Facilitating inclusive group work | <ul style="list-style-type: none"> Self-assessment #2 due | <ul style="list-style-type: none"> Intros & photo scavenger hunt with Cumberland residents |

Week 4 - Youth Workshop Part 1

| Date & Topic | Readings / Assignments | Workshop |
|---|---|---|
| August 2 <ul style="list-style-type: none"> Media literacy 101 How to tell a digital story Personal narratives and social change | | <ul style="list-style-type: none"> Group brainstorm session youth bring a photo or object to class |
| August 3 <ul style="list-style-type: none"> Speaking back to dominant narratives Preproduction | | <ul style="list-style-type: none"> Storyboard, script, production needs, location, props Group workshops |
| August 4 <ul style="list-style-type: none"> Thinking critically about representation Production | <ul style="list-style-type: none"> Self-assessment #3 due | <ul style="list-style-type: none"> Read narratives/scripts Begin production Discuss soundtracks Group workshops |

Week 5 – Youth Workshop Part 2

| Date & Topic | Readings / Assignments | Workshop |
|--|---|--|
| August 9 • Production | | <ul style="list-style-type: none"> • Produce story • Group workshops |
| August 10 • Post production | <ul style="list-style-type: none"> • Self-assessment #4 due | <ul style="list-style-type: none"> • Putting final projects together • Group workshops |
| August 11 • Finalizing projects | | <ul style="list-style-type: none"> • Refresher tutorials • Self-reflection |
| August 12 • Wrap-ups, goodbyes • Screening | <ul style="list-style-type: none"> • CME pitch due | <ul style="list-style-type: none"> • Screening at Cumberland |

Assignments

Privacy & Safety Quiz

Privacy and confidentiality is vitally important to the safety and well-being of youth in foster care. The staff at Cumberland will lead a confidentiality workshop for us when we visit the campus. They will also teach us policies for recognizing and reporting abuse or self-harm, and address the appropriate boundaries of mentorship. After the workshop you will be required to take an in-class quiz. You **MUST** earn an “A” on the quiz in order to facilitate the workshops. You may take the quiz as many times as necessary, but you will not be allowed to participate in the workshop until you have earned an “A” on the quiz. Missing out on even one day of the workshop will have a significant impact on your grade (see attendance & participation policy). This means you MUST be in attendance at the workshop at Cumberland and must be in class the day we take the quiz. This is for the protection of the youth participants and is non-negotiable.

Microteaching Sessions

Microteaching is organized practice teaching intended to give you confidence and feedback. You will take on the role of the teacher and your fellow classmates will take on the realistic role of “students.” You will have 5-7 minutes to teach a specific pre-determined concept or skill. You will have a moment to reflect on your own teaching and your fellow classmates will also discuss what they liked about your approach. As a group, we may also suggest a few things to practice or do differently next time. It is a safe space to build confidence speaking in front of others and practicing what you have learned. As “students” you will benefit from observing each other teach concepts in different ways and gain ideas you can implement in your own teaching.

Lesson Plan Design

On the day of your microteaching session you will submit a lesson plan. These will supplement the microteaching by further explaining the goals, concepts, materials, activities, and assessment of the lesson. Think of the lesson plan as the guideline for the entire lesson (i.e. if you had a full day to teach it) and the microteach as only one small slice of that bigger lesson. The lesson plans will be submitted to Dr. Vickery and shared with your group at the end of the microteach session.

Self-assessments

In these 750-900 word self-assessment reports you will reflect on your ability to apply different pedagogical theories and approaches in the classroom. Your reflection should incorporate theories, concepts, and approaches addressed in class as a way to assess your role as a teacher. You will write 2 of these based on the microteaching presentations in class and you will write 2 based on your experiences facilitating the media workshops with youth. You should address questions such as, but not limited to:

- What is my role in the classroom during this exercise?
- What pedagogical techniques did I utilize to facilitate learning?
- What were my “wins” of the day?
- What would I do differently next time?
- What did I learn from my interactions with students?
- What assumptions about myself or about youth were challenged by my experiences in the classroom today and why?
- Did the approach seem to work better with particular students (e.g. boys, girls, older, younger, different ethnic identities, etc.) or kinds of learners (confident, novices, visual, shy, etc.)? If so, speculate why and explain what you can learn from this observation.

You will be evaluated on your ability to apply concepts and theories from class to the evaluation of your own teaching. These are confidential and are a space for you to candidly reflect on your role as an instructor. They should help you apply theories from class to practice in the workshop and help you think critically about your own strengths, weaknesses, assumptions, and goals of teaching.

CME Pitch

Your final project is a mock-up pitch for a Community Media Education workshop. You will choose a location (e.g. after-school, the YMCA, juvenile detention center, church, library, etc.) and a specific population (e.g. elementary students, LGBTQ youth, children of incarcerated parents, teens in the neighborhood, etc.) and then design a workshop for this hypothetical group.

The pitch includes 3 parts:

- Recruitment of volunteers to run the workshop (e.g. high school students, college students, parents, etc.)
- Recruitment of child/youth participants
- Partnership with the location and organization

Each of these will utilize language and images intended to “sell” the idea to the appropriate audience. You will need to express the value of the media workshop, demonstrate your expertise and qualifications, and articulate the needs and commitment from each party. You can use any combination of visual aids including, but not limited to: flyers, emails, videos, social media, etc.

Participation

This is a fast-paced and intense course intended to give you hands-on experience teaching and working with youth. As such, your daily participation will be some of the most valuable learning opportunities in this class. You are expected to show up on time prepared (i.e. having done the readings, completed

assignments etc.) so you can participate in all discussions, activities, and group work. You will be evaluated on your contributions, attitude, and willingness to take risks and engage as a facilitator. You can **earn up to 80 participation points per week** for a total of 400 possible participation points in the class. Dr. Vickery will tell you your participation points each week so you will know how you are doing in the course.

Course Policies

Attendance

You will lose points for being late, leaving early, sleeping, disengaging, failing to contribute comments to discussions, or for not willingly participating in all group activities. You will lose *50 points from your overall grade for your first absence and a full letter grade (100 points) for each additional absence*. If you are sick, you **MUST** inform Dr. Vickery prior to missing class and provide a doctor's note when you return.

If you experience extenuating circumstances during the course you must make an appointment to come talk to Dr. Vickery ASAP. If your other courses, jobs, or personal life will interfere with your capacity to attend class and show up prepared then you may want to consider dropping the course. This class moves quickly and will be demanding of your time, intellect, and emotions, but it will also be a rewarding hands-on experience if you commit to taking risks, being vulnerable, and building relationships.

Religious holy days sometimes conflict with class and examination schedules. If you will miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. If you are going to miss an assignment, please let me know at the beginning of the semester

Late Work

Microteaching sessions: These CANNOT be made up; you **MUST** be present on the assigned day. If you miss a microteaching *you will automatically receive a "0" for the assignment*. Likewise, you must be present to hear your fellow students' microteach sessions so you can provide feedback to them as they will do for you. If you arrive late/leave early and miss other students' microteach *you will automatically lose a full letter grade on your own session*. These dates are on the calendar, check with work, childcare, etc. in advance so you do not miss class on these days.

Assessments & lesson plans: You will lose a full letter grade for each day the work is late, up to 3 days (i.e. if the assignment is due on Wednesday at 12:30, you have until Saturday at 12:30 to turn it in for a loss of 3 letter grades). After 3 days you will automatically receive a "0" on the assignment. Late work with a penalty is a lot easier to recover from than a "0", I strongly advise you to turn in all assignments in the course even if they are late.

Final project: You will lose a full letter grade for late work up to 1 day late. No final projects will be accepted after 3:30 p.m. on Saturday, August 13.

Academic Integrity

Cheating, don't do it, seriously it's just not worth it! Plagiarism includes using content from websites, videos, music, papers, blogs, images, presentations, books, articles, exams, etc. without proper citations (i.e. claiming ideas, words, or creative content as your own when they are not). Cheating includes any unauthorized assistance & dishonesty on assignments. If and when I catch you cheating or plagiarizing on any assignment, I will report you to the Office of Academic Integrity and *you will receive an automatic "0" on the assignment with no opportunity to make it up.* A "0" on an assignment could mean you fail the course, just don't do it. *If this is not your first infraction,* you will automatically fail the course. For a full definition of academic dishonesty and the repercussions, read the UNT policy here: https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.

Self-Care

It is possible that you may be personally or emotionally bothered by stories you hear or encounters you have during the course. First, remember that you must protect the privacy and confidentiality of the youth. That said, you may find it helpful to discuss your interactions with trusted friends or family, please do so with privacy in mind. We will talk more about this in class.

It may be beneficial for you to talk to a professional about your reactions or emotions, you can make a free counseling appointment with the CARE team (Chestnut Hall) at 940-565-2741 or email them at counselingandtestingservices.unt.edu. Remember that your classmates are likely having similar reactions, please encourage and support each other throughout the course. You can also come talk with Dr. Vickery or Niki during office hours if you need some guidance.

We will talk more about this in class, but if you believe a young person may be in harm, or may be a threat to someone else or themselves, then you must *immediately* report that to Dr. Vickery, who will walk you through any other necessary steps.

Lab Equipment

You are responsible for the care and condition of all lab equipment you check out: this means if something breaks, is lost, or stolen, *it is your responsibility* to cover the cost. You may check out equipment during summer lab hours (8:00-5:00); *no overnight check-outs*. Although you are collaborating on media productions with youth, this is not a typical production course – this means all production will be completed during course hours. As the supervisor for your group you will need to teach youth how to properly handle and care for all equipment. You should exercise discretion as to who is allowed to use equipment, when, where, and under what conditions. You MUST actively monitor & supervise all equipment use at all times. If something gets broken during the session – even if youth were the ones using it at the time – as the UNT student in charge of that group *you will be held financially responsible for the equipment.* If you have questions, concerns, or behavioral issues talk to Dr. Vickery or Nicole ASAP for additional guidance and/or supervision.

ODA Notification

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA)

to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Graduate Students

Dr. Vickery will discuss any additional requirements & expectations for the course.