

ETEC 532 – Final Arts Based Project

Introduction to “English Writing with Multimedia” – A blended learning environment

Gary Bartanus

University of British Columbia

Rationale for this project:

According to the Resolution on Composing with Nonprint Media (2003) the National Council of Teachers of English (NCTE), states that “students are living in a world that is increasingly nonprint-centric. New media such as the Internet, MP3 files, and video are transforming the communication experiences of young people outside of school. Young people are composing in nonprint media that can include any combination of visual art, motion (video and film), graphics, text, and sound—all of which are frequently written and read in a nonlinear fashion.”

The English Writing with Multimedia course is a response to this new era of “nonlinear” communication. It is designed to help learners build new knowledge and skills in a constructive and collaborative learning environment. Although learners will be expected to work hard and produce meaningful multimedia projects, they will also be given opportunities to make new friends, collaborate, have fun, express themselves creatively (in English), and develop confidence in their English communication skills.

Description of course:

The course features a blended learning environment, with Hanyang University students coming to class once per week for a two hour period in which they engage in face-to-face interactions and, during the rest of the week, engage in online interactivities. Most of the students are Korean; however, there are several international students who bring a rich diversity of backgrounds, interests, language abilities, and worldviews to the class.

Current pedagogical research indicates that people are motivated by realistic learning opportunities and that they learn through both independent study and social interaction. This course provides students with all three of those key aspects: realism, independence, and social interaction. Students work independently to create, develop, and maintain their own individual blogs, which are regularly updated with images and videos that they have taken throughout the week. All student blogs are live on the internet, thus providing an element of reality; and all student blogs are linked together through their main course site, thus providing the necessary framework for building a community of learners.

Students are organized into groups in which they share knowledge with one another and collaborate on both independent and group multimedia projects. Assessment is based on students' participation, their online e-Portfolios (blogs), and three major multimedia projects. Both Web 2.0 and Web 1.0 technologies are utilized online, thus providing students with both social knowledge building and independent study opportunities. All of the classroom discussions are in English; however, students are free to use their natural language when they are collaborating together. Although the multimedia projects should be targeted towards an English speaking audience, learners are free to choose the form (written, oral, prose, poetry, etc.) that is most comfortable and/or meaningful to them.

Online Learning Environments:

This course makes use of two online spaces:

LearnBlog.org—the main blog site that connects with all the public student blogs and provides the framework for a community of learners. This site also hosts numerous video tutorials, class announcements, and news feed from Ted Talks, SnagFilms, and other high interest sources.

Canvas Learning Management System—the private space that provides detailed information on assignments, projects, and grades. It is also a system where students can submit assignments, collaborate, and engage in graded discussions that can be linked to the feed from LearnBlog.org.

Expected learning outcomes:

- a strong set of video production and blogging skills
- creative inquiry and design thinking methods that students can apply to creative opportunities in the future
- reflective habits that lead to greater self-knowledge and community involvement
- an increased ability to compose and communicate clearly and in English
- critical thinking skills that will make students more sophisticated consumers of media

Relevant Links:

Site 1: [English Writing with Multimedia Course Page \(hosted on LearnBlog.org\)](#)

Site 2: [Canvas Learning Management System](#) (Login ID: gary.edtech@gmail.com Password: etec532)

Video: [ETEC532 Final Project Auto Ethnographic Video Guide](#)

References

- Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., ... Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92. Retrieved from <http://www.pwrfaculty.net/summer-seminar/files/2011/12/new-london-multiliteracies.pdf>
- Lovett, M., Purdy, J. P., Gossett, K., Lamanna, C., & Squier, J. (2008). Writing with video: What happens when composition comes off the page. *Reading and Writing in New Media*. Hamptons Press, Cresskill, NJ. Retrieved from <https://cas.sharepoint.illinoisstate.edu/english/others/RAW/Shared%20Documents/hampton1/16-Lovett-hampton.doc>
- Noytim, U. (2010). Weblogs enhancing EFL students' English language learning. *Procedia - Social and Behavioral Sciences*, 2(2), 1127–1132. doi:10.1016/j.sbspro.2010.03.159
- Resolution on Composing with Nonprint Media. (n.d.). *National Council of Teachers of English - Homepage*. Retrieved March 13, 2013, from <http://www.ncte.org/positions/statements/composewithnonprint>
- Shih, R.-C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6), 883–897. Retrieved from <http://www.ascilite.org.au/ajet/ajet26/shih.html>
- Vance, L. K. (2012). Do Students Want Web 2.0? An Investigation into Student Instructional Preferences. *Journal of Educational Computing Research*, 47(4), 481–493. Retrieved from <http://baywood.metapress.com/index/T23360628451W263.pdf>