

THE VIDEO DIARY AS REFLECTION:

Engaging selfie culture in the curriculum to develop innovative learning and digital media skills

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THE THREE TAKEAWAYS

- I. How video reflections are assigned in our courses, and the pedagogy behind it.
- II. How students felt about doing them.
- III. The required resources to assign and manage video reflections.

VIDEO REFLECTIONS: (BRIEF) HISTORY AND FORM

Reflection is a common pedagogical practice where students are asked to think about and articulate what they have learned.

The video reflection innovates this traditional written exercise by utilizing digital technologies and by having students critically engage with digital practices.

They can be made by students with little or no background in mediamaking.

They transform current student social media practice into pedagogical praxis, fostering student-centered learning experiences.



PEDAGOGY: THE REFLECTION

Written reflections benefit students as a **generative process to create meaning** for future writing, and as a way to develop authority and expertise (Yancey 1998).

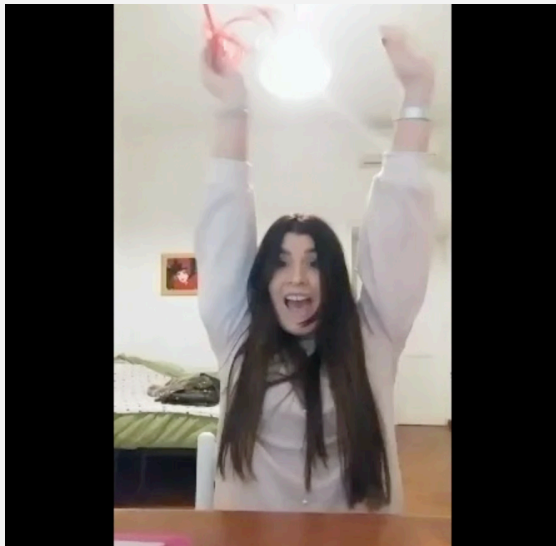
Reflection is considered a core element of metacognition, that is, a student's awareness of how to learn and also an awareness of themselves as a learner (Rose, et al., 2016).

Metacognition is also connected to students' ability to **transfer their learning across contexts** (Bransford, Brown & Cocking 2000).

Reflection is both a process and product and the product that is created is available to the world and is therefore a **social act** (Yancey 1998).



PEDAGOGY: PRACTICE BECOMES PRAXIS



“A selfie is a photographic object that initiates the **transmission of human feeling in the form of a relationship** (between photographer and photographed, between image and filtering software, between viewer and viewed, between users and social software architectures, etc.).

A selfie is also a practice—a gesture that can send (and is often intended to send) different messages to different individuals, communities, and audiences” (Senft & Baym, 2015).

PEDAGOGY: RESEARCH ON VIDEO REFLECTIONS

- Students had a **stronger sense of ownership and engagement** when asked to participate in video projects (O'Neill, 2010).
- Video projects **invite students to think critically** about how other forms of communication mirror language and writing (Sadashige, 2011).
- Including learner-generated video into course content can **produce a richer understanding of the subject matter** for students (Greene and Crespi, 2012).
- Students who engage in learner-generated video creation are **more satisfied with the course and subject content** (Passaris, 2016).
- Students commented that they did not feel bound by words, grammar, structure, and organization within the reflection, so they felt that they were **better able to express their truest feelings** (TeachWriting.org, 2017).



ASSIGNMENT PROMPTS

ASSIGNMENT (COM 311: Digital Media Culture)

Weekly Reflection videos (20%)

A total of 10 weekly reflection videos (2-5 minutes in length) on the theoretical approaches covered in the course will be required. These will be graded as follows:

Good – 2

Acceptable – 1

Unacceptable/Absent – 0



PROCESS OF MAKING A VIDEO REFLECTION

1. Reflect (after reading)
2. Record
3. Review
4. Send

LIBRARY/FACULTY/TECHNOLOGIST COLLABORATION AND RESOURCES TO ASSIGN VIDEO REFLECTIONS

Faculty: Assigns and assesses student work

Library: Provides infrastructure for the work (Moodle, etc.)

Technologists: IT infrastructure; digital media technical advice

POTENTIAL CHALLENGES

- Students need a phone/equipment (what to use)
- Video size (where to upload or email)
- File storage (where to keep)
- Video quality/file format
- Sharing/privacy
- More to assess

Additional resources:

Flipgrid: <https://info.flipgrid.com/> (Free for educators)

Shadow Puppet Edu: <http://get-puppet.co/> (Free download)



STUDENT WORK EXAMPLES

- CMS 310: Media and Cultural Analysis (aka The Prince Class) examples
- My own example from CMS 310
- COM 311: Digital Media Culture example

HANDS-ON ACTIVITY (10 MINS): CREATE YOUR OWN VIDEO REFLECTION

- Reflect on what we have discussed today
- Record your thoughts using your smartphone (1-2 mins)
- Review your recording
- Send your recording to kphillips@johncabot.edu
- Come back and we will discuss

DISCUSSION