Adult Learners as Media Makers: Create-to-Learn Pedagogies in Online Learning

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As an expanded conceptualization of literacy becomes normative, adult learners need technical, cognitive, social, emotional and civic competencies.

By discovering that digital authorship is a process that involves choice, courage, risk-taking and vulnerability, educators gain confidence in the value of their creative and technical competencies.

Creating digital media involves a balance between creative freedom and creative control.

By establishing the connections between the classroom and the culture, create-to-learn pedagogies increase the perceived relevance of learning.
Expanding literacies emphasizes new ways of thinking about reading and writing in relation to learning.

Internet and digital culture empower people as consumers and creators, where choice, agency and autonomy support lifelong learning.
As an expanded conceptualization of literacy becomes normative, adult learners need technical, cognitive, social, emotional and civic competencies.
• Deepen your ability to read and critically analyze the wide variety of texts available online and learn practical strategies that you can share with others
• Gain experience in composing texts using digital media tools that facilitate the use of language, image, sound and interactivity for digital sharing in global networked spaces
• Understand how digital media texts, tools and technologies reshape the nature of knowledge, impact personal and social relationships, and alter organizational practices in the workplace, school and community
• Work collaboratively with educators, librarians and media professionals to design and create learning environments where digital media resources are accessed, analyzed and created in ways that contribute to learning
• Develop and apply leadership and change management skills that enable you to promote and implement best practices in digital literacy education through direct impact in the community or workplace
• Cultivate habits of mind that support an expanded conceptualization of literacy as it applies to digital media environments, including tenacity, reflection, creativity, flexibility, and lifelong learning.
Structure of the 12-Credit Certificate Program

**TIER 1**

**SUMMER INSTITUTE IN DIGITAL LITERACY**

**TIER 2**

**SUMMER INSTITUTE IN DIGITAL LITERACY**

**DIGITAL LEARNING**

**FALL 2020**
**FALL 2021**

A fully online class with Julie Coiro

**DIGITAL AUTHORSHIP**

**SPRING 2021**

A fully online class with Renee Hobbs
How would others describe you in relation to digital literacy education?
Digital Authorship EDC 534

An online class offered by Renee Hobbs for the Graduate Certificate in Digital Literacy, University of Rhode Island, Spring 2020

Participants

Pathwright LMS

Your Questions

Completed Student Work

How We Learned

Media Gallery

Calendar for EDC 534

Tutorial Videos on Notion

Syllabus & Assignments
By discovering that digital authorship is a process that involves choice, courage, risk-taking and vulnerability, educators gain confidence in the value of their creative and technical competencies.
Which of the Following Authorship Practices Have You Done?

_____ I maintain a journal, diary or blog
_____ I select and share images, music or other content nearly every day
_____ I engage in creative writing – poetry, music lyrics, fiction, or short stories
_____ I have interviewed a person to gather information from them
_____ I have given a speech using PowerPoint slides I created
_____ I have performed spoken word poetry or a storytelling presentation
_____ I have participated in an online video chat
_____ I have streamed video for people on the Internet to watch
_____ I have performed in a music video, dance video, lipsync or lipdub video
_____ I have taken photos I intentionally design to be beautiful
_____ I have composed a song or written music lyrics
_____ I have produced a video and uploaded it to YouTube, Vimeo or another site
What Scares You Most about Becoming a Digital Author?

**Being Misunderstood**

I am becoming increasingly aware of the impact that digital media can have and how it can be interpreted by others.

**Tools**

The tools! I feel like I'm NEVER going to catch up with the rapid pace of new tools to wade through and choose from, and feel that as soon as I master one, it changes. This overwhelms me to the point that I sometimes just opt out from even trying.

**Being Good Enough**

I think there is a vulnerability required to put one's content out for the world to see, and while it intrigues me, it also terrifies me. What if I'm not smart enough/good enough/relevant enough?!
What is the Best Thing That Could Result from You Personally Becoming a Digital Author?

Confidence
I believe that the best thing to come out of becoming a digital author would be that I will be more confident in my work.

Connection
The chance to reach and connect with other like-minded people from around the world.

Learning
Honestly, I believe I would learn more about the world
Creating digital media involves a balance between creative freedom and creative control.
Scaffolding
Create-to-Learn Pedagogy

Access & Analyze
Create & Collaborate
Reflect & Share
You analyzed the power relationship that exist between the photographer, subject and audience.

You read and annotated documents and more documents using Kami for Chrome.

You viewed and annotated a video on authenticity and selfies using Video Ant.

To consider the intersection between popular culture, creativity and learning, you explored resources like:

- **Gendered Advertising Remixer**, created by Jonathan McIntosh
- **HitRecord**, an online creative community founded by Joseph and Dan Gordon-Leavitt
- **Know Your Meme**, a database of online popular culture

You searched for and shared examples of covid remote instruction using the Padlet Wall.
## CREATE & COLLABORATE

- You created **memes for media literacy** and posted them on a Padlet Wall.
- You experimented with different screensharing tools.
- You considered **the identities of children as digital authors** by annotating a video lecture.
- You created a collaborative slide deck to consider the connections between past and present in youth media production in schools.
- You created **LEAP 1**, a video that analyzes a creative work from a digital author who uses YouTube, Instagram, or TikTok.
- You demonstrated your knowledge and commented on ideas using **Flipgrid**.
- You created **collaborative Google Slides** to consider the ethics of representation.
- You developed your skills in **digital storytelling** in LEAP 2.
REFLECT & SHARE

- You reflected on the authenticity of selfies using Video Ant
- You tweeted about authenticity and hoaxes to a global knowledge community using the hashtag #EDC534

APPLICATION & SYNTHESIS: Your masterful Final Projects reflected the diversity of your creative talents and passions! Thank you for sharing your selves with us during the learning process — and beyond!
Create-to-Learn Media Projects

LEAP 1 and LEAP 2

- Screencast Analysis
- Digital Storytelling
- Collaborate & Explain
- Build a Website
- Analyze a YouTuber
Leap 1
Screencast Analysis

Deconstructs fantasy to draw real life connections!

Leap 2
Digital Storytelling
By establishing the connections between the classroom and the culture, create-to-learn pedagogies increase the perceived relevance of learning.
FINAL PROJECT:
CREATE TO LEARN

Process Reflection

The idea for this project came out of a conversation with my husband, Trevor. I had been thinking about creating a vlog or interview-style video about digital literacy, but kept getting stuck on tone and audience. As I talked through my ideas with Trevor, we continued to brainstorm different YouTube genres to explore. When he brought up the idea of a reaction video I first thought, “oh, I can’t do that…” But then I had a second thought: “what if I reacted to Google search results?” and immediately started laughing as I imagined it. Trevor agreed to be my wingman and we were off! This project has continued to feel like a risk, but a very playful one.

Identifying and analyzing mentor texts was a confidence-building first step. Corridor Crew, LeagleEagle, and Tristan Paredos were just a few of the accounts I reviewed (thanks to Trevor’s taste in YouTube videos, I had some great starting points). I was comforted to see the wide range of approaches that creators take to these kinds of videos and I have highlighted some of what I learned in my ignite video above.

Analyzing these mentor texts gave me a lot of ideas about how I wanted my video to look. However, when it came to creating my own setting, I was brought back to the reality of filming a video at home during a pandemic. I let go of my wishes for background blur and intricate lighting and squeezed my filming setup into the corner of my bedroom because that side of the house gets the most natural light. I used a TV stand as a makeshift desk and piled books on top of a nightstand to hold the camera. I recorded video with a DSLR camera, audio with a Yeti microphone, screencast through Quicktime, and backup video with my phone.

I was nervous about recording this video because I couldn’t completely prepare. As much as I wanted to have a script or outline in mind, I resisted pre-Googleing Trevor’s name so that my reactions would be genuine. I comforted myself with the reminder that I’ve taught workshops on this topic many times and that I could cut anything that didn’t work well in post-production. Once we got going, I actually had a lot of fun recording and ended up with a little over an hour of footage.

The editing process was the largest portion of this project by far. I challenged myself by deciding to use Adobe Premiere. It took me a while to get used to navigating the basics, but I was able to find quick tutorials online for most of the things I wanted to do. The biggest
MEDIA LITERACY & ONLINE LEARNING

**ACCESS**
- Instructor-Created Video/Audio
- Books, Articles, Websites
- Films, Videos
  - Adobe Spark
  - Screencast-0-Matic
  - Pathwright LMS
  - Padlet

**ANALYZE**
- Asynchronous Threaded Discussion
- Collaborative Digital Annotation
- Individual Digital Annotation
  - Pathwright LMS
  - Kami for Chrome

**CREATE**
- Student-Created Media
- Screencasting
- Writing
- Asynchronous Video
  - Screencast-0-Matic
  - Adobe Spark
  - Powtoon
  - Notion
  - Flipgrid

**REFLECT**
- Synchronous Discussion
- Writing
- Asynchronous Video
  - Zoom
  - Pathwright LMS
  - Notion

**ACT**
- Social Media
- Community Engaged Outreach
- Email
- Twitter with class hashtag
  - Student choice of digital tools
Compared to all other professional development programs that you have experienced in your career, how does this one rate on a scale of 1 to 10?
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LEARN MORE
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