



McGill

Faculty of **Education**
Department of **Educational & Counselling**
Psychology (ECP)

Creating and Using Media for Learning (EDPT 204 Winter '24)

General Information

EDPT 200-001 CRN: 2419

Location: Education Building, rm B129; Tuesday 6:05 to 8:55 pm

Course & Instructor Information

Adjunct Professor: Sam Bruzzese

Email: sam.bruzzese@mcgill.ca

Personal website: <http://sbruzzese.org>

Class Website: <https://sites.google.com/view/edpt204w24/home>

Class blogs: <https://edpt204w23.mn.co/feed>

Twitter: @sam_bruzzese

Course hashtag: #edpt204

Office : Education Building, rm. 513

Office hours: Tuesday: 5:00 to 6:00 (by apt)

Course Description

Official Calendar Description: Creating and using media for learning. The course reviews audio-visual education (text, visuals, audio, video, and augmented reality), media and information literacy for K-11, higher education, and society, and how data are represented and used in education and research in different disciplines. The rationale and underlying principles for the design, production and effective use of media are emphasized.

Learning Outcomes / Objectives

The course reviews :

1. **audio-visual education** (words and pictures, sounds and images).
2. **media and information literacy** - we will explore how we as media consumers engage with the media; special focus throughout the semester will be on improving our ability to critically analyze the media and their messages.

3. the rationale and underlying principles for the **design, production** and **effective** use of media are emphasized.

The course takes a studio teaching and project-based learning method. This semester I am using a 'spiral' approach to teaching the course. We come back to the same topic with a different lens several times throughout the course

- Students are introduced to the topic (i.e. books, movies, etc.) through an online (LaunchPad) module.
- We then come back to the topic (several weeks later) through student created media projects & mini presentations.
- Finally while student present & share their media creations we conduct a critical media analysis (Bruzzeese & Ott) weeks 7 through 12.

Students are expected to **view, listen, or read** the assigned material **BEFORE** each class, participate in the classroom and on-line discussions, as well as actively engage in the production activities.

This semester (if there are any face to face classes) there will be a **45/50 minute tech free zone** (i.e. the media labs) while we engage in **face to face socratic dialogue** with each other & in the groups. This means absolutely no technology :) -- paper & pen. I'll explain why during the first class and you will love it !!! Guaranteed.

The course consists of three major components:

- Media Essentials (week 2 to 6) --> history --> audiovisual --> mass media --> educational media --> media / digital literacy
- Critical Media Theory (week 7 to 12) --> Marxist Analysis --> Rhetorical Analysis --> Cultural Analysis --> Psychoanalytic Analysis--> Feminist Analysis --> Sociological Analysis
- Creating Media for Learning (week 1 to 12) --> text --> image --> audio --> video --> animation --> multimedia --> ebooks --> augmented & virtual reality

By the end of this course you will:

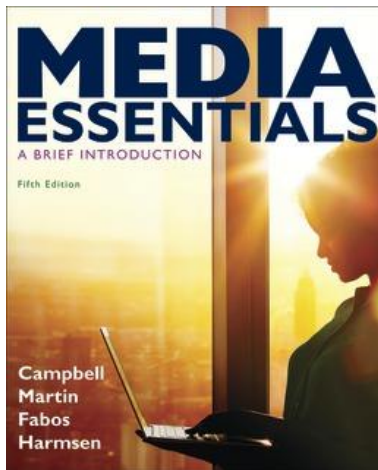
- Be able to think critically about the power and influence of media in our daily lives.
- Demonstrate how to foster media literacy in course design and practice from K to university levels.
- Demonstrate instructional design and assessment principles for effectively creating, using, and evaluating a variety of educational media and technology devices.

- Demonstrate your understanding of these principles through the creation and evaluation of learning materials for specific pedagogical objectives (i.e. the Quebec Education Program) when relevant.

This course directly targets the development and mastery of the following professional teacher competencies ([Revised professional competencies, 2021](#)):

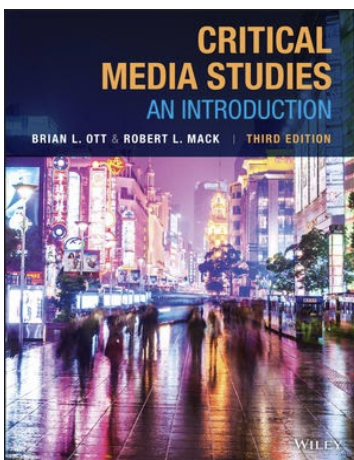
- **#1 Act as a cultural facilitator when carrying out duties**
- **#2 Master the language of instruction**
- **#3 Plan teaching and learning situations**
- **#4 Implement teaching and learning situations**
- **#5 Evaluate learning**
- **#6 Manage how the class operates**
- **#7 Take into account student diversity**
- **#8 Support students' love of learning**
- **#11 Commit to own professional development and to the profession**
- **#12 Mobilize digital technologies**

Required Course Materials (purchased on Perusall)



Media Essentials: A Brief Introduction by Campbell, Martin, Fabos, Harmsen is the text we are using this year.

The text will be purchased through the Perusall link on MyCourses.



The 3rd edition was published in 2020 and the McGill Library has kindly purchased unlimited downloads of the ebook for students. Here is the [link to the ebook version](#).

You will need to log in to the McGill Library to view/ download the book.

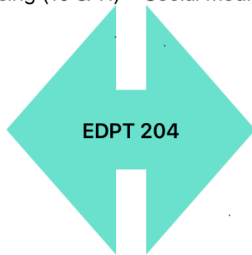
I have uploaded the selected chapters on Perusall along with other readings and articles

Creating & Using Media for Learning (EDPT 204) Advance Organizer (Winter '24)

Media Essentials (Campbell & Bruzzese):

Class #:

1. What is media literacy?
2. Books and the Power of Print (1)
3. Newspapers (2) & Magazines (3)
4. Sound Recording (4) Music & Radio (5 & 6)
5. Movies (7 & 8) ~ Television (9)
6. Advertising (10 & 11) ~ Social Media (12?)
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.



Critical Analysis (Ott & Bruzzese):

Class #:

- 1.
- 2.
- 3.
- 4.
5. Work on presentations (1 hr. In class)
6. Marxist analysis & Presentation #1
7. Rhetorical analysis & presentation 2, 3
8. Cultural analysis & presentation 4, 5, 6 ?
9. Psychoanalytic analysis & presentation 7, 8
10. Feminist analysis & presentations 8 & 9
11. Sociological analysis & presentations 10 & 11
- 12.
13. The 'big' ideas revisited

Creating Media for Learning (Bruzzese):

Class #:

1. Flip
2. Twitter or Mastodon (Toot) or Bluesky
3. Adobe Creative & Google Sites
4. Seesaw
5. Pear Deck ~ use for presentations
6. Media lab 1 & pick one 2022 tools
7. Media lab 2 & HyperDoc 1
8. Media lab 3 & HyperDoc 2
9. Media lab 4 & HyperDoc 3
10. Media lab 5 & Book Creator
11. Media lab 6 & Book Creator
12. Creating a remix & wrap-up
13. Student showcase celebration!

Evaluation / Assessment

Course expectations and requirements include:

- active classroom participation; timely completion of assignments.
- reading of assigned articles, research, writing, a collaborative programming project, and a demonstration of technical fluency.
- creative thinking, problem solving, risk taking, humour and joyful exploration will be valued highly.
- Respecting the tech free zone for part of the class (**approximately 45/50 minutes**) while we engage in **face to face Socratic dialogue** with each other & in the groups. This means absolutely no technology :) -- paper & pen.
- attendance at all classes is expected, learning and playing with technology requires considerable time and practice, it is therefore important that you will attend ALL classes. A bonus mark will be given for perfect attendance.

Assignments

All assignments must be uploaded on myCourses unless otherwise agreed to by students and the instructor.

1. Blogging / Mighty Network (25%)

- The EDPT 204 blog is **different** from the EDPT 200 blog. We will share blogs about the course readings and resources.
- I'm looking for 'synthesis' and the 'big' ideas, not a class summary like in EDPT 200.
- Give your blog posts a catchy or revealing title and keep them **to 4-5 paragraphs** ~ not longer.
- Be sure to also comment on at least two peer blogs (from weeks 7 onwards).
- Sometimes your post may also include a self-reflection component:
 - What did you learn this week? How did you learn it? What questions remain unclear? etc.
- The blog post is due **before the start of the following class**. Be sure to #TAG the posts (i.e. weekly topic).

2. Perusall readings and annotations (25%)

- Each week you must prepare for class by reading the assigned texts and annotating them on Perusall ~ usually, 6 annotations are required for the main readings.
- The readings and your comments are an important part of the course and that's why I made this assignment worth 25 marks.

3. Collaborative Work (30 %)

- **In-class media labs (15 marks)**
 - You will be responsible for participating in all small group discussions around the class activities and media labs
 - You must also complete the weekly media labs.
- **Small gr. discussion (5 marks)**
 - You will be responsible for leading the discussion around the media labs once during the semester (weeks 7 - 12). This will be explained during the first class.
- **Twitter (5 marks)**
 - You must post to Twitter and or another media platform ~ a couple of times a week ~ we will monitor what's going on at Twitter as part of our media literacy activities
- **Digital Portfolio (5 marks)**
 - This portfolio will showcase everything you have created for the class from weeks 2 to 12.

- Media materials created for the presentations
- We will have a digital showcase in class 13 where we share the work.
- This semester we use Google Sites **OR** Wakelet —> <https://wakelet.com>
- Starting with the 2023 class, we will use Wakelet (use this guide to help you get started):
https://drive.google.com/file/d/1oMdXV07mxMH2CcInMWVmwX4pfA_yXvdk/view?usp=drivesdk
- This year students will have choice of which platform to use

4. Media Presentation (20% marks ~ classes 7 to 12)

- We will use this [evaluation rubric](#) during the presentation to be completed by everyone in the class.
 - Students will review and present on one of the following mass media --> books, newspapers, magazines, radio & music, film, TV, comic books, advertising, and social media. (15%)
 - What We Have Learned Presentation must use the creation/design principles / learned/discussed in class. Students presenting will be using @Peardeck to interact with the class and **must include links to materials (posters, infographics, pictures, podcasts, videos, Adobe Page, etc.) created by students.** (5%) ~ look at work from last year's class, it will inspire you~
 - You may use any tools learned in class as well as [any of the following tools](#) shared by [Dr. Torrey Trust's grad students](#)

All assignments must be uploaded on myCourses unless otherwise agreed by the student and the instructor.

Please make every effort to attend ALL classes. One or two bonus points will be awarded at the end of the course to students with perfect attendance.

Mark Breakdown:

- **Blogging Mighty Network (25%)**
 - Flip Grid video hello (wk.1) & video goodbye (wk 13)(5%)
 - Blogs 2-4 (max. points 9)
 - Blogs 5-8 (max. points 12)
 - Blogs 9-12 (max. points 12)
- **Perusall readings and annotations(25%)**
- **Collaboration Work (30%)**
 - Media Labs (15 marks)
 - Small Group discussion (5 marks)
 - Twitter (5 marks)

- Digital Portfolio (5 marks)
- **Media Presentations (20%)**
 - Presentation 15 marks
 - Presentation digital magazine & video (5 marks)

Course website and live syllabus (always look here for latest updates):

<https://bit.ly/edpt204w24>

Grading Scale

- A Exceptionally well done; original
- A- Meets all the requirements of the assignments at a high level
- B+ Meets all the requirements of the assignments at a competent level
- B Meets the basic requirements of the assignments but is weak on one or two elements.

Grade	Grade Points	Numerical Scale
A	4.0	85 - 100%
A-	3.7	80 - 84%
B+	3.3	75 - 79%
B	3.0	70 - 74%
B-	2.7	65 - 69%
F(Fail)	0	0 - 64%

Latest Version of Live Syllabus ([click here](#))

MCGILL POLICY STATEMENTS

LANGUAGE OF ASSESSMENT/SUBMISSION:

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Note: In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course.)”

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

ACADEMIC INTEGRITY:

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see www.mcgill.ca/students/srr/honest/ for more information).

(Approved by Senate on 29 January 2003)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

TEXT-MATCHING SOFTWARE:

Text-matching software is used in this course. Item 2 of the text-matching policy states, in part:

2. Students shall also be informed in writing before the end of the drop/add period that they are free, without penalty of grade, to choose an alternative way of attesting to the authenticity of their work. Instructors shall provide students with at least two possible alternatives that are not unduly onerous and that are appropriate for the type of written work.

If you prefer that an alternative way of attesting to your work's authenticity be used, you may choose from these alternatives:

- a. submitting copies of multiple drafts;
- b. submitting an annotated bibliography;
- c. taking an oral examination directed at issues of originality;

ADDITIONAL STATEMENTS

- **“EMAIL POLICY:** E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is assessed, read, and acted upon in a timely fashion. If a student chooses to forward University email to another email mailbox, it is that student's responsibility to ensure that the alternate account is

viable. Please note that to protect the privacy of students, the University will only reply to students on their McGill e-mail account.”

- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
 - “As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.”
 - “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
 - “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”
 - “Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the [Handbook on Student Rights and Responsibilities](#)).”
 - “McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#).)”
 - [Accommodation of Religious Holy Days](#). Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. While sessional dates, classroom and faculty activities, and examination dates take into account academic constraints and statutory holidays, where there is flexibility, efforts are to be made to select dates which do not conflict with religious holy days or to find other appropriate accommodations.
 - [Guidelines for the academic accommodation of pregnant students and students caring for dependants](#)
 - [Exam/Class/Laboratory Conflicts with Sport Events](#)

STUDENT SERVICES

Various services such as Walksafe, McGill Libraries, the Writing Centre, the bookstore, etc., are available to Continuing Education students.

STUDENTS WITH DISABILITIES

Students who have a documented disability and require academic accommodation must contact McGill's [Office for Students with Disabilities](#), 514-398-6009.

*** links and assignments posted and must be submitted on myCourses ***

Date	Topic	Lecture & Chapter Focus	Readings / Assignments / Creating & Using Media (weekly labs)
Part 1	Media Essentials		
Jan. 9 #1	Overview: Introductions & Learning Goals Questions & the 'big ideas':	What is educational media? What is media literacy Consider your identity as a digital author Defining 'digital' literacies Convergence Critical media studies Setup small groups	Readings (on Perusall ~ due next week): <input type="checkbox"/> Books and the Power of Print <input type="checkbox"/> Classroom without Walls by McLuhan Tech Lab 1: Flip To do's: <input type="checkbox"/> Finish intro Flip ~ if not done <input type="checkbox"/> set up Mighty Networks <input type="checkbox"/> set up Perusall (through myCourses) <input type="checkbox"/> Twitter/Mastodon (?) accounts Assignments: details start in wk. 4
Jan. 16 #2	Books and the Power of Print	Meaning through text and image Why are media important(2? Classroom without Walls by McLuhan Visual literacy (text & photo) --> PLEXERS & NYT photo... Video clip: W..... (20 min.)	Readings (on Perusall ~ due next week): <input type="checkbox"/> Newspapers <input type="checkbox"/> Magazines Tech Lab 2: Twitter or Mastodon(TooT) To do's: <input type="checkbox"/> lab on Adobe & Twitter (in class) at home if absent <input type="checkbox"/> Blog #2
Jan. 23 #3	Newspapers & Magazines Search engines	Visualization continued How do search engines work(3)? How do people get the news(4)?	Readings (on Perusall ~ due next week): <input type="checkbox"/> Sound Recording <input type="checkbox"/> Music <input type="checkbox"/> Radio Tech Lab 3: Adobe Creative & Google Sites or Wakelet

		<p>Video clip: U.. (20 min.)</p> <p>** prep class for ZOOM in case of snowstorm or covid outbreak</p> <p>Presentation rubric: shared with class for upcoming presentations</p> <p>*think about presentation topic (starts wk.6) → 20 - 25 min MAX</p>	<p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lab on Adobe & Twitter (in class) at home if absent <input type="checkbox"/> set up Wakelet or Google Sites <input type="checkbox"/> Explore Dr. Trust site either for presentation or to do in class 11 <input type="checkbox"/> Blog #3
Jan. 30 #4	Sound Recording, Music & Radio	<p>Why are we attracted to characters and stories (6)?</p> <p>Why do people prefer different kinds of music, movies, and TV(7)?</p> <p>Movie clip: HS & V</p> <p>**30 minutes to organize a group for presentation</p>	<p>Readings (on Perusall ~ due next week):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movies <input type="checkbox"/> Television <p>Tech Lab 4: Seesaw- Adobe Pages</p> <p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading & finish lab if absent <input type="checkbox"/> Blog #4
Feb. 6 #5 ONLINE / ZOOM	ONLINE on ZOOM Movies & Television	<p>Presentation sign-up sheet (they start on February 20)</p> <p>Work on presentations in breakout rooms on ZOOM (75 min. given for group work)</p> <p>Pear Deck:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Pear Deck for class presentation 	<p>Readings (on Perusall ~ due next week):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advertising & Social Media <p>Tech Lab 5: Pear Deck</p> <p>Working Session (60 -75 minutes): ***** Pick 1 of the following: books, newspapers, magazines, recordings (music), radio, film, TV, comic books(?), advertising ~ is there any other medium you'd like to present on? any I missed or you think belong here?</p> <p>Presentation made up of 3 parts (keynote, infographic or sketchnote, short video) ~ work divided between group members</p> <p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish lab <input type="checkbox"/> Blog #5

			<input type="checkbox"/> Watch Black Mirror episode <input type="checkbox"/> Update digital portfolio if you have fallen behind <input type="checkbox"/> Listen to Sam's Pear Deck & mini lecture on Marx and media
Part 2	Critical Media Analysis		
Feb. 13 #6	<p>Critical Media Analysis: An Introduction</p> <p>Presentation overview</p>	<p>Go through Sam's Pear Deck & watch Black Mirror episode -Wrap up first part of the course</p> <p>Group Class Presentation (15 -25 min. max) → start next on Feb. 13</p>	<p>Readings (on Perusall ~ due next week):</p> <input type="checkbox"/> Marxist analysis (Ott ch.2) ~ long article ~ make sure you are prepared to discuss next week !!! <input type="checkbox"/> Advanced Search (moved from class 5)
Feb. 20 #7	Marxist Analysis	<p>Class overview:</p> <p>Group Class Presentation (20 - 25 min. max):</p> <p>2 of 3 (use new rubric)</p> <p>Books (presentation):</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> • Discuss Black Mirror episode • Media Lab 1: Marxist Analysis (30 minutes) • Post answers to questions on myCourse group foot locker (5 marks) <p>Movie clip: no clip</p>	<p>Readings (on Perusall ~ due next week):</p> <input type="checkbox"/> Rhetorical analysis (Ott ch. 5) <input type="checkbox"/> ?
			<p>Tech Lab 7: HyperDoc 1 (if no time ~ postpone to next week) ~ SEESAW</p> <p>To do's:</p> <input type="checkbox"/> One person per group takes notes on Marx discussion and posts on myCourses foot locker (5 marks) <input type="checkbox"/> Groups presenting next week send Sam the Google slide presentation before class (video and magazine due two weeks after the presentation
Date	Topic	Lecture & Chapter Focus	Readings / Assignments / Creating & Using Media (weekly labs)
Feb. 27 #8	Rhetorical Analysis (ch. 5)	Class overview:	<p>Readings (on Perusall ~ due next week):</p> <input type="checkbox"/> Cultural Analysis (ch. 6)

	AND	<p>Group Class Presentation (20 - 25 min. max)</p> <p>Newspapers & Magazines Presentations (1 hr.)</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> Media Lab 2: Rhetorical Analysis (30 minutes) Post answers to questions on myCourse group foot locker (5 marks) <p>Movie clip: J. B</p>	<p><input type="checkbox"/> ?</p> <p>Tech Lab 8: BOOK CREATOR #1</p> <p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If absent complete the media lab questions <input type="checkbox"/> If absent complete lab at home <input type="checkbox"/> submit blog #8 <input type="checkbox"/> Update your digital portfolio on Wakelet
Mar. 5	Mar. 4th - Mar. 8th	Spring Break	Enjoy the break !
Mar. 12 #9	<p>Cultural Analysis (ch. 6)</p> <p>Vlogs & Screencasts (ch. 11)</p>	<p>Class overview</p> <p>Group Class Presentation (15 min. max):</p> <p>Music 1 and 2 Presentations (1 hr.)</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> Media Lab 3: Cultural Analysis (30 minutes) Post answers to questions on myCourses group foot locker (5 marks) <p>Video clip: D....2025</p>	<p>Readings (on Perusall ~ due next week):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Psychoanalytic Analysis (ch. 7) <p>Tech Lab 9: no lab since 3 music presentation</p> <p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish media lab at home <input type="checkbox"/> Submit blog post #9
Mar. 19 #10	Psychoanalytic Analysis	<p>Class overview:</p> <p>Presentations (each 30 min. max):</p> <p>Film 1 (beginning to 30's)</p> <p>Film 2 (40's to present)</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> Media Lab 4: Psychoanalytic Analysis (30 minutes) Post answers to questions on 	<p>Readings (on Perusall ~ due next week):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feminist Analysis (ch. 8) <p>Tech Lab 10: Book Creator #2</p> <p>To do's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit blog 10

		<p>myCourses group foot locker (5 marks)</p> <p>Video clip: DD & Watch 3 video clips on myCourses before class (Un Chien Dandalou, 'male' & 'female' gaze in cinema)</p>	
Mar. 26 #11	Feminist Analysis	<p>Class overview</p> <p>Presentations (30 min. max):</p> <p>Advertising (print or electronic ?)</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> Media Lab 5: Feminist Analysis (30 minutes) Post answers to questions on myCourses group foot locker (5 marks) <p>Video clip: NG</p> <p>Lab: Hyperdoc 3 and/or Create a screencast video (instructions pp. 184-185. Use Screencastify, Snag-it, Seesaw, Moovly or EdPuzzle // comic strip Riverdale /facebook mockup</p>	<p>Readings (on Perusall ~ due next week):</p> <p><input type="checkbox"/> Sociological Analysis (ch. 11)</p> <p><input type="checkbox"/> ?</p> <p>Tech Lab 11: Hyperdoc 3 and/or Create a screencast video (instructions pp. 184-185. Use Screencastify, Snag-it, Seesaw, Moovly or EdPuzzle or Storyboard it</p> <p>To do's:</p> <p><input type="checkbox"/> Finish media lab</p> <p><input type="checkbox"/> Submit blog "11</p>
April 2 #12	Sociological Analysis	<p>Class overview</p> <p>Presentations (each 30 min. max):</p> <p>Social Media & ChatGPT</p> <p>Small group discussion on:</p> <ul style="list-style-type: none"> Media Lab 6: Sociological Analysis (30 minutes) Post answers to questions on myCourses group foot locker (5 marks) <p>Video clip: SP</p>	<p>Readings (on Perusall ~ due next week):</p> <p><input type="checkbox"/> Media and the Urban Night by @wstraw</p> <p><input type="checkbox"/> New Yorker article on VR</p> <p>Tech Lab 12: remix or update Wakelet</p> <p>To do's:</p> <p><input type="checkbox"/> Work on wakelet / portfolio</p> <p><input type="checkbox"/> Submit blog #12</p>

April 9 #13	<p>Ques: The 'big' ideas revisited</p> <p>Student Showcase & digital portfolios ~ by feedback by table</p> <p>Wrap-up</p>	<p>Read & comment in blog #12 --> Media and the Urban Night</p> <p>Final reflection should be on the big ideas & what you've learned should be done on your FlipGrid</p>	<p>Maybe show a couple to the class (volunteers)</p> <p>Due on April 20th:</p> <ul style="list-style-type: none"> • Work on digital portfolio • FlipGrid Final reflection on course ~ the 'big' ideas (4 - 5 minutes)
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