

Lab Eighteen: Evaluating Media Projects

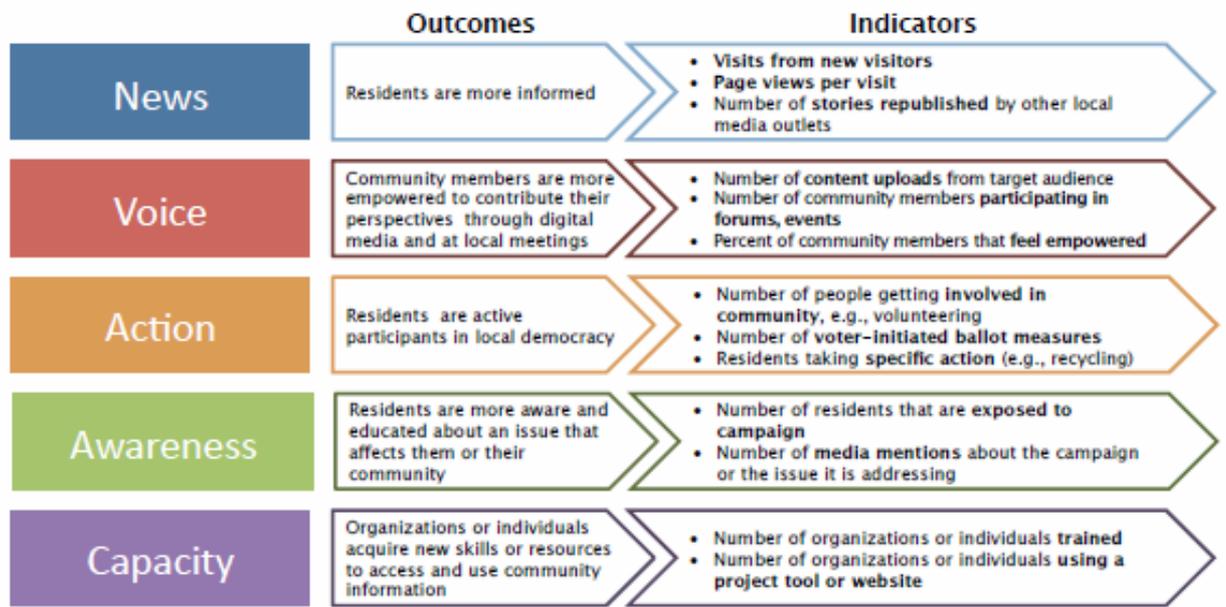
<p>001</p>	<p><b>Reflexive Vlogging for Learning</b></p> <p>“Amy Burvall outlines 7 great reasons why vlogging is a useful method of reflective learning for students. Here there are with my own annotations included:</p> <ol style="list-style-type: none"> <li>1. It is personal and facilitates the student voice. It supports personalised learning through self expression, and through the act of thinking out loud and performing one's learning for a public audience.</li> <li>2. It is a natural part of the confessional culture. The current generation self discloses a great deal more than those in previous generations, and can be brutally honest in telling of their personal stories. This is clearly becoming a key part of the new digital cultural capital and feeds their perceived need to connect through reciprocal disclosure of personal details.</li> <li>3. Vlogging is easy, cheap and fun. All you need to begin vlogging is a video camera, such as the one included in all smart phones, and an topic to talk about. Many vlogs are unedited, recorded in real time, and posted direct to YouTube.</li> <li>4. It is less stressful for some. I recall several of my own students recently choosing a video as their preferred format of assessment, because I offered it as a legitimate mode of assignment. They said they felt more comfortable expressing their learning in video format, but of course, as a teacher, one should always ensure that students are assessed in as many different modes as are available. And remember, vlogs can include text in the form of subtitles or overlaid commentary.</li> <li>5. Practice new literacies. For those less familiar with vlogging, creating your first can be quite a challenge. A number of new literacies need to be learnt, including video camera use, editing (possibly), audio production, presentation skills, reflective communication and posting content to the web. This is not an exhaustive list, but reflects the extent to which new ways of working need to be learnt to vlog successfully.</li> <li>6. Vlogs are hard to plagiarise. It may be easy to copy the ideas found within some vlogs, but the personal signature of a vlog is virtually impossible to duplicate. Many well known vlogs attract parodies, but these in themselves could be seen as original works, with creative merit of their own.</li> <li>7. Dynamic - vlogs can be augmented. In this statement I believe Amy means that vlogs can be just the start of self expression through video, and can be supplemented with music, animation, editing, remixing and a host of other additions which can enhance or even transform the messages found within them.</li> </ol> <p>I can add number 8 to the list, by suggesting that vlogging can be very expressive and can unleash the creativity of the person creating it as well as capturing the imagination of those watching it.” <a href="http://www.steve-wheeler.co.uk/2014/12/vlogging-and-learning.html">http://www.steve-wheeler.co.uk/2014/12/vlogging-and-learning.html</a></p>
<p>002</p>	<p><b>Reflective Learning for Students</b></p> <p>Reflective learning can be applied in a number of ways including keeping a reflective journal or log – particularly useful in reflecting on, for example, work placements or year abroad. This type of activity can also serve as a tool for Personal and Academic Support Tutors to generate discussion about employability issues with your tutees. Students may have difficulty understanding what is expected of them in using a reflective approach and will need guidance in going beyond a simple list of what they have done in a journal log. Providing examples of a reflective journal entry that demonstrates critical thinking and analysis can help students in the process. Explaining the advantages of this approach in terms of its applicability to an employment situation can also encourage students to appreciate the value of reflective learning. <a href="https://www.sheffield.ac.uk/lets/toolkit/learning/reflective">https://www.sheffield.ac.uk/lets/toolkit/learning/reflective</a></p> <p><b>The reflections from the students show that it does work:</b></p> <ul style="list-style-type: none"> <li>• “The process of reflection has heightened my awareness.”</li> <li>• “I enjoyed the idea of using web 2.0 techniques, which would create a more dynamic and participative form of reflection.”</li> <li>• “In my future employment I believe it will be vital to maintain records of my achievements ...this process will allow me to reflect on my achievements and also identify areas for training or improvement.”</li> <li>• “ I feel I have learnt a great deal about myself which I hope to reflect on throughout my professional career.”</li> <li>• “The process of reflection has heightened my awareness of the skills I am currently obtaining from the MA program, and has highlighted ways in which these can be transferred to future employment.”</li> <li>• “On reflection, all of this will be of immeasurable benefit to my management development.”</li> </ul>

	<ul style="list-style-type: none"> <li>• “I expect that some of the insights from this year will evolve and expand, as the situations which emerge in my future workplace continue the process of reflective learning began here.”  <a href="https://www.sheffield.ac.uk/polopoly_fs/1.232881!/file/Modes_of_Learning_Reflective_Learning_Sen.pdf">https://www.sheffield.ac.uk/polopoly_fs/1.232881!/file/Modes_of_Learning_Reflective_Learning_Sen.pdf</a></li> </ul>
003	<p><b>Real Vlogs: The Rules and Meanings of Online Personal Videos – Aymar Jean Christian</b></p> <p>“This paper explores what the “rules” of vlogging (video blogging) are: the various visual and social practices viewers and creators understand and debate as either authentic or inauthentic on YouTube. It analyzes a small, random set of vlogs on YouTube and highlight several controversies around key celebrities on the site. This essay concludes by challenging whether conversations around authenticity will persist in dialogues about online video....”</p> <p>“The divide between vlogs of self-expression (first vlogs, following the rules above) and vlogs intended to get attention, a market or an audience, is wide. YouTubers who give advice on “how to make a vlog” are more experienced, have more videos and more followers. Their advice stands in almost direct contrast to what first vlogs, or “real” vlogs, look like. These YouTubers are most concerned with making vlogs entertaining and following defined editing rules. Their goal is popularity, alongside but never reliant upon self-expression. In this way, they reveal the distinction between real vlogs and good vlogs. To make a good vlog, these users emphasized similar techniques and suggested a good vlog isn’t real at all, but entirely constructed. As sxeophil, one of YouTube’s all-time most subscribed users, said: “There’s no such thing as reality on the Internet. There’s only people’s perception of what’s real.” His videos are heavily edited.” <a href="http://journals.uic.edu/ojs/index.php/fm/article/view/2699/2353#p5">http://journals.uic.edu/ojs/index.php/fm/article/view/2699/2353#p5</a></p>
004	<p><b>Reflexive Practice</b></p> <p>“Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning. According to one definition it involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight". A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.</p> <p>Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding.”  <a href="https://en.wikipedia.org/wiki/Reflective_practice">https://en.wikipedia.org/wiki/Reflective_practice</a></p>
005	<p><b>Reflective Practice Vlogging</b></p> <p>Welcome to Learning is Change. My name is Ben Wilkoff, and I teach. And Learn. A Lot. I make vlogs and edtech tutorials. Enjoy a bit of both. <a href="https://www.youtube.com/playlist?list=PLbEvHEm3Ox0auHgorMg015wHo3B2pAVt6">https://www.youtube.com/playlist?list=PLbEvHEm3Ox0auHgorMg015wHo3B2pAVt6</a></p> <p><b>bPortfolios: Blogging for Reflective Practice</b></p> <p>“The following characteristics of bPortfolios enhance critical reflection:</p> <ol style="list-style-type: none"> <li>1. <i>Social interaction</i> – Students share their learning reflections in an open format.</li> <li>2. <i>Developmental</i> - The reverse chronological order of posts shows learning growth.</li> <li>3. <i>Organization</i> - Categories and tags allow students to classify their reflections.</li> <li>4. <i>Autonomy</i> - Students have ownership of their personal content management system.</li> <li>5. <i>Reflective</i> - Students consider which standards are being addressed and what key words best describe the post.</li> <li>6. <i>Digital citizenship</i> - Students practice using social media to enhance digital reputations (Chaplin, 2011).</li> </ol> <p><a href="http://sloanconsortium.org/effective_practices/bportfolios-blogging-reflective-practice">http://sloanconsortium.org/effective_practices/bportfolios-blogging-reflective-practice</a></p>
006	<p><b>IMPACT: A Practical Guide to Evaluating Community Information Projects</b></p> <p><b>Purpose of This Guide:</b> This guide aims to help organizations collect useful information about the effectiveness and impact of their community information projects by highlighting aspects of the evaluation process that are unique,</p>

	<p>challenging or critical in a community information context. It also describes and includes relevant and meaningful tools that can be used to assess community information projects. The guide is not meant to be a comprehensive how-to guide on evaluation; many books and resources on evaluation practice already exist elsewhere. For any of the community information activities described above, this guide is designed to help you chart your progress and achievements toward those goals. <a href="http://cmsimpact.org/wp-content/uploads/2015/11/IMPACT-A-Practical-Guide-to-Evaluating-Community-Information-Projects-Resources-case-study.pdf">http://cmsimpact.org/wp-content/uploads/2015/11/IMPACT-A-Practical-Guide-to-Evaluating-Community-Information-Projects-Resources-case-study.pdf</a></p>
007	<p><b>How to Use This Guide</b></p> <p>This guide will take you through the essential steps for designing an evaluation of your community information project. These steps explain what to do and consider at different stages of the evaluation process:</p> <ol style="list-style-type: none"> <li>1. Describe your project and identify your target audience.</li> <li>2. Identify the evaluation’s purpose and key questions.</li> <li>3. Design the evaluation using effective methods.</li> <li>4. Communicate and report the evaluation findings to make decisions and take action.</li> </ol>
008	<p><b>What changes in your community are you hoping to achieve?</b></p> <p>Understanding what your project is and what it hopes to achieve can be facilitated by articulating a Theory of Change (TOC). A TOC is a graphic representation of your assumptions and beliefs about how your project will effect the changes that you hope to see. There are three major elements of a TOC:</p> <ol style="list-style-type: none"> <li>1. Assumptions/Need – answers the questions, What is the issue? Who is affected by it? Why are you taking action?</li> <li>2. Activities – answers the question, What are you doing to address the issue?</li> <li>3. Outcomes – answers the question, If your project is successful, what change, among which members of the community, do you hope to see?</li> </ol>
009	<p><b>Identify the Evaluation’s Purpose and Key Questions</b></p> <p>Focusing the evaluation requires identifying what the evaluation is going to be used for (i.e., the purpose of the evaluative inquiry) and what the key evaluation questions will be. An evaluation of community information projects may prioritize questions that are important for project design, implementation or future strategy, or for external stakeholders, such as funders.</p> <p><b>What is the purpose of your evaluation?</b></p> <p>An evaluation may be used to advance strategic learning, to refine project design and/ or implementation, or for accountability. Examples of purpose statements from community information evaluations include:</p> <ul style="list-style-type: none"> <li>• To improve the quality and usefulness of information and media content produced.</li> <li>• To determine the composition and diversity of contributors and readers.</li> <li>• To identify the strengths and weaknesses of a new outreach or engagement strategy in order to modify and refine the strategy.</li> <li>• To assess the progress a project has made toward achieving its goals and intended outcomes.</li> </ul>

010

Figure 4. Example Outcomes and Indicators by Project Type



A successful community information project will likely have an effect on individuals, organizations and institutions beyond the project's intended goals. These emergent outcomes are important to consider and document when evaluating your information project as well. A few examples are show in the box below.

011

**What are your resources?**  
*What resources do you have to work with?*

012

**What activities have you been using?**  
*What is the project doing with its resources?*

013

**What are the outputs?**  
*What are the tangible products of your activities?*

014

**What are the short-term outcomes?**  
*What changes do you expect to occur within the short-term?*

015

**What are the long-term outcomes?**  
*What changes do you hope to see over time?*

016

**What is your news?**  
*What are your readers/users better informed about?*

017

**What is the voice?**  
*What are your readers/users more empowered about?*

018

**What kinds of action have become possible?**  
*Are your readers/users more likely to be civically active?*

019

**What issues are readers/users more aware of?**  
*What have your readers/users become more aware of or learnt about?*

020	<b>Is there an improvement in capacity?</b> <i>What new skills and resources have been gained by your readers/users?</i>
	<b>References:</b>