

Scheme in the Making (Project 2 ‘Textual Bake Off’) Chapter 6: ‘Making Text’

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| Course/Programme Title/ Level: MAKING TEXT MEDIA AFTER THE SUBJECT (2016): Creating Text Project 2/ 16yrs + | Teacher Name: XX | |
| Course Code: 02Hopeful 02Pedagogy | Course Tutor/Programme Leader: XX | |
| Module Number and Title: Project 2: ‘Textual Bake Off – Cultural Explosion: Made By Me/ Us’ | No of Weeks: (Approx.) 8 Weeks | Hours/Days per week: 5 Days (9am-4.30pm) |

Important disclaimer: Adapt/ delete to suit your own cohort (ideas/ needs) and institution (resources/ structure). This Scheme in the Making is considered to be a beta document and should only be ‘read’ as indicative of what you *might* want to make. It represents a starting point!

Module Learning Outcomes Themes: All participating students (Project 2) will develop a more personalized understanding of:

- Celebrating their own **biographical knowledge (BK as representational)** through deconstructing devised narratives of the self alongside other students around them (Biography) for purposes of increasing self-esteem and self- confidence.
- **Self-reflexivity via dialogic engagement with peers and staff** using *tumblr* <http://www.tumblr.com> as a mode of reflexive critique on processes encountered (**Reflective or R**).
- Identifying **transferable skills (TS)** through actions undertaken to enhance articulation of personalized skills development and ultimate employability (via focusing on soft skills).
- Creating a sense of space, place - as a **right for all voice(s) to be heard and** as a foundation of inclusive policy (**E&D**) within democratic pedagogic practice(s).

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| Teaching Week | Content | Module Themes: | Assessment method Biographical Knowledge |
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| 1 | <p>THINK PEICE: Objects as Carriers of Meaning – Personalized Response(s) as Relational, as Contextual, as Historical.</p> <p>Note: Teacher = (T) Teacher (T) to request that all students bring in one item that signifies something meaningful to them in their lives E&D. It is important that the object is not visible to others so all students should wrap their objects up or conceal it in some way. T to put all objects into a box/ cabinet depending on size of objects. WORKSHOP ACTIVITY: One by one, the T should introduce one object and pass it along the class. The students should then guess what meaning or value they believe the object to hold. Students to complete Semiotic Table during this activity- see Doc D. The owner of the object will then reveal the ‘truth’ behind the meaning of the object (Column 3 of Doc D). T to chair discussions on multiple/-fractured interpretations and the ease of misinterpretation. E&D ‘Semiotics’ as a concept could be explored in more depth depending on cohort profile/ individual ability.</p> <p>Findings to be triangulated by the students via FLIP CHART/ Wipeboard. T to screen John Berger’s (1972) ‘Ways of Seeing’ (Episode 1) https://www.youtube.com/watch?v=0pDE4VX_9Kk Optional - if you should want to screen additional episodes (these</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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can be accessed within the link above). **E&D**

T to chair and record (using audio) discussions on objects as carriers of meaning and personalized response(s) to all objects as-relational, as-contextual, as- historical. **E&D**

WORKSHOP ACTIVITY: Students to visually represent (in format of choice) their culture as mash-up.

See BK Documentation for suggestions on how students may wish to (re) present their ideas on culture (as they perceive/ interpret it).

Note: I would recommend that you facilitate their 'own ways of making' at this point should they have other ideas. E&D

T to chair and record (using audio) discussions on student 'visual representations as mash-up' as signifiers of their culture. **E&D**

WORKSHOP: Using flip chart paper and markers encourage students to think about their created mash-ups in terms of: Shared commonalities/ ideological imagery/ aspirational factors/ key signifiers/ branding/ originality. **E&D**

Use this opportunity for students to present/ explain their mashed-up cultural representations and to (re) tell their story. **E&D**

DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible.

T to record whole group discussions on audio recorder and upload onto *Soundcloud/ tumblr* to triangulate activities and as a point of reference for student reflection. **E&D**

T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). **E&D**

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| | <p>DAILY ACTIVITY: T to ensure that the final hour of each day is allocated for students (including themselves!) to reflect and document individual progression via their <i>tumblr</i> blogs and to update their transferable skills trackers (SEE DOC E). E&D</p> | | |
| 2 | <p>THINK PIECE: Disrupting Habitual Ways of Making.</p> <p>T to facilitate cross-discipline collaboration. Mix the groups up so there is a balance in each group between the 3 diverse/ selected subject areas e.g. Fashion, Games and Art departments. E&D</p> <p>It is important that the students do not feel restricted to producing an artefact closely related to their specialism (a fashion student should be encouraged to think about creating an artefact that isn't a garment necessarily) as the project premise is about thinking through and making culture in ways not used before.</p> <p>However, students might wish to ‘blend their skills’ (TS) using peer-to-peer supportive strategies (e.g. a Gaming student might want to teach some basic skills to a Fashion student, who in turn might share their knowledge of working a sewing machine. An Art student might propose ideas on how to exhibit Gaming more experimentally by creating a unique installation space etc.).</p> <p>It is about consciously willing the disruption of our habitual ways of making and thinking about co-creation as a route to dismantle theories of authorship. E&D</p> <p>‘Authorship’ could be explored in more depth depending on cohort profile/ individual ability.</p> <p>Week 2 content should be designated to ideas generation and facilitating dialogue around sharing and experimenting with</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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potential ways of making. **E&D**

Title: 'A Cultural Explosion: Made By Me/ Us.' **E&D**

Differentiation: By the end of Week 2, students will need to have decided on who they want to collaborate with and group size. If they wish to go solo this should be encouraged. Students will hopefully have started to think about what their artefact might be and might be able to identify materials required for executing the making of their artefact.

LOGISTICAL NOTE: Project 2 assumes that your institution either has or has access to an appropriate space in which students can exhibit their work. Your local council or community centre may prove a viable option should this not be the case. Often disused shops are proving to be a location of choice as they involve the wider community thus utilizing empty and abandoned spaces in our towns and cities. Although the latter is something both you (and your students) will need to investigate - preferably before the project begins.

DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible. T to record whole group discussions on audio recorder and upload onto *Soundcloud/ tumblr* to triangulate activities and as a point of reference for student reflection. **E&D**
T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). **E&D**

DAILY ACTIVITY: T to ensure that the final hour of each day is allocated for students (including themselves!) to reflect and document individual progression via their *tumblr* blogs and to

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| | <p>update their transferable skills trackers (SEE DOC E). E&D</p> | | |
| <p>3</p> | <p>THINK PIECE: Preparing To Make Culture by Gathering Fragments of Textual Ingredients.</p> <p>Students will need to plan how they intend to make their narrativized artefact and decide on what method(s) they are going to use to frame their culture. This will require logistical planning – will vary depending on individual student intentions and creative decisions. E&D</p> <p>On <i>tumblr</i>, they may wish to consider such things as:</p> <p>Narrative: What is the story of the artefact? Has it any political, social or ideological undertones? Is it abstract/ non-linear or is the intended narrative explicit/ linear?</p> <p>Physicality: It may be represented as an installation, as a single piece, as a collection, online, on a smart phone etc.</p> <p>Interactivity: How will the viewer, user or audience be positioned and engaged?</p> <p>Music/ Sound/ Voice: Students will need to plan for logistics of how sound will talk to or contradict their intended artefact?</p> <p>Exhibition Audience: Who should be invited? Being heard! Marketing strategy to encourage the public to attend (local advert, College Facebook, Twitter, flyers etc.) as well as identify and contact local specialists/ business sector as visiting guests/ critics.</p> <p><u>Differentiation:</u> Students may need to travel, spend time offsite or simply need to make elements of their artefacts in a specific location (carpentry, studio, sewing, landscape, designing graphics) before they decide on their method or methods of communicating</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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| | <p>their biographical knowledge (artefact) and before actually making or assembling it. E&D</p> <p>Towards the end of Week 3 students should present their interim progress on artefact creation to date. At this stage in the process, applying this supportive strategy signals an opportunity to troubleshoot and for students to work through any challenges encountered before committing to their artefact (which they will need to do initiate ideally in Week 4). E&D</p> <p>Peer feedback to be circulated via <i>tumblr</i>.</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible.</p> <p>T to record whole group discussions on audio recorder and upload onto <i>Soundcloud/ tumblr</i> to triangulate activities and as a point of reference for student reflection. E&D</p> <p>T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). E&D</p> <p>DAILY ACTIVITY: T to ensure that the final hour of each day is allocated for students (including themselves!) to reflect and document individual progression via their <i>tumblr</i> blogs and to update their transferable skills trackers (SEE DOC E). E&D</p> | | |
| 4 | <p>MAKE ARTEFACT(S) Creative Processes Involved In ‘The Making’ (Student-Led).</p> <p>DAILY ACTIVITY: Individual student targets will vary depending on selected approaches regarding the making of their artefacts and associated planning requirements. E&D</p> <p>The only pedagogic requirement during the MAKING PHASE is that</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK</p> |

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| <p>each morning learners should identify and document (via <i>tumblr</i>) individual actions for the day to demonstrate progression. E&D</p> <p>Differentiation: Some students may still be planning as a continuation of Week 3 therefore timeframes should remain flexible. Making some artefacts will involve more complex factors than making other artefacts (installation of sculptured objects compared to one still photographic image for instance). See Week 3. E&D</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible and to assume the role of facilitator only and not lean towards an orchestrated didactic pedagogy! It is essential that students' <i>work with</i> challenges encountered (as they will be of their 'making') and are given the autonomy to adapt individual creative plans accordingly - as they see fit. E&D</p> <p>Where opportunities present themselves, T to encourage students to conduct their own recordings (mp3 format) on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). E&D</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible.</p> <p>T to record whole group discussions on audio recorder and upload onto <i>Soundcloud/ tumblr</i> to triangulate activities and as a point of reference for future student reflection. E&D</p> <p>T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). E&D</p> | | <p>Documentation below for suggestions.</p> |
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| | <p>DAILY ACTIVITY: T to ensure that the final hour of each day is allocated for students (including themselves!) to reflect and document individual progression via their <i>tumblr</i> blogs and to update their transferable skills trackers (SEE DOC E). E&D</p> | | |
| 5 | <p>MAKE ARTEFACT(S) Creative Processes Involved In ‘The Making’ (Student-Led).</p> <p>DAILY ACTIVITY: Individual student targets will vary depending on selected approaches regarding the making of their artefacts and associated planning requirements. E&D The only pedagogic requirement during the MAKING PHASE is that each morning learners should identify and document (via <i>tumblr</i>) individual actions for the day to demonstrate progression. E&D</p> <p>Differentiation: Timeframes generally should remain flexible. Making some artefacts will involve more complex factors than making other artefacts (installation of sculptured objects compared to one still photographic image for instance). See Week 3. E&D Peer-to-peer support should be encouraged should some students finish earlier than others as the final exhibition forms a collection of made artefacts and working towards a broader more inclusive and supportive process is fundamental.</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible and to assume the role of facilitator only and not lean towards an orchestrated didactic pedagogy! It is essential that students’ <i>work with</i> challenges encountered (as they will be of their ‘making’) and are given the autonomy to adapt individual creative plans accordingly - as they see fit. E&D</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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| 6 | <p>Managing Logistics of Exhibiting Made Artefact(s) As A ‘Bake Off.’</p> <p>Drawing on the need to develop their entrepreneurial skills it is important that students assume the autonomy to make their own decisions on the ‘feel and look’ of the exhibition. This can take the form of a WORKSHOP based activity (using a flip chart & markers – mind-mapping) were learners can collaborate on individual needs and how those needs might be situated together in one space. E&D</p> <p>Key issues students <i>might</i> consider are:</p> <p>1) How will members of the public leave comments (individual strategies as determined by the artefact maker or a unified/</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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| <p>common method? E.g. a simplified questionnaire or notebooks attached to each artefact? E&D</p> <p>2) What might exhibition peer review look like? Perhaps students might consider adapting DOC D for their own needs at this point or perhaps initiate a specific <i>Facebook</i> Exhibition account? Students to decide on assessment mode. E&D</p> <p>In addition, during Week 6, it is expected that all students will begin to set-up, assemble, paint and manage the space available in preparation for Week 7. E&D</p> <p>T to facilitate internal peer review before Week 7 (when external visitors are scheduled to arrive).</p> <p>T to facilitate discussion: intended meaning/ perceived meaning and issues of identity as reconstructed. Also, ideological and cultural assumptions embedded within each artefact should form part of an open discourse.</p> <p>The whole point of this strategy is to valorise the diverse interpretations as peer feedback can then be triangulated with feedback received via members of the public as well as visiting specialists.</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible.</p> <p>T to record whole group discussions on audio recorder and upload onto <i>Soundcloud/ tumblr</i> to triangulate activities and as a point of reference for student reflection. E&D</p> <p>T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). E&D</p> | | |
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| 7 | <p>‘Bake Off’ Exhibition ‘Show’/ External Critique.</p> <p>T to arrange (alongside the students) for locally based specialists in all of the 3 key subject areas (Fashion Designer, Games Designer and Artist) to visit the student exhibition and chair a ‘Question and Answer’ session on artefacts made by the students, discussing both relevant and emergent themes in relation to the culture we share.</p> <p>Visiting specialists will be asked to select an artefact of choice and justify why it speaks or connects to them. However it is intended as an important part of the post-exhibition discourse on interpretative feedback for students to think about how those judgements sit alongside all other feedback received. Posing the question, can all judgements be valorised? E&D</p> <p>Students are to manage, host and engage (responding to feedback) with visiting specialists and members of the public and record the event in some way (photographic, audio, vox pops, notes etc.). E&D</p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible. T to record whole group discussions on audio recorder and upload onto <i>Soundcloud/ tumblr</i> to triangulate activities and as a point of reference for student reflection. E&D</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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| 8 | <p>‘Bake Off’ Plenary</p> <p>Students to review photographic images of the artefacts at the ‘Bake Off’ event (via tumblr). E&D</p> <p>T to chair discussions (using Flip Chart paper, markers and mind-mapping) on:</p> <p>Problematics of interpretation (Students to refer to their own feedback sources including any conflicting reviews from peers, external visitors and members of the public). E&D</p> <p>Method-as-biography (How did the method selected by the student reveal something about the person?) E&D</p> <p>Identity as-fragmented-as-whole? (How do the students view their identity through the artefact they have made?) E&D</p> <p>Problems of Absence (Students to think about what is not present and why?) E&D</p> <p>Originality (What makes an artefact original? Is <i>anything</i> original?) E&D</p> <p>Making Learning (What did students learn about themselves by making their culture in this way?) E&D</p> | <p>R TS E&D BK*</p> | <p>*The more practical, informal and integrated into their lives outside of the classroom walls the better – See BK Documentation below for suggestions.</p> |

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| | <p>Transferable Skills Discussion Students to reflect on their completed personalised skills trackers (DOC E) and think about in what other sectors those skills identified might prove valuable regarding employability by completing DOC F. <u>See notes below for guidance.</u></p> <p>DAILY ACTIVITY: T to mirror student activities wherever/ whenever possible. T to record whole group discussions on audio recorder and upload onto <i>Soundcloud/ tumblr</i> to triangulate activities and as a point of reference for student reflection. E&D T to encourage students to conduct their own recordings on a regular basis (to encourage taking responsibility for documenting own progress, challenges, actions for moving forward etc.). E&D</p> <p>DAILY ACTIVITY: T to ensure that the final hour of each day is allocated for students (including themselves!) to reflect and document individual progression via their <i>tumblr</i> blogs and to update their transferable skills trackers (SEE DOC E). E&D</p> | | |
| Half Term | | | |

Assessment Method Biographical Knowledge (BK) Documentation

It is important to note that assessment generally will comprise of peer-review and formative feedback only via student posts on *tumblr*, who will also be invited to review any work produced/ made by the teacher at any point in the process.

Other forms of biographical knowledge *may* include:

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- **Discussion** (audio using *Soundcloud* <https://soundcloud.com> or student vlogs using *You Tube/ Vimeo*) on emergent processes encountered – can be uploaded onto *tumblr* for additional reflexive purposes.
- **Group Work** - self-devised (daily) team minutes of meetings (What worked? What didn't work? Actions) or flip chart notes/ images using *Flickr* <https://www.flickr.com>, *Pinterest* <https://uk.pinterest.com> or *Instagram* <https://www.instagram.com/?hl=en>
- **Photographic/ screen grabs with personal commentary** of decision-making process involved in making self-selected artefact on individual *tumblr* accounts.
- **Artefact (final)** to filmed/ photographed and uploaded onto a course specific *You Tube* <https://www.youtube.com> or *Vimeo* <http://www.vimeo.com> channel for purposes of extending viewer reach and welcoming and broadening potential for additional online review (post-project timeframe).

Emma's Advice...

It is important to note that regarding safeguarding, parental permission will be required if you are working with students who are under 18 years old. Even if students are 18 years or over they will still need to sign a 'Data Protection Permission to Store and Use Image and Voice' form (you will need to consult the Quality Management Procedures/ Policy in place at your institution) before proceeding.

Equality & Diversity (E&D) or All Voices Matter

E&D opportunities (or *all voices matter* as I would rather refer to it) have been integrated into this Scheme in the Making, to enable identification of where and how they are embedded into Project 2 design.

Reflexivity

To encourage open peer-to-peer communication from the onset, one strategy I have used (and it proves effective) is to set up a cohort *tumblr* <http://www.tumblr.com> account and facilitate all learners in the creation of making their own accounts so that all students are following each other throughout the entire project as an ongoing process.

Emma's Tip!

It might be worth setting aside half an hour or so at the end of each day to prompt students (and teachers involved) to reflect and to facilitate habitual usage.

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Employability (see DOC E 'Transferable Skills Tracker' for Project 2)

All students should be encouraged *but not necessarily forced* to use the tracker at least once a week (based on my experience of using it). The transferable skills tracker (DOC E) as part of this digital resource is one that can be modified depending on cohort discussion as to what skills are deemed most important.

Emma's Tip!

As there are a wide range of transferable skills perhaps leave a couple of rows blank so that students can add additional (unanticipated) transferable skills as experienced by the student whilst on the project.

As a strategy to encourage student articulation of skills accrued, In scenario form, the students can then 'write up' or 'talk up' (using audio if preferred) their experience of encountering any additional skills, whilst the rest of the cohort can guess the outcome, skill(s) identified and what sector it might also be relevant to (See DOC B as an example to demonstrate this). I have tested this strategy out and it works.

DOC F is a blank 'scenario' template ready for you to use and test out with your own cohort whilst making Project 2.