

Critique of the Movie Poster Assignment

Christopher Sowden

2014/12/04

The assignment being critiqued is one I have used as is before in a different class in a previous year. This assignment I have intended to be a cumulative skills project, or in other words a project that would test the students' abilities with their Photoshop skills. Now this year I am teaching Media Arts 11/12 where the focus is on photography skills and photo editing in a variety of ways in this district. As such, I decided to have the class test both their photography skills and Photoshop skills acquired thus far by creating a movie poster.

The original movie poster assignment however did not meet my specific learning outcomes or instructional goals. My goal for this assignment was to assess the student's ability to create/capture images, edit/enhance images, and design/organize images to create a movie poster. The original assignment didn't meet my first two goals. The criteria assumed that the user would download pictures and perhaps insert a picture you took to create the poster. I wanted the poster to be all user-generated which fit in with the program learning outcomes for this course.

Another problem was the marking guide. This guide based on learner feedback is confusing at spots and no real indication of what and why the marks are distributed the way they are. It became clear that after some students confided their issues with this guide, it would need revising. The marking guide system also allowed certain, types of, students to place marks down with no real thought or concern about the reasoning for the marks. I knew that I would need to create a marking guide that would clearly lay out the justification for receiving that mark. How did I know? I used previous experience and indirectly conducted a learner analysis. I realized I

have a span of students who have difficulty keeping on-task, those who have barriers to learning in a conventional way, and students who strive to go the extra mile. Using this information, I decided to create a rubric that would more accurately reflect this project and clarify what each category means.

Obviously, this project is a form of a unit test where students had been building their skills for this project. I had a rough time relating the readings from the previous weeks to this critique especially since the view is a much grander than designing an assignment or project. I looked at many issues where self-motivation, finding new technologies/approaches to photography to keep interest high, and running photo logs to track student progress in their photography skills. In closing, through this assignment I was able to improve upon the old Movie Poster assignment and share my improvements with my class.

Reference

Fenrich, P. (2008). General principles of online design. In D. G. Harper (Ed.), *Education for a digital world: Advice, guidelines, and effective practice from around the globe* (pp. 131-141). BCcampus & Commonwealth of Learning.