

**Media Literacy Showcase**

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## Description

Kapwing is an online content creation program that is used for the purpose of producing high quality videos, showcases, animated gifs, collages, memes and other similar content. Its simple, user-friendly interface design and diverse functionality makes it the ideal program through which to teach literacy in the 21st Century.

To begin, Kapwing helps students practice creative thinking. Using Kapwing's video and image creation features, students have the opportunity to design and interpret situations described in literature through diverse mediums. This process helps them understand the reading material on a deeper level and relate the content to other contexts.

Next, Kapwing is an application that presents opportunities for students to work collaboratively. Students can work together using Kapwing's videos and image creation features to design unique responses to literature. Each student can be assigned a different role in this process, possibly assigned the responsibility of handling a different Kapwing tool, or they can be responsible for completing different sections of their content.

In the process of creating their presentations, students must deduce which aspects of their literature to focus on in their Kapwing videos and image generations. This process involves identifying which aspects of the literature supports the theses and ideas they are intending to convey, and which visual representations are best suited to represent said theses. In this regard, Kapwing supports opportunities for critical thinking among students in the language arts classroom.

Lastly, Kapwing presents opportunities for students to demonstrate their communication skills. As the application offers many tools to help students convey their interpretations of literature in many ways, when using it, students must make intentional

visual and auditory choices to communicate their thinking in a way that is accessible the audience of their classroom. This process enhances their ability to communicate their thinking.

### **Overall Expectations**

Projects created using Kapwing facilitate students' Media Literacy and Reading education. Media Literacy skills are developed as Students learn to communicate ideas using contemporary digital mediums, and also connect ideas from the literature they have read to the world around them in unique ways. Reading skills are enhanced as they use Kapwing's vast array of tools to critically respond to the content they read, identify the significance of different aspects of the text, and by extension, demonstrate their understanding of the content in a profound way.

### **Activity: Stop Motion Adaptation**

For the Minds On portion of the first lesson of the Stop Motion Adaptation Activity, the teacher shows students a scene from a movie adaptation of a novel they are all familiar with (ideally one that they have read for a previous novel study, or a very well-known story) that conveys one or more of its core themes in an effective way. The class then discusses how the movie uses framing and visuals to convey the themes of the scene and the overall story. These ideas are listed on an easel pad sheet that will later be placed on the wall somewhere visible to the entire class.

Next, it is explained that, in groups of 1-3, the class will be using Kapwing to create a 1-minute 3D or 2D stop-motion animation of a scene or a group of scenes they feel capture the core theme or themes of the novel that they have already read individually or together as a group. They are permitted to use the available art materials and other school-appropriate

props of their choice to design their animation in the way they feel best captures the essence of the theme of the selected scene or group of scenes. They are to consider how they might use formal properties like light, background, visual metaphors, colour, pacing, and their chosen medium to convey these ideas. They are not required to consider all of these aspects, especially as some might be less appropriate to focus on for the adaptation of one text than another, but their final product must have at least two intentional design choices that relate to their theme or group of themes in their final product.

For the action portion of the first lesson, students are to begin planning their Stop Motion Adaptation films. Their goal for the lesson is for students to decide on the scene or group of scenes they want to adapt, which theme or group of themes they intend to focus on, and begin brainstorming ideas for representing these themes. This will all be recorded on a questionnaire sheet that will be required to be handed to the teacher by the end of the period. If students complete this task early, they may begin drawing out the draft of what the animation might look like on a storyboard sheet, and begin deciding how they might split the work of the assignment among the members of their group. The consolidation will take place during the last 5-10 minutes of class with students sharing the themes they chose for their animation with the class.

The overall schedule for completing this task is outlined in Table 1.

**Table 1**

*Stop Motion Adaptation Project Schedule*

Day	Tasks for Students to Complete
1	Select the scene, and theme(s)

2	Draw and finalize the storyboard. Have it approved by the teacher.
3	Work on the characters, and set. Try to begin the photography process.
4	Work on photography process.
5	Students compile photos together on Kapwing and edit them as desired.
6	Watch the finished videos as a class. Students are to submit a one-page reflection explaining the reasoning behind their work for a future class.

**Data**

Having used Kapwing to teach animation courses and camps for children within the JI stream age-range, I can verify that Kapwing, with its easy to use interface, has left many excited to complete more animations after their initial assigned project. It is my hope that this program will help instill a similar passion in students with the Stop Motion Adaptation project.

Figure 1, Figure 2, and Figure 3 are examples of worksheets that can be implemented during said activity.

**Figure 1**

*Storyboard Title*

**Storyboard Title**

Shot Number:	Shot Number:	Shot Number:
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**Figure 2**

*Stop Motion Adaptation Project Questionnaire 1*

Stop Motion Adaptation Project  
Questionnaire 1

Group member names:

\_\_\_\_\_

What scene(s) from your chosen novel have you decided to depict in your animation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What theme(s) from that scene and novel will you depict in your animation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are some ways you think you might convey this theme or set of themes visually in your animation? Brainstorm at least 4.

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### **Caveats**

As the free version of Kapwing only allows one to edit and store content up to 2 days old, students must make sure to export their files after working, and re-upload them during their next work period. Also, as the free version of the program does not export videos longer than 7 minutes, students can simply make a second video they can merge with the first one if they make a long video.

### References

Ontario Ministry of Education. (2006). *The Ontario Curriculum, Grade 1-8, Language*.  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>