

Example 3a (handout)

Creative Applications of WAC Principles: Harnessing Digital Tools to Design Multimedia Assignments

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Overview of Free and Easy-to-Use Applications and Tools

Applications for streaming content and curating playlists (sound: music, podcasts; video)

Free applications:

Youtube: www.youtube.com

- Free video sharing platform, owned by Google.
- Students/teachers can create accounts through email which allows them to curate playlists and upload videos.



Podcast Addict: <https://podcastaddict.com/app>

- Free podcast app for Androids



Apple Podcasts: <https://www.apple.com/apple-podcasts/>

- Free podcast app for iPhones



For teachers/students with subscriptions:

Spotify: www.spotify.com

- Music streaming platform, good for songs and podcasts. Free with ads.
- Students with subscriptions can make playlists. (Student subscriptions \$4.99/month.)

Apple Music: <https://music.apple.com/us>

- Music streaming platform.
- Playlist making for subscription holders. (Student plan is \$5.99/month.)

Amazon Music (Free, Prime, Unlimited):

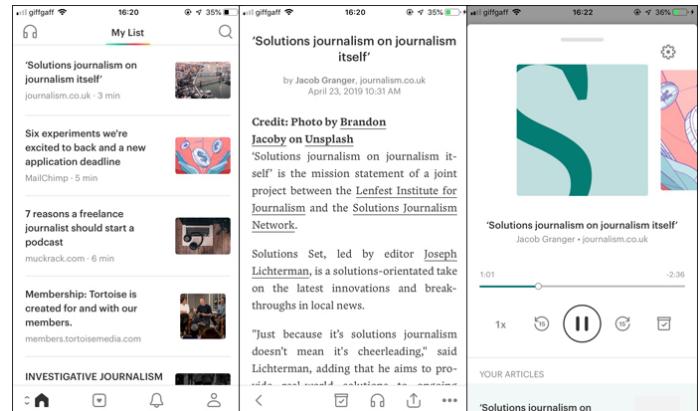
https://www.amazon.com/music/?_encoding=UTF8&ref_=topnav_storetab_dmusic

- Free version (with limited selections): <https://www.amazon.com/music/free>
- Streaming music, podcasts.

Applications for curating articles (or videos) via bookmarking

Pocket (Free): <https://getpocket.com/en/>

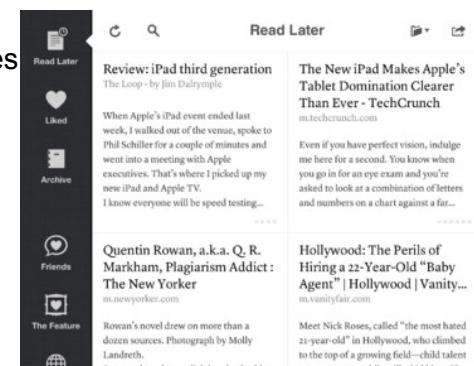
- Allows for gathering, reading, and highlighting articles or videos (can be viewed offline too)
- Can be used as an app or in Firefox
- Can read articles aloud (text-to-speech) with internet connection
- Social component: can follow others on Pocket



Instapaper (Free):

<https://www.instapaper.com/>

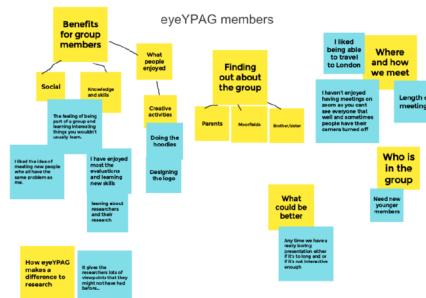
- Similar to Pocket, allows for gathering and reading articles
- Includes folders for organizing articles
- More limited text-to-speech features
- No search within app with free version
- Only 5 highlights/notes of articles per month free version



Applications for Curating Presentations:

Jamboard (Free): <https://jamboard.google.com/>

- Digital whiteboard that allows multiple users to collaborate in real time (more informal than a full presentation)
- Designed for a particular Google “Jamboard” device but can be used on regular laptops, tablets, etc.
- [Tutorial](#); [Example image](#)



Padlet (Free for 3 “padlets”):<https://padlet.com/>

- Virtual bulletin board that can be shared by multiple students (great for collaborative learning)
- Can also serve as a “curated wall”: students collect items and gather on virtual bulletin board
- [Info](#)
- [Example](#) (from Dr. Levy, WAC workshop Fall 2022)

Applications for Creating Websites, Blogs:

Tumblr (Free): www.tumblr.com

- Short-form microblogging platform
- Follow, gather, comment on, and share posts/accounts
- Create blog posts with links to other websites
- [Example](#)

Elink.io (Free): https://elink.io/?refer=front_logo

- Free and simple way to build webpages hosted by elink
- Can include links, images, videos
- [Example](#) (left, from Dr. Levy, WAC workshop Fall 2022)

Free Speech: A Range of Interpretations

This collection showcases the different ways people interpret our right to free speech as specified in the first amendment to the U.S. Constitution.



Flag Burning: Hate Crime Or Free Speech?

In this essay, Glen Clark, seems to feel that free speech should not extend to any kind of disloyalty shown to the U.S. flag. He compares it to the Nazi salute, which was illegal, and points out that police have investigated burning the flag as a hate crime. Free speech is not protected by the First amendment, but that does not mean that the First amendment does not cover it. "The First Amendment protects the American flag as the symbol of our great nation," he writes. "It is not protected if someone is burning it or any other way could be considered a hate crime against the country." Clark seems to believe that the First amendment should have some limitations.

elink.io/?refer=front_logo

We Have a Free-Speech Problem in America Too

Clark has a different argument with this essay. She's almost saying that free speech who are not protected by the First amendment. She says that it is very quick to attack those whose speech is controversial. She also says that it is important that the first amendment should cover everything. She also says that it is important that the First amendment should not be used to punish a person isn't legally punished for offensive speech, we need to stop demanding professional punishment whenever somebody says something that offends us. "We must stop embarrassing comments, in most cases, should not carry legal consequences. We should always be allowed to say what we want, even if it offends other people, but not aim at destroying their lives."

elink.io/?refer=front_logo

Wordpress (Free, but domain hosting is not):

- Free and open source content management system that can be used to build blogs, websites
- Can include text, images, and videos
- In order to make website publicly available, need third party host (with monthly cost)
- [Tutorial](#)

Other creation tools:

Audio tools:

- Basic: **Voice Memo** (Apple) and **Voice Recorder** (Android)
- Free recording and editing software:
 - **Audacity**: <https://www.audacityteam.org/>
 - **Garage band** (Apple products): <https://www.apple.com/mac/garageband/>
 - **Soundtrap** (allows for collaborative sound creation): <https://www.soundtrap.com/>

Video tools:

- Screen recording/casting for phones, tablets, computers
 - How to: [Windows](#), [Mac](#), [Android](#)
- Free editing apps:
 - **Kine Master (Apple and Android)**: <https://kinemaster.com/>
 - **PowerDirector (Apple and Android)**:
https://www.youtube.com/channel/UCdPbZaNMtK7BypeHa_21-xw

Example 1: Teaching with Protest Music (Taken from the New York Times “The Playlist” column, 02/04/2016 and 05/18/2021)

Assignment: Create your own annotated playlist of songs around a particular topic, theme or event (e.g. “Protest Music”).

1. Identify a subject for your playlist and clearly define it.
2. Brainstorm a list of five to 10 songs that relate to that subject.
3. Write a paragraph-long annotation for each song. Provide relevant background on the track; explain how the song relates to your topic, theme or event; include details from the song (e.g., lyrics, instruments, rhythm or melodies) that speak to that topic.
4. Format your playlist and give it a title.
5. Present your annotated playlist to the class and share your collection of songs on YouTube or Spotify.

The screenshot shows two side-by-side web pages. On the left is a lesson plan titled "Lesson Plan | Teaching With Protest Music" by Michael Gonchar and Katherine Schulten, dated February 4, 2016, at 2:53 PM. It features a video player for "Pussy Riot - I Can't Breathe (Official...)" and a summary of the protest song for Eric Garner. On the right is a YouTube playlist titled "Protest songs (NYT ex)" by Clare Monfredo. The playlist includes five videos: "Pussy Riot - I Can't Breathe (Official Music Video)" (NOW PLAYING), "Ohio - Crosby, Stills, Nash & Young (Music And Song Courtesy Crosby, Stills, Nash & Young)", "MAHALIA JACKSON Live late 1960's We shall overcome", "The Specials - Nelson Mandela (Official Music Video)", and "Public Enemy - Fight The Power".

Link to Youtube Playlist: [Protest songs \(NYT ex\)](#)

Link to NYT Playlist assignment:

<https://www.nytimes.com/2021/05/18/learning/making-annotated-playlists-with-the-playlist.html>

Link to NYT Protest

Songs:(<https://archive.nytimes.com/learning.blogs.nytimes.com/2016/02/04/lesson-plan-teaching-with-protest-music/>)

Example 2: Curation as a Deconstructed Research Paper, using Padlet and elink.io (taken from Dr. Levy's WAC Professional Development Meeting, Fall 2022)

Create an assignment curating media (articles, images, maps) to address a substantive research question.

Padlet: [Showcase of Curation Assignments](#) (from Dr. Levy's WAC fellows)

SALevy + 5mo
Showcase of Curation Assignments
Made with wonder

CURATION

"Good curation requires the ability to critically think, to analyze, and to investigate." -Cezanne Roland

Why curation?

When students can synthesize information in a meaningful way, make connections across content, and organize the content, then they've been empowered to control the direction of learning and their story. Curation also encourages students to engage at the higher levels of Bloom's Taxonomy.

Nonverbal Communication - Sharona Levy

Learning Outcome

Students will be able to explain the major categories of nonverbal communication, including physical appearance, gesture and movement, facial, eye, and vocal behavior, space and territoriality, touch, environment and physical surroundings, and time.

Assignment

A) Choose one (1) of the nonverbal communication (NVC) channels that the book describes. For that NVC channel, create an elink page collecting online resources that expand on the information in the textbook about that channel. Your

Industrialization - Stephanie Makowski

Learning Outcome

Students will curate a range of sources and use them to develop a thesis about the impacts of industrialization and how these impacts may be still felt today.

Assignment

1. Pick one theme of industrialization we came up with as a class. Collect five (5) different sources connected to that theme. The sources must include:

- At least 1 physical object (sign, picture, tool, etc)
- At least 1 textual primary source (see your primary sourcebook for possibilities, but you may use sources outside of that book)

Example assignment: [Industrialization \(courtesy of Stephanie Makowski\)](#)

Stephanie Makowski

Urbanization: Cities, Poverty, and Reformers

The Industrial Revolution did not just lead to urban growth: it led to the dramatic growth of working class neighborhoods as workers left agricultural areas to work in factories. This larger, more visible concentration of extreme poverty and cramped living and working conditions drew the attention of upper and middle class reformers in unprecedented ways. Urbanization is critical to understand because it changed not just the size and importance of cities, but also society's understanding of and interaction with poverty.



Object: Maps

[Manchester Maps](#)

This image shows the city of Manchester in 1750, followed by the city of Manchester in 1856. It shows the rapid growth of the city under the factory system as the textile industry grew. While it is an excellent visual representation of urban growth, it does not tell us much about the lives of those who lived in the city.

encrypted-tbn0.gstatic.com

[VIEW MORE](#)



Object: Picture, 1865 London

[1865 London, From London: A Pilgrimage](#)

This is an artist's rendering of a poor area of London from 1865. The book was produced by journalist William Blanchard Jerrold and illustrator Gustave Doré. It shows the cramped quarters of London as the city grew under the factory system. It is a great source for creating an impression of what life was like in the cramped quarters under the billowing factory smoke as cities urbanized under the factory system. However it is an artist's interpretation. According to the British Library, the journalist was criticized for only being interested in the extremes of society. This image is an effective, but imperfect source for understanding life during the industrial revolution's urban growth.

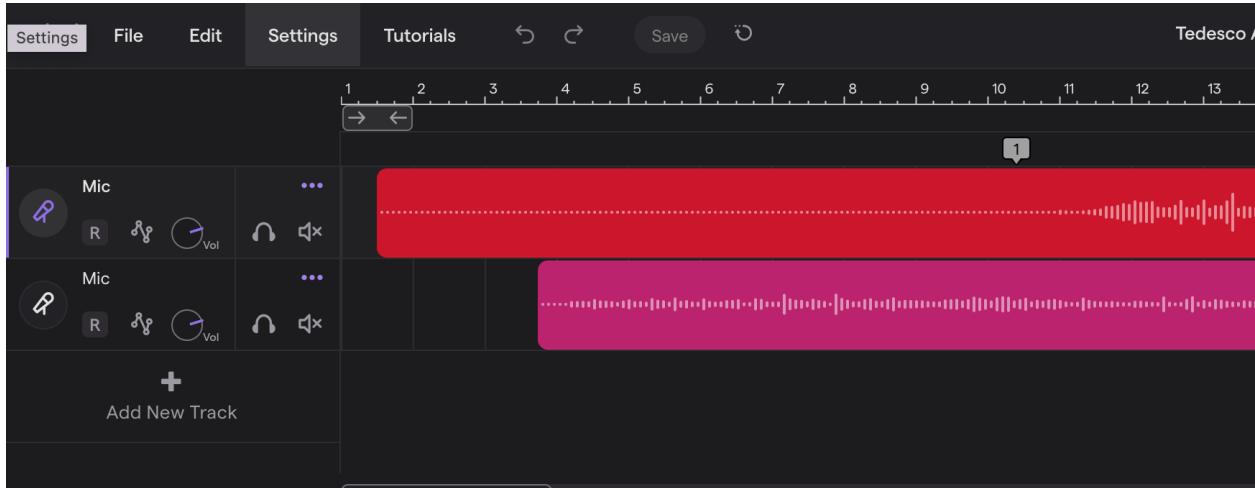
bl.uk

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Example 3: Collaborative Chamber Music in Remote Settings

Making chamber music in remote settings, from Hunter Chamber Music program (Fall 2020 and Spring 2021)

Soundtrap Project: https://www.soundtrap.com/studio/W3LOHeq9S-2g6YG3F04Q_Q/



Clare Monfredo, cello; Kristal Rojas de Leon, guitar

Commenting functions:

Final project:

<https://youtu.be/7x7XaEM3mmo?t=3159>

(—) Soundtrap[®]

Kristal Rojas de Leon commented on Aria:

Kristal Rojas de Leon
Hello! My part (up to the cadenza and the end of the piece) is up!

Previous comments

Kristal Rojas de Leon Mar 22
Hi Clare and Adam. I recorded up to the cadenza and the end, so Adam can record his cadenza freely.

Adam Schorr Mar 22
Thanks Kristal, I'll try to get my part in tomorrow so we can get the end together

cmonfredo Mar 24
Thanks Kristal! I will try my best to record tomorrow before coaching, but if not by then I can definitely do it Friday. (I also think it would be helpful for me to have Adam to listen to, though Adam maybe you feel the same.)

Adam Schorr Mar 24
Sorry for the hold up Clare! I was busier than I thought yesterday so I've been recording all day today

I had to do a bit of surgery at the end. Just a heads up Kristal, you left off the last full beat of measure 58 where you hit the C#. The one that's there now I pulled from the previous recording so it sticks out a bit but everything lines up

Kristal Rojas de Leon Apr 05
Hello! I just recorded the cadenza! I think we can use this version for the Masterclass!

