**The Prototyping Classroom in Media Studies**

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This proposed contribution to *Cinema Journal Teaching Dossier* will discuss what happens when we treat the media studies classroom as a prototyping space rather than strictly as a space to theorize about the role or content of media. Picking up on emerging conversations in Digital Humanities that foreground materiality, repair, and critical making, the contribution will show how the classroom environment is influenced by the fabrication and destruction of physical media in the classroom. The intervention asks how manipulating media and making media material changes the practice of reading media in the classroom. In the prototyping classroom, media can be examined as physical objects--torn apart or rebuilt--pressuring our canonical understanding of media studies and opening new venues for insight. For instance, how does the act of repairing media reveal implications of Third World labour? How does building media in the classroom enact hierarchical structures that signaling capitalist systems or deploy a linguistic or cultural hegemony? By treating the classroom as a space for prototyping the creation and repair of media itself, we can highlight the disciplinary intersections that govern theoretical discussions while offering opportunities to discuss the implications of the materiality in media studies and the humanities.

**Bio:** David N. Wright is Director of the Digital Cultures Lab and the Coordinator of Research and Innovation at Douglas College in New Westminster, B.C. Canada.