Cellphilms

What is a cellphilm?   (MacEntee, Burkholder, & Schwab-Cartas, 2016)

Cellphilms are short videos shot entirely on a cellphone (smart device or tablet) that convey a single message. We carry around high-quality digital cameras and audio recorders in our pockets in the form of cellphones. Many of us already use these devices to capture our everyday experiences. Why not bring these common, everyday tools into the classroom? According to MacEntee, Burkholder, and Schwab-Cartas (2016), the use of cellphilms in the classroom has the potential to stimulate collaboration between students and teachers that "enable[s] the sharing, analysis, and synthesis" of "authentic artefacts and anecdotes" (p. 6). Cellphilms provide instructors with an opportunity to engage students in an activity/assignment that will involve every part of learning (distilling, creating, editing, sharing content). All the while, students are also acquiring new digital literacy skills and harnessing the power of technology to the benefit of local communities. In the past few years alone, cellphone videos have become intimately tied to social justice work, community activism and heritage preservation. Viral videos capturing injustice, cruelty, and crime have become essential parts of the work of ensuring justice and promoting accountability and transparency. Demonstrating the proper use and potential capacity of this technology, while evaluating students on their understanding of core course content, is a win-win.

How to produce a cellphilm?

Brainstorm: 1) Consider activity/assignment learning outcome(s) and instructions, 2) What will people get out of the video?, and 3) What will my video look like? Links for brainstorming: https://blog.aweber.com/digital-marketing-2/how-to-brainstorm-creative-video-ideas.htm

Storyboard: 1) Consider each basic shot/how many shots (angle, the setting, participant(s), 2) Plan out the action that will take place in the setting (speaking, walking, sitting), and 3) Sketch out roughly what the short will look like. Please see below for an example of a simple storyboarding template (also available online at Storyboard: http://www.ocw.utoronto.ca/wp-content/uploads/2019/03/Cellphilm-Storyboard.pdf).
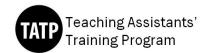
Film: Consider text/sound/image/movement/location/quality/consent; No-edit required (NER), One-shot shoot (OSS), or edited, longer film. Video Strategies: http://www.ocw.utoronto.ca/video-strategies/.

Produce: Consider hardware or software available; the necessary training in digital literacy, etc. Video Strategies: http://www.ocw.utoronto.ca/video-strategies/

Share: MyMedia - https://mymedia.library.utoronto.ca/cgi-bin/WebObjects/MyMedia/. For instructions on how to use MyMedia, see the tipsheet on the TATP website. To use YouTube: https://www.youtube.com.

What are some key pedagogical and practical guidelines for cellphilms?

If you are interested in implementing cellphilms into your tutorial or course, you should take into consideration the following pedagogical and practical matters. In regards to pedagogy, you may have to determine the level of training your students might need to complete a cellphilm assignment. Some of this will depend on the level of difficulty or the type of assignment you develop. Other pedagogical matters to consider include consent of communities that students might work with, developing content that is controversial or contentious, comfortability in community activist or civic engagement, and the overall purpose of the cellphilm (e.g. for social change, preservation of language, or knowledge generation, etc.).

You may also want to consider educational technology guidelines. These include reliable technical support, access to hardware and software, issues around privacy and confidentiality, accessibility requirements, affordability, and intellectual property (or ownership rights in general).

Like all good teaching, however, the implementation of cellphilming into your classroom will require good planning. Hopefully the resources provided in this tip sheet will make the process a little easier.

How to get students to reflect on cellphilms and how to evaluate student cellphilms?
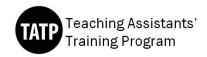
Reflection:
One of the most important steps in incorporating cellphilming into your tutorial or course is to ensure that students have time and put energy into reflecting both on the process creating a cellphilm, and in the content they created (its potential impact or significance).

Reflections can take many fo rms, again depending on the level of difficulty of the assignment. One can imagine that a reflection could be as simple as small or large group discussion in a tutorial, or as complex as a four-page reflection paper to be submitted alongside a cellphilm. The important point, Mitchell et al., (2016) tell us, is to engage students in "speaking back activities". These are opportunities for students to reflect and critique their cellphilm, consider potential audience responses, as well as provide clarity around the significance of the subject matter and their aesthetic choices (i.e. filming style).

Evaluation:
Evaluation, much like reflection will depend on the level of difficulty of the assignment. However, if the cellphilms are for a higher weighted part of the course (final assignment, for example) it's important to provide students with a rubric (see references for example of a rubric). Students should be aware that they are being evaluated both on the creation of the cellphilm (the mechanics) as well as on the content (the subject matter). Of course, the better aligned these two areas are in a cellphilm, the more clear the messaging will be in that video. Students should also be evaluated on the accessibility of the video (is the video captioned, audio described, ASL interpreted, etc.). You want to ensure that as many people as possible can engage in watching the video, including the other individuals (yourself included) in the classroom. Please see below for two examples of grading rubrics for student cellphilm projects.

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References

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MacEntee, K., Burkholder, C., & Schwab-Cartas, J. (Eds.). (2016). *What's a cellphilm?: Integrating mobile phone technology into participatory visual research and activism*. Springer.

MacEntee, K., & Mandrona, A. (2015). From discomfort to collaboration: Teachers screening cellphilms in a rural South African school. *Perspectives in Education,* 33(3), 42-56.

Milne, E.-J., Mitchell, C., & de Lange, N. (2012). *Handbook of participatory video*. Plymouth: AltaMira.

Links for brainstorming: https://blog.aweber.com/digital-marketing-2/how-to-brainstorm-creative-video-ideas.htm
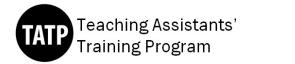
Rubric: http://www.ocw.utoronto.ca/wp-content/uploads/2019/03/Cellphilm-Rubric.docx

Storyboard: http://www.ocw.utoronto.ca/wp-content/uploads/2019/03/Cellphilm-Storyboard.pdf

Video Strategies: http://www.ocw.utoronto.ca/video-strategies/

Storyboarding Template for Cellphilms

Cellphilm Name: _____   Page No.: _____

Shot: _____

Action: _____

Shot: _____

Action: _____

Shot: _____

Action: _____

Shot: _____

Action: _____

Shot: _____

Action: _____

Shot: _____

Action: _____

Cellphilm Rubric

	Missing: 0 points	Needs Improvement: 1 point	Good: 2 points	Excellent: 3 points
Quality of Content	*Missing*	*Needs Improvement* Information is inaccurate, unclear, incomplete, not up to date or lacking critical steps or explanation.	*Good* Either too much or too little information provided, but it is accurate and relatively complete.	*Excellent* Information is accurate, clear, concise and complete.
Goals / Objectives of Video	*Missing*	*Needs Improvement* Goals or objectives are not clearly stated or they are not relevant or appropriate for the intended audience.	*Good* Goals or objectives are stated. They are fairly appropriate and relevant for the intended audience.	*Excellent* Goals or objectives are clearly defined and explained. They are appropriate and relevant for the intended audience
Script / Engagement	*Missing*	*Needs Improvement* Script is disorganized or not fully relevant to the content. Overall, offers a poor level of engagement and learning.	*Good* Script is generally organized, succinct and relevant to content. Overall, offers a somewhat engaging learning experience.	*Excellent* Script is organized, succinct and completely relevant to content. Overall, offers a really engaging and excellent learning experience.
Video / presentation quality	*Missing*	*Needs Improvement* The video is poorly lit and focused. Pace is too fast with too many elements occurring at the same time or too slow and monotone. Video appears unorganized (poor editing, cuts, changes)	*Good* Visual quality is acceptable in terms of lighting, focus and resolution. Pace could benefit from slowing down/speeding up. Maintains interest with relevant elements.	*Excellent* Video is of high quality and resolution. Pace and media elements are of high quality. Speaker is upbeat and engaging. Well organized.
Audio quality	*Missing*	*Needs Improvement* Audio is too low, difficult to understand and/or sounds distant or incoherent.	*Good* Audio is at an appropriate level or easy to understand but not necessarily both.	*Excellent* Audio is at an appropriate level and is clear and understandable.
Accessibility	*Missing*	*Needs Improvement* Few accessibility features (few captions, poor contrast).	*Good* Some accessibility considered (captions provided but inaccurate, contrast issues).	*Excellent* Accessible, clear, understandable with proper captions.
Total points:				

(ADAPTED FROM: Lori Mestre, Designing Tutorials using UDL and DI and University of Wisconsin – Stout, Video Project Rubric)

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