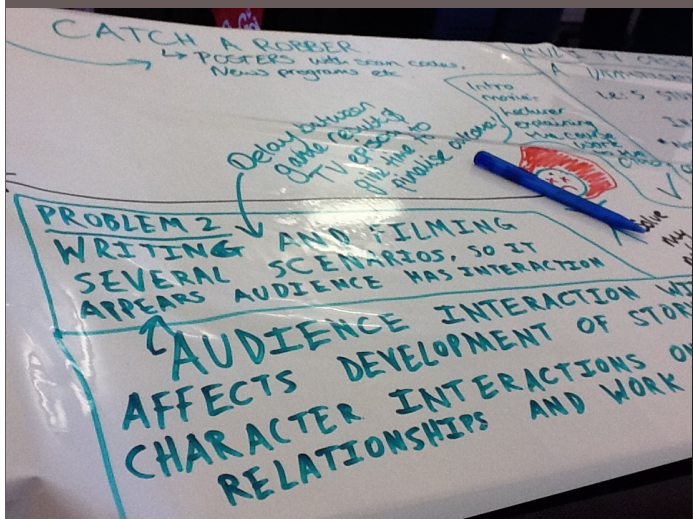


ENCOURAGING STUDENT AUTONOMY THROUGH COLLABORATIVE CURRICULUM DEVELOPMENT

JESMOND LEWIS



Sudesh Gurung



PRIVACY REVOKED Episode 1: The Detective

Multiplatform Students Present

PRIVACY REVOKED EPISODE 1: THE DETECTIVE

EPISODE 1 THE DETECTIVE

PRIVACY REVOKED

STARRING
CHRISTOPHER LEWIS FREYA SHAFFELL CHARLES COLEMAN
JORDAN SPARKS JASON ARMSTRONG ALLY MUIHDIN

PRODUCED BY RACHEL GREEN
DIRECTED BY ALLY MUIHDIN AND JASON ARMSTRONG

PG DVD VIDEO

In the small town of Ennwick, a mysterious murder occurs which questions the Privacy Revoked Act that was introduced 10 years ago. Police Chief Charles Coleman sets out to find out who is responsible for this murder. Unable to get to the bottom of this investigation, he calls on the help of Detective Arthur Weston. Whilst uncovering evidence, Arthur meets cafe worker Samantha Smith who helps him find crucial evidence with her fantastic technological skills. Impressed with her knowledge, Arthur asks Samantha to help him with the investigation. Will Arthur and Samantha find out who is committing these heinous crimes?

MULTIPLATFORM STUDENTS PRESENTS PRIVACY REVOKED
CHRISTOPHER LEWIS, FREYA SHAFFELL, CHARLES COLEMAN, JORDAN SPARKS, JASON ARMSTRONG AND ALLY MUIHDIN
CASTING BY STEVEN BROWN
EDITOR JASON ARMSTRONG AND JORDAN SPARKS
DIRECTOR OF PHOTOGRAPHY RUDOLPH GURUNG
SCRIPT BY JASON ARMSTRONG AND CHRISTOPHER LEWIS
VISUAL EFFECTS BY RACHEL GREEN, ALLY MUIHDIN
PRODUCED BY RACHEL GREEN DIRECTED BY ALLY MUIHDIN AND JASON ARMSTRONG

CREW MEMBERS
CAMERA OPERATORS: AHMAD BARRI, JORDAN SPARKS, SUDESH GURUNG
LIGHTING: RASHEK RASHID, AHMAD BARRI
WIGS: AKASH KHAN, RASHEK RASHID, CHARLES COLEMAN
INTERFERENCE DESIGN: SUZANNA BROWN
USABILITY: PAVITA SHARMA, FREYA SHAFFELL
PROJECT MANAGER: FREYA SHAFFELL



Freya Saffell

ABSTRACT

- The intention of this session is to present the use of a co-constructed curriculum that enables students to take on a management role and eventually schedule and run their own course structure, agree their own deliverables, deadlines and grading structure.
- This will be followed with a discussion with students. Questions are encouraged on the enhancement of confidence, employability and management skills.
- The course in question is project based and practice-led with progress, deadlines aside, at the student's pace.
- The ideal is to engender a state of flow (Csikszentmihalyi (1996)).
- Although this is a creative production course this method can be applied to any project/student centred learning course



THE COURSE
 Multiplatform TV
 Level 6
 30 Credits
 15 students

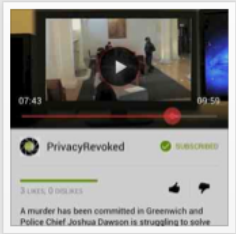


privacy_revoked

UoGreenwich: PrivacyRevoked University of Greenwich students Multiplatform project. Check out the Privacy:Revoked Facebook like page, Twitter for more links, updates & content. <http://www.facebook.com/PrivacyRevoked>

81 photos	18 followers	114 following
---------------------	------------------------	-------------------------

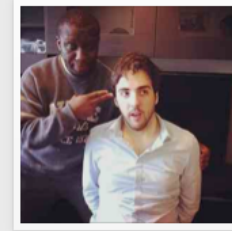
April 2013



Check out the brand new and exclusive Privacy Revoked episode on YouTube.
 Go to the "privacyrevoked" YouTube channel now!
 Follow us on Twitter @privacyrevoked and Facebook www.facebook.com/PrivacyRevoked



March 2013





Privacy: Revoked

3,598 likes · 2 talking about this

✓ Liked Message

TV Show

YOU ARE REQUIRED BY LAW TO BE ON THE GOVERNMENT DATABASE.
IF YOU ARE NOT REGISTERED, YOU FACE A CRIMINAL INVESTIGATION.
Click here to find out more....



Photos



Likes



Events

About - Suggest an Edit

THE PROJECT

Create a multiplatform TV series using platforms of choice including web, "TV" and mobile with user interaction. Create own story based around the idea of "Making the invisible visible"

METHOD



Privacy Revoked uploaded a video



■ Term 1 Schedule

- 1 hour taught studio / lab sessions to gain practical skills
- 2 hours in classroom, teaching required theory and methods
- Including
 - reading/discussion tasks in first 7 weeks
 - development exercises in remaining 7 weeks
- Concluding with a plan for term 2
 - Story idea, allocated roles
 - Preparation for project plan and individual learning agreement
- Coursework – a report on an aspect of Multiplatform TV requiring personal research

THE TAKE-OVER



Privacy: Revoked shared a link.
2 May

Episode 6 The Revelation – <http://www.youtube.com/watch?v=pLyLp8BP2hQ>



Privacy Revoked (2013 TV Series)
Episode 6 – The revelation
(Director cuts)

A shaken up Samantha wonders whether to continue her journey with Detective Arthur after a threatening

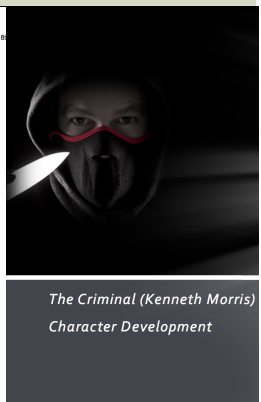
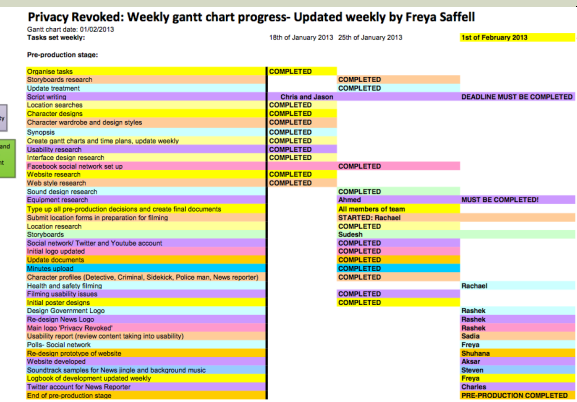
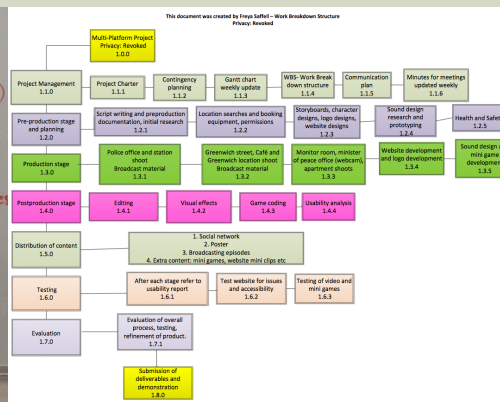
■ Term 2

- Schedule provided by Project Manager following group discussion
- Hand in of Individual Learning Agreements
- Identifying:
 - Main areas of learning
 - Roles to be taken
 - Deliverables
 - Mapping of roles and deliverables to course learning outcomes
 - Allocation of division of grade across deliverables
- Feedback and agreement, also allowed ongoing updates
- 2 hour presentations/meeting sharing progress and discussing work ahead
- Term 3 deadline, end of campaign

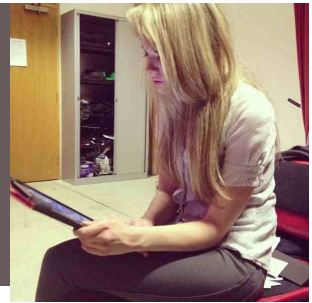
CONTEXT

- Students will all have a level of practical skills from years 1 and 2 in a variety of media
- They will all have taken a core production course where they were given specific job roles and taken through the processes of managing and conducting a digital media production to an end product
- They will, therefore have developed the background skills to understand what is required of them when they take over

INTERFACE DESIGN / SOCIAL NETWORKS
 CODING / USABILITY SPECIALIST
 USABILITY SPECIALIST: SADIA → FREYA (MOBILE + WEB)
 INTERFACE DESIGN: SHUHANA → → → SADIA (MOBILE + WEB)
 SOCIAL NETWORK: CHARLES → CHRIS, SADIA, SHUHANA
 EDITOR: JASON → JORDAN
 DIRECTOR: RACHEL → ALLY / PRODUCER / LOCATION
 SCRIPTWRITER: CHRIS → JASON
 CAMERA OPERATOR: JORDAN → AHMED → SUDESH → CHARLES
 LIGHTING: AKSAR → AHMED → SUDESH → CHARLES
 VISUAL EFFECTS - RACHEL → ALLY
 CODING: CHRIS → AKSAR → SUDESH (WEBSITE DEV)
 COSTUME: JORDAN → SUDESH (CHARACTER DESIGN)
 STORYBOARD: SUDESH → FREYA
 SHUHANA: 3 + ACTING
 SHUHANA: 2
 STEVEN: 1
 PROJECT MANAGER: FREYA
 TV MANAGER: RACHEL
 WEB MANAGER: AKSAR + CHARLES
 MOBILE MANAGER



MY ROLE



- Provide initial skills and methods in traditional manner
- Provide exercises to practice the development of transmedia
- Gauge when to interrupt when teaching not being followed
 - Waiting for the willingness to learn
- Gauge when to stay on a particular area and when to move on
 - When has learning actually taken place
- Sit on urge to correct and urge to have an action packed schedule!
- Gently push the students to take over the ‘teaching spaces’ – the AV console and whiteboard
- Gradually fade to the back corner of the room offering occasional advice and encouragement

THE IDEAL : FLOW

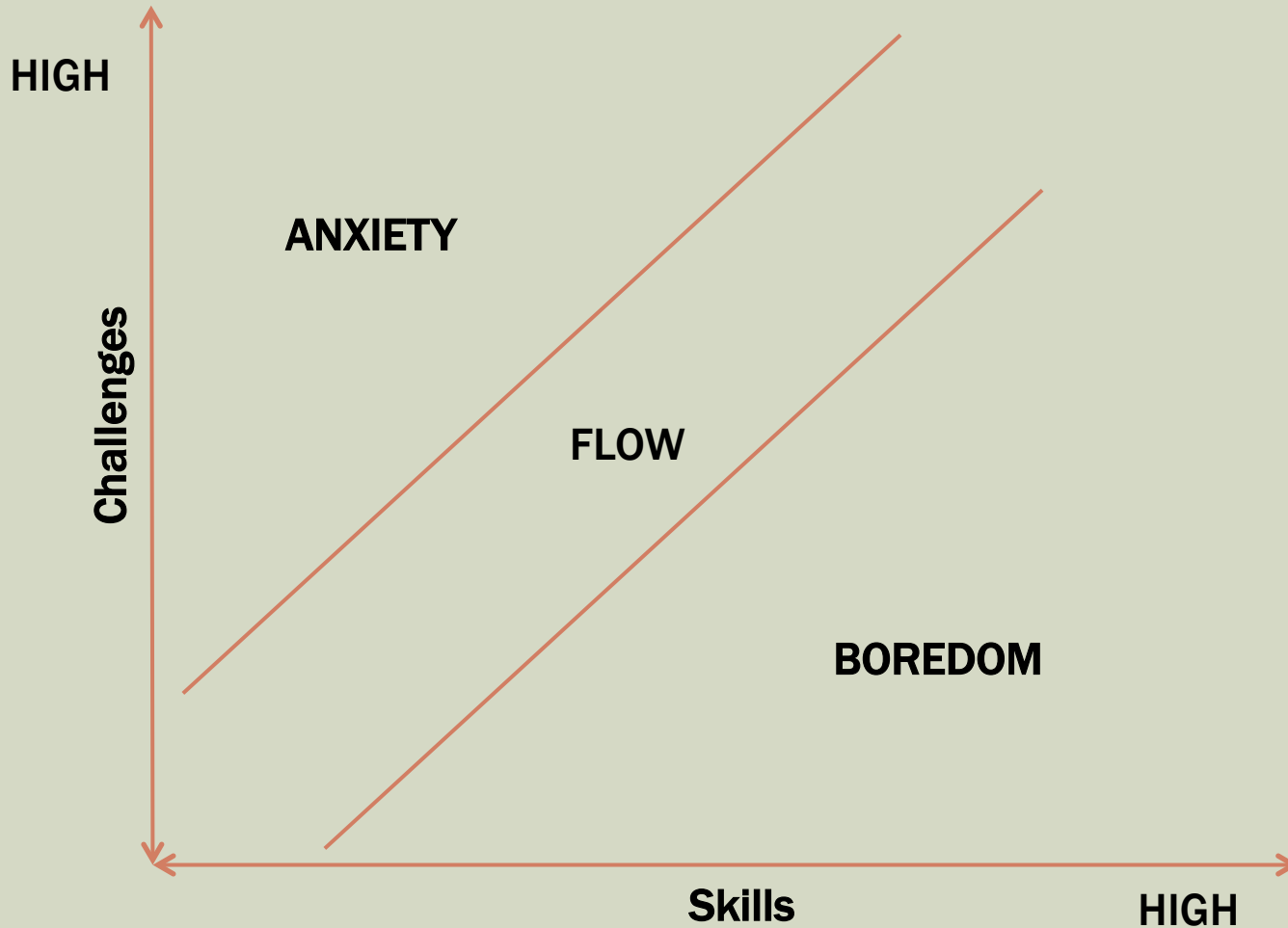


- Attention is focused on a limited stimulus field. There is full concentration, complete involvement.
- Action and awareness merge.
- There is freedom from worry about failure.
- Self-consciousness disappears.
- The sense of time becomes distorted.
- The experience become its own reward - *auto-telic*.

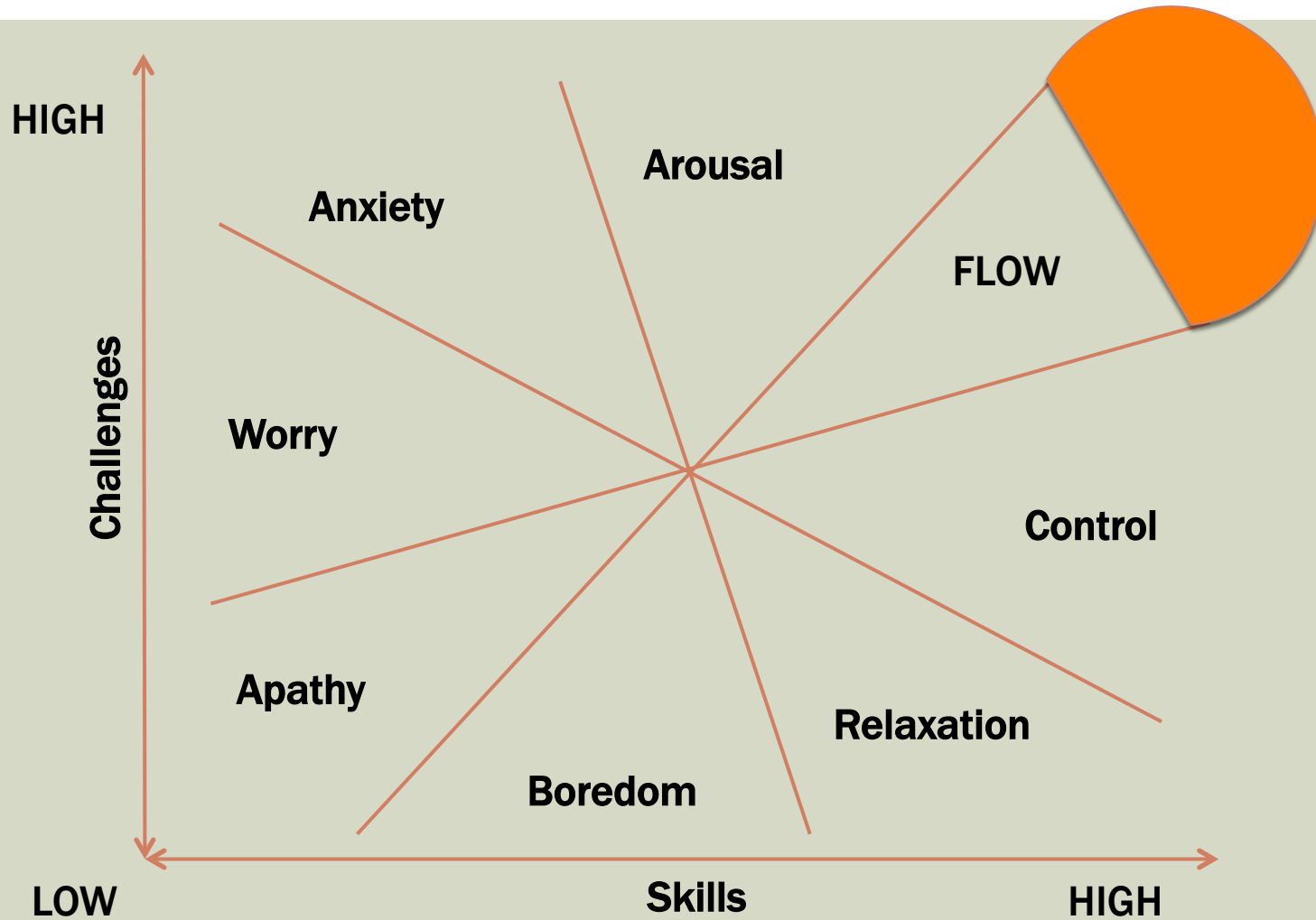
...WHAT CONDITIONS FOSTER FLOW?

1. There are clear goals every step of the way.
2. There is immediate feedback to one's action.
3. There is a balance between challenges and skills.

MIHALYI CSIKSZENTMIHALYI'S FLOW



MIHALYI CSIKSZENTMIHALYI'S FLOW 2



RESULTS ANALYSIS

- **Overall Mean Grade 69%**
- **50% of students with a complete profile gained a first class grade**
- **Grade for group product 90%**
- **100% course satisfaction**



REFERENCES

- Csikszentmihalyi, M. (1996) *Creativity: Flow and the Psychology of Discovery and Innovation* HarperCollins; 1st Harper Perennial Ed edition
- Csikszentmihalyi, M. "Flow and education." *NAMTA journal* 22.2 (1997): 2-35.
- Multiplatform TV Social Media Hub
<http://cc0493.wix.com/privacyrevoked>

