

## **Applying Social Media Practices in the College Classroom**

Presented by Christopher Cayari

May 19, 2017

ccayari@purdue.edu

### **Abstract**

Participatory culture (Jenkins, 2006) describes how internet users develop communities that center on a particular topic. People in these communities learn together and produce user-generated content that is often shared far and wide. Researching practices on social media sites may lead to the development of instructional strategies that benefit educators, students, and their classrooms. Research should inform teaching and vice versa. As a social media researcher, I have developed a pattern of learning, inquiry, and implication to benefit both my research and teaching: 1) I am inspired by a practice on the Internet; 2) I attempted them myself to improve my understanding of the practice; 3) I develop and conduct a research study; 4) I developing projects that relate to my courses; and finally 5) I conduct research on how my students are affected. In this session, I present on collaborative vlogs as an example of this pattern and the related studies.

### **Reference List**

Cayari, C. (2011). The YouTube effect: How YouTube has provided new ways to consume, create, and share music. *International Journal of Education & the Arts*, 12(6), 1-28.

Cayari, C., & Fox, H. L. (2013). The pedagogical implications of the collaborative video log. 2013 Annual Proceedings: On the Practice of Educational Communications and Technology. <http://www.yourwebhosting.com/publications/proceedings/2013.asp>

Duggan, M. (2013). Photo and video sharing grow online. Pew Research Center. [http://www.pewinternet.org/files/old-media//Files/Reports/2013/PIP\\_Photos%20and%20videos%20online\\_102813.pdf](http://www.pewinternet.org/files/old-media//Files/Reports/2013/PIP_Photos%20and%20videos%20online_102813.pdf)

Fox, H. L., & Cayari, C. (2016). Graduate Students' Readiness and Perceptions of the Pedagogical Application of Collaborative Video Logs. *TechTrends*, 60(6), 585-590. Hung, S. T. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology*, 42(5), 736-746.

Jackson, B., & Wallin, J. (2009). Rediscovering the "back-and-forthness" of rhetoric in the age of YouTube. *College Composition and Communication*, 61(2), 374-396.

Kellner, D., & Kim, G. (2010). YouTube, critical pedagogy, and media activism. *Review of Education, Pedagogy, and Cultural Studies*, 32(1), 3-36.

Lange, P. G. (2014). *Kids on YouTube: Technical identities and digital literacies*. Walnut Creek, CA: Left Coast Press.

# Collaborative Video Log Project

---

**Step 1 - Group Selection (March 16-20):** By the end of class on March 20, you will need to form a group of 5 students. Discuss your schedules with each other and assign each person to be responsible for posting on a specified day of the week. One person will be designated the Monday poster, another will be Tuesday, etcetera (as a group decide which days work best; i.e. S/M/W/F/S or M/T/W/H/F). It is important that you remember rule number one in a collaborative project like this: *Always post on your day!* Otherwise you could start a domino effect that makes it very hard for your group to function correctly. If someone misses a day, encourage them to make it up quickly. Decide on a group name. You will also have to create a YouTube channel. A forum is created for you on the Schoology website. Create a thread with your group's name. To do this:

- Click "Collaborative Discussion Vlog"
- Write a comment with the names of each of your members, your group name, and a link to your YouTube channel. Your YouTube channel must be public or unlisted.

**Step 2 – Interacting with each other (March 22-28 OR March 29-April 4):** You may decide if you start during Spring break or as soon as we get back. You and your group will start to interact with each other by dialoguing back and forth utilizing group made prompts. Prompts can also take the form of challenges. It is the responsibility of one group member each week to ask a question for the others to answer. For example, using the *M/T/W/H/F* schedule, the first week *Monday* will ask and answer a question. Then *Tuesday* will create a video responding to that question. *Tuesday* may tie in *Monday's* answer or use it as inspiration to their own response. *Wednesday* would then respond to both *Monday's* and *Tuesday's* posts while answering the same question.

It is important that you, as a group outside of the YouTube channel to discuss what the question of each week will be. Students may decide on their questions via email, face-to-face, or any other means they feel necessary. That way you can interact with the others in their group. Each member will be responsible for thinking up one question. On the last day of the first week, *Friday* will answer *Monday's* question and then post their own question. See sample schedule. You will have to create five questions between you and your group, which will happen in the first four weeks of the project. On the last week, *Monday* will finish their video by answering *Tuesday's* last question.

Your videos can include any appropriate footage from you speaking directly into a camera to using a sock puppet to talk for you. You can include multimedia to show off your musical skills as an example. When it is your turn to post on your given day, you should have watched your group members' videos that were submitted before you. Therefore, you can answer your question as well as respond to the others in your group. Try to stay to the topic at hand, but feel free to diverge a little. As you produce a video, make sure to create a playlist on YouTube of your group's videos for the final reflection.

**Step 4 – Create a Reflection (Due the end of Reading Day, May 7):** Since you and your group have gotten to know each other throughout the course of the semester, you should have

some shared experiences to draw upon to create a dynamic project. This project can take any direction you choose as long as you get prior approval. Three *suggestions* I have are:

- Write a 3 page paper detailing your experiences of getting to know each other as a discussion group. This should be done collaboratively and not five individual essays.
- Create a 10-15 minute video of the group answering questions together or discussing topics relevant to the class or the discussion project.
- Make up your own reflection project and get it approved by Dr. Kruse or Mr. Cayari. This could include an additional mediated performance, virtual ensemble, parody song, or whatever your heart desires. The sky is the limit!!!

You will also be given 2 checklists (one individual and one group) in which you will have to complete throughout the process with short reflections to turn in by May 7. These will not be evaluative, but affect your grade if you do not submit them.

### Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Question 1				
				Question 2
Question 2			Question 3	
Question 3		Question 4		
Question 4		Question 5		
Question 5	Note: Monday will have an extra video, but should have comparable video time because they do not have to answer two questions in one video. Don't forget your final reflection is due Thursday, May 7.			

Turn in sheet for CVL prep

CVL group name: \_\_\_\_\_

Topics and prompts:

- Week 1: Musical identity
  - Prompt: \_\_\_\_\_
- Week 2: Teaching and learning music
  - Prompt: \_\_\_\_\_
- Week 3: Music and culture
  - Prompt: \_\_\_\_\_
- Week 4: Make music somehow
  - Prompt: \_\_\_\_\_
- Week 5: Integrating music with other subjects
  - Prompt: \_\_\_\_\_

Schedule Sign Up:

February						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	March 1	2	3	4
5	6	7	8	9	10	11

# CVL FINAL GROUP CHECKLIST [WEEKLY QUESTIONS FORM]

Vlogger 1 (Monday):

Vlogger 2 (Tuesday):

Vlogger 3 (Wednesday):

Vlogger 4 (Thursday):

Vlogger 5 (Friday):

LINK TO YOUTUBE CHANNEL: \_\_\_\_\_

## CHECKLIST FOR VIDEOS AND QUESTIONS/TOPICS

Place an X in each box that was completed on time. Place an L in each box that was completed by late. Leave blank any incomplete vlogs. Please type in the questions or topics for each week's videos.

	V1	V2	V3	V4	V5	Question/ Topic
Question 1						
Question 2						
Question 3						
Question 4						
Question 5						

# CVL Individual Completion Form

Vlogger's name: \_\_\_\_\_

CVL group's name: \_\_\_\_\_

Please put an X in front of any of the sentences below:

\_\_\_ I give Mr. Cayari permission to use my **videos** in presentations, portfolios, or publications that have to do with scholarly work and grant writing.

\_\_\_ I give Mr. Cayari permission to use **this form** in presentations, portfolios, or publications that have to do with scholarly work and grant writing.

\_\_\_ I would like Mr. Cayari to use my full name in any presentation, portfolio, or publication.

\_\_\_ I would like Mr. Cayari to use a pseudonym in lieu of my name. I request that he use the following name: \_\_\_\_\_

## Links to videos

Week 1	
Week 2	
Week 3	
Week 4	
(Week 5)	

## Reflection Questionnaire:

Each of the following questions can be answered in 1-2 sentences. However, if you would like to elaborate, please feel free to write more.

1. Please describe the CVL Project in three distinct words:
2. If you could go back in time and had to do this project again, what would you do differently?
3. If you could go back in time and had to do this project again, what would you do the same?
4. What was your favorite aspect(s) of the CVL project?
5. What aspect(s) did you dislike the most of the CVL project?
6. What do you perceive to be the educational implications of vlogging or collaborative vlogging?
7. Do you plan to use vlogging in your classroom in the future?
8. Is there any aspect you would change for the CVL project in MUS243 next year?
9. How did the CVL affect your relationship with other members of your group?
10. Any other comments:

### *Self-assessment*

*This project is worth 10 points. How many points would you give yourself and why? (Please give enough evidence to support your claim)*

### *Group assessment*

*How would you assess your fellow vloggers in your group? Did anyone do an exceptional job? Was there anyone who made the process difficult? What celebrations or concerns do you have with the collaborative process in your group?*

MUTUAL EYE-OPENING FOR  
UNIQUE BUSY SHORT KIND EXPERIENCE ENGAGING  
**INTERESTING**  
WORTHWHILE COOPERATIVE OF INTERDEPENDENT IMAGINATIVE EXCITING  
MALLEABLE **INNOVATIVE** SATISFYING CREATIVITY FORMATIVE  
TEDIOUS **CHALLENGING**  
COLLABORATIVE ORIENTED LONG-REACHING BENEFICIAL  
**CREATIVE**  
TECHNOLOGY OPPORTUNITY INDIVIDUAL PERSONABLE FORGETTABLE **ENJOYABLE**  
TIME-CONSUMING FORGET ANNOYING  
DISCUSSIONS PROGRESSIVE LONG HUMOROUS INDEPENDENT **INSPIRING**  
ORIGINAL EASY **FUN** BONDING PERSONAL PRACTICAL  
GRATIFYING EXPLORATIVE **INSIGHTFUL**  
INTELLECTUAL  
**INFORMATIVE**  
SOCIAL **EDUCATIONAL**  
DIFFERENT STRESSFUL UNPREDICTABLE ENTERTAINING FRUSTRATING **AMUSING**  
**INTERACTIVE**  
**THOUGHT-PROVOKING** STORY DIFFICULT TALANTIVE  
DIFFICULT **ENLIGHTENING**  
REFLECTIVE  
INVENTIVE LEARNING PONDER  
SMOOTH



# Full List of CVL Questions from Spring 2014 and 2015

## Aspirations

- If you could be in a band what band would it be and what instrument would you play?
- If you could perform anywhere in the world where would it be and why?
- If you could play any instrument other than your own what would it be?
- If you could play one wind instrument what would it be?
- What are you most looking forward to as a music educator?
- What are your alternative life plans?
- What are your musical dreams/goals/aspirations?
- What do you want to be when you grow up?
- What is your dream job or dream career? Where do you want to live and such.
- Where do you see yourself 5-10 years from now?
- Where do you see yourself after graduation?
- Where has music taken you and where would you like to go?
- Who do you want to BE like? (famous musicians, directors, conductors, etc.)
- Do you have doubts about your decision to go into music education?

## Challenges

- Do a lipsync.
- Do something musical on the quad.
- Find music being played outside of the practice room!
- Imitate Dubstep (electronic music) with your mouth, voice.
- Name a genre you don't like and try to find a song in that genre you do like.
- Pick a random score from MPAL and talk about it.
- Pick an artist for the next blogger and give a review of artist that was chosen for you.
- Practice in room 4126 MB.
- Record average parts of your day, and put it to a (epic) film score.
- Share a musical artist and reflect about them.
- Take a rap song and make it into a ballad.
- What is that song? Game challenge.
- Your snapchat story: A day in the life of a music major

## Experiences

- Have you ever wished you chose a different instrument?
- What is your earliest musical memory?
- What is your favorite piece of music?
- What is your favorite piece that you performed?
- How did you begin to play your primary instrument?
- How do you feel when you meet one of your "music idols", and they are not who you expected them to be?

- How do you practice and how do you make your practice time the most beneficial
- How has your family contributed to your musicality?
- How have athletics affected your music?
- How have you changed over the course of the semester at UIUC?
- How have you grown as a musician after being here, at the University of Illinois, for a semester?
- How have your experiences in the non-classical world influenced your musical journey?
- How have your past educators used technology?
- Listen to three songs and describe the colors you feel and memories.
- Share an embarrassing story about a performance.
- Show off things in your room that pertain to your major.
- What are your influences for getting into music? What influenced you to play the genre you normally play?
- What do you do to prepare for a performance?
- What got you into music? Why are you a music major?
- What has been your favorite musical experience?
- What have you learned this semester and all year?
- What inspires you?
- What is most frustrating about music for you?
- What is the defining moment of your musical career?
- What is your favorite musical moment & why?
- What is your favorite musical moment?
- What is your favorite musical performance and worst? A performance that you have been to or been a part of.
- What is your greatest musical accomplishment?
- What is your least favorite thing about music? What can you do to help yourself and your students find it more enjoyable?
- What is your proudest musical moment thus far?
- What things do you have in your room that pertain to your major?
- What was the first concert you ever attended?
- What was the latest time you've had to stay up for an assignment at UIUC/School of Music?
- What was your favorite musical experience and why? Was it a concert, class, rehearsal or something else entirely?
- What was your favorite musical performance?
- What was your first instrument? How has your instrument affected you as a person and musician?
- What and who inspires you musically?
- Who are several people in your life who have influenced you musically?
- Who inspired you to become a music educator?
- Who inspired you to go into music education?
- Who shaped you into who you are today? Who played an inspiring role into where you are today?
- Who was your biggest musical influence?
- Why are you a music education major?

- Why did you choose Illinois? What would you play if you didn't play your current instrument? What made you pursue music as a career?
- Why did you choose music education?
- Why did you decide to go into music?
- Would you be where you are without your parents?
- As a musician who has inspired you the most? Both to be a better musician and as a musical role model?
- As a trained musician, does your training, knowledge, or experience with music change your ability to appreciate it?

## Philosophies

- Discuss the pros and cons of singing competitions on TV.
- Do you think there is good versus bad music? If so, what determines the difference?
- Are other forms of music education besides the large ensemble important?
- How do we decide we like a song/piece of music?
- How do you think you can use music to change the world?
- How narrow should your focus be when it comes to your music making?
- In what ways does music unify and bridge cultures?
- Is an online presence appropriate for music educators?
- Is it possible to completely immerse yourself in the music? How do you "let go" in a performance?
- Should marching bands be amplified in stadiums?
- What aspect of music do you like and dislike? What aspect of teaching is exciting or scary to you?
- What do you think about technology in a music education setting?
- What does technology mean for the future of music?
- What is music?
- What is your definition of music?
- What is your opinion on music competitions?
- What is your take on modern music?
- Why is music important for children?
- Would you integrate technology into your music class?
- Would you start a pep band without compensation?

## Preferences

- Listen to a genre of music you don't usually listen to.
- What are your top five albums?
- What is a genre of non-western music that you like?
- What is your favorite course in college?
- What is your favorite genre of music and why?
- What is your favorite percussion instrument?
- What is your favorite piece of music?

- What is your favorite song and why?
- What is your favorite way to make music?
- What's your musical taste?
- Which movie has the best music and why? Movie, TV Show, Videogame
- Who is your favorite artist? Give example of one of their songs?
- Who is your favorite musical artist(s)? / What is your favorite genre of music?

## Teaching and Education

- Are your classes at UIUC preparing you for being a music educator?
- How and why would you use music technology in the classroom? Or why not?
- How do you intend to incorporate theory and technology in your future classroom?
- How do you think a marching band program should be managed?
- How do you think children benefit from taking music lessons/learning an instrument?
- How would you incorporate technology into a music setting? Is it a good or bad idea?
- What are you most looking forward to as a future music educator?
- What do you plan to contribute or teach to your students as a music educator?
- What would you change about the way music is taught in America?
- What would you do if a student came into your class with an instrument you didn't know how to play?
- What would you do with a student in conflict with sports and athletic bands?
- What would you want to cover if you taught a music technology course?