1) a) I would like to create a template for a review and learning tool that assists students to recap covered materials; this template can be adapted for other disciplines. I will also provide a finished version in the film discipline. The tool will be somewhat similar to “Trivial Pursuit” and the popular series “Scene It?” in that students have to answer questions to pass over certain fields on a board and respond to video and audio stimuli.

The rationale behind this tool is that especially when teaching students in long class periods, such as 2hr40min or even 4hr, such a game can create the illusion of taking a break, while learning is still taking place. It also appears to increase the community feeling among students as they ‘play a game’ together, which creates a more informal, relaxed atmosphere.

An example of such a game I previously created can be seen below. (Please note: while the tool looks similar to “Monopoly”, the proposed tool for this application will not bear this similarity.) I used it for 3 years and noticed a significant improvement in my students’ knowledge of the respective subject matters as learning was reinforced via repetition in the form of a game. (When I used the tool pictured below, I administered student surveys to revise the tool and also to receive general feedback. I also studied the students’ exams to determine whether they were using more terminology and other such facts in their work, as this was the focus of the tool. Taking all those aspects into consideration, I concluded that such a game could be a very effective teaching tool.)
b) The context for the project is to add to an interactive class environment that fosters a community feeling and learning, especially in classes that meet for long periods of time (and thus almost only once per week). Only meeting the students once or twice per week makes it challenging to teach the same concepts and facts in different ways so that students learn them via repetition yet different approaches. This interactive tool permits checking that certain kind of learning (facts, figures; any knowledge that has specific correct answers) has taken place. When positioned in the middle of a 4-hour class it permits a light-hearted ‘20min-break’ during which students nonetheless engage with the materials.

c) goals and objectives for this project are:

- to create a tool that checks learning while simultaneously creating the illusion of a relaxed-not-so-educational activity for the learner
- to be able to quickly set up and dismantle the tool to effectively and easily incorporate it into a class period of varied length
- to create a tool that can be used for 20min during class
- to provide enough background material for the film specific version that it can be used several times without reusing the same questions/stimuli
- to create a template for the board, the video portion, and the question set of the tool that becomes an open resource that can be adapted by others for other subject areas
- to create one film specific version for a film course that takes a historical perspective, such as “CJN 288” which covers the first five decades of cinema

d) i) Students for the film-specific version will be provided with surveys/questionnaires to evaluate the tool after using it.

ii) Also, the assignments the students create following the usage of the tool will be evaluated and contrasted to students who completed the same assignments without using the tool. Will the facts and figures that the tool tested be more effectively incorporated by those learners who used the tool? (As most likely only one section is taught of such a class each semester, the results of this evaluation may not be available until 1-2years after the tool has been implemented to have a larger sample pool.)

iii) Regarding the templates that will be available for download to anybody, those who download the templates and use them will be asked to provide pictures/copies of their final version of the tool (to visually see how it was adapted) and will also be asked to complete a questionnaire.

2) The project will be created and completed during Summer 1 ‘13 (i.e. mid-May until the end of June).
3) Budget:
   a) Total Amount Requested: $2000
   b) Explanation: As this type of material takes a long time to create (to create such a tool in 6 weeks almost equals a full-time job in terms of hours spend on it each week), a stipend is requested. As videos are being created, a video production student would be hired as an assistant to create graphics, edit videos etc. (Again, similar to the series “Scene It?” a menu would be created from which individual video and audio clips would be accessed.) The template and the film version will only use video and audio that already exists in the public domain so that no license needs to be requested. (E.g. for the film version, many silent films are in the public domain and can be used by anyone.)
   c) Funds would be dispersed via departmental line.

<table>
<thead>
<tr>
<th>Stipend for Creation of Materials</th>
<th>$1500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring a Production Student</td>
<td>$500</td>
</tr>
</tbody>
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4) The student who would be hired would be an advanced student who has taken various production classes and is proficient in video production, editing, and the creation of graphics. Juniors and seniors (and very recent graduates) are always looking for jobs that would add to their CV and need to create a reel of video work to find jobs after graduation. Thus, this project could assist one student in that endeavor.

For those unfamiliar with the above-mentioned games, the following websites provide an overview of them:

Trivial Pursuit:  

Scene it?  
http://www.boardgamecentral.com/games/sceneit.html