

Break Something and Write about the Pieces
File Types, Formats and Collaborative Creative
Media Practice in the Classroom

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Questions

How do we teach the same things differently?

How do we innovate in the classroom?

Where are the opportunities for innovation to be found in the classroom?

Is assessment is a key area for innovation?



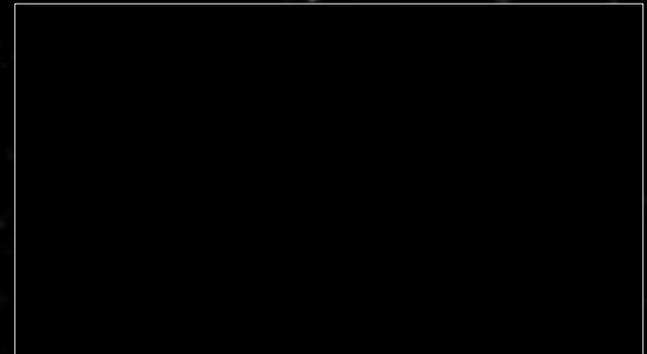
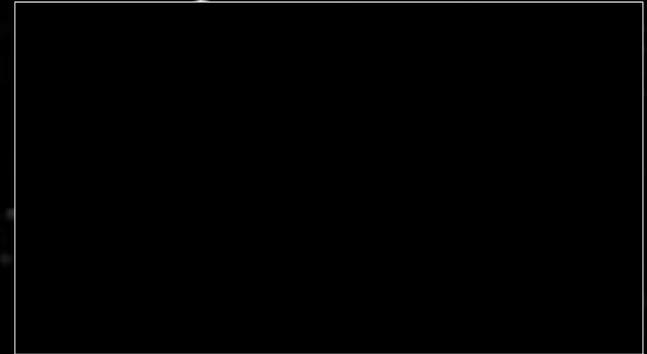
voicesonfilm

Co-curated, collaborative, audiovisual academic research initiative

Provides opportunities for academic content creation

Engages in relevant audiovisual debate, academic branding, innovation, and entrepreneurship,

A continual emphasis on the relationship between research and practice.



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2013 'Film and Moving Image Studies: Re-Born Digital?'

2014 Barr on Barr – creative documentary series

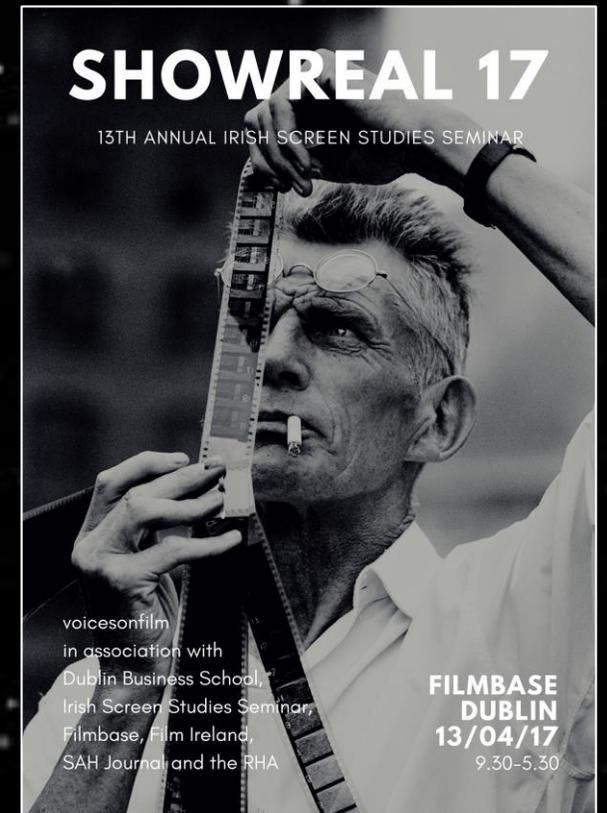
2015 'Cultivating Film-makers'

2016 '*The Disaster Artist: Inside The Room* with Greg Sestero'

2016 'Story16 – The Art of Digital Storytelling'

2017 Showreal 17

2018 Professor Laura Mulvey, 'Remixing Hollywood movies of the 1950s'

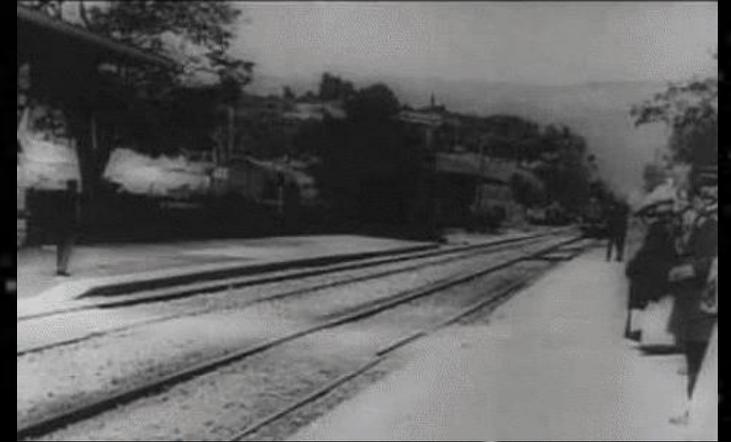


Lumière Word Cloud (2017)

A co-curated experiment in the design and execution of academic/student collaborative assessment methods at Third Level.

Inspired by classroom conversations regarding the parallels between the earliest forms of cinema – as exemplified by the films of Auguste and Louis Lumière – and the now ubiquitous .gif file

Lumière Word Cloud also asks us to reconsider the position and position that cinema history occupies in the contemporary classroom.



Lumière Word Cloud (2017)

As the result of a classroom discussion following a screening of these early films, ten key words were generated.

CAT SEA TRAIN CROWD

BABY HORSE WINE

BOUNCE CAMERA WALK



Basic Mechanics

6 collaborators

3 files for each word

Independent selection – no discussion

The url for each .gif was collected

All files inserted into a single timeline

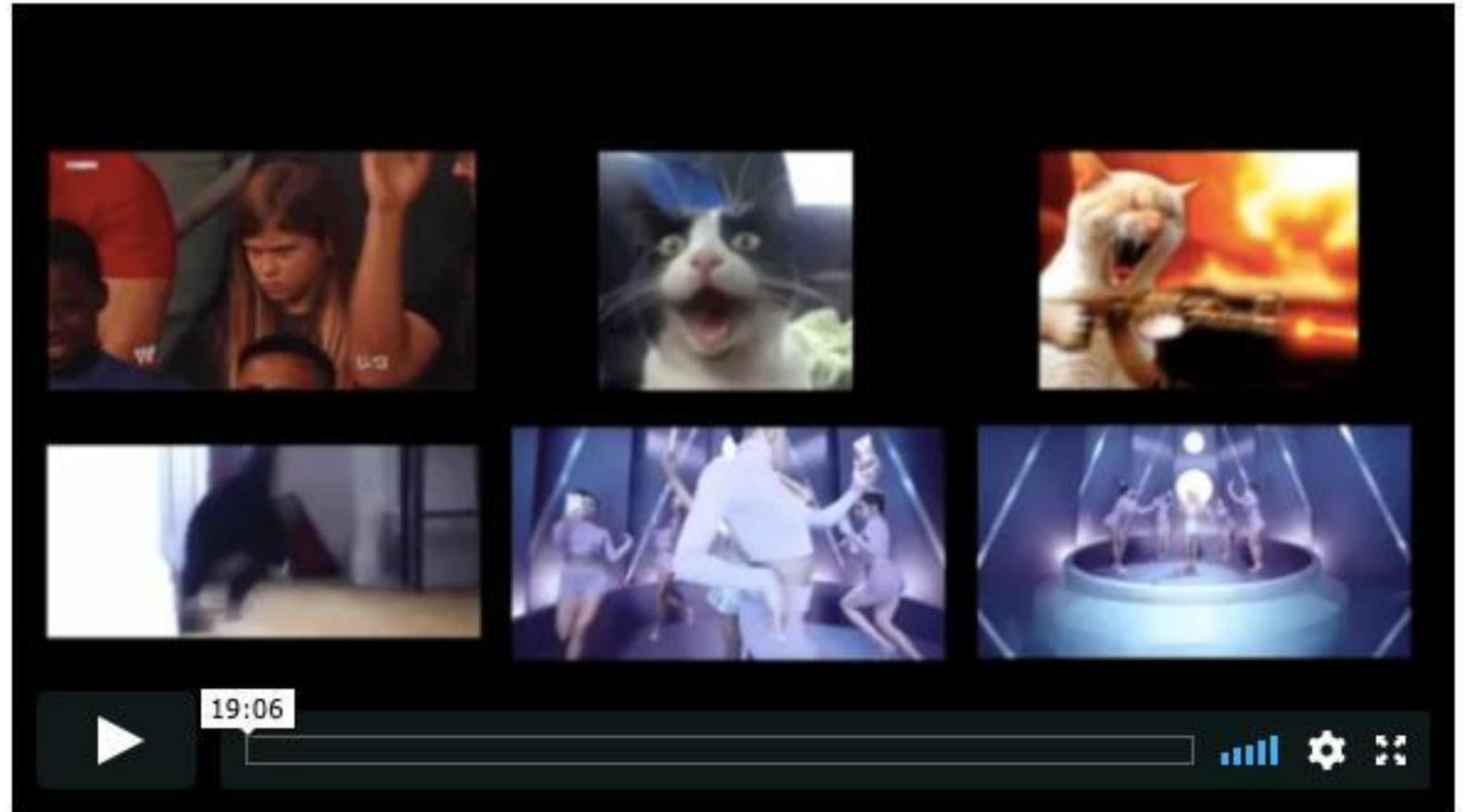
Order of the images was the order of the contributions

Files were captured via QuickTime but not edited



Outcome

<https://vimeo.com/voicesonfilm/lumiere-word-cloud>

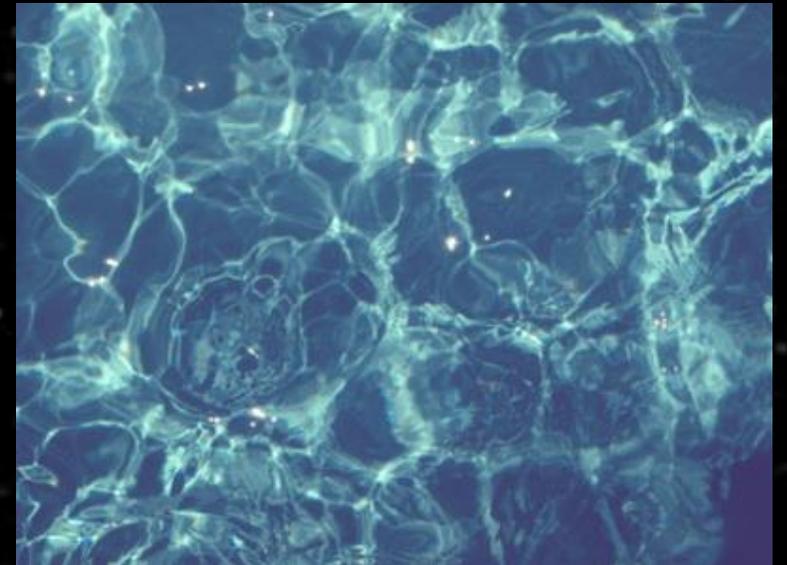
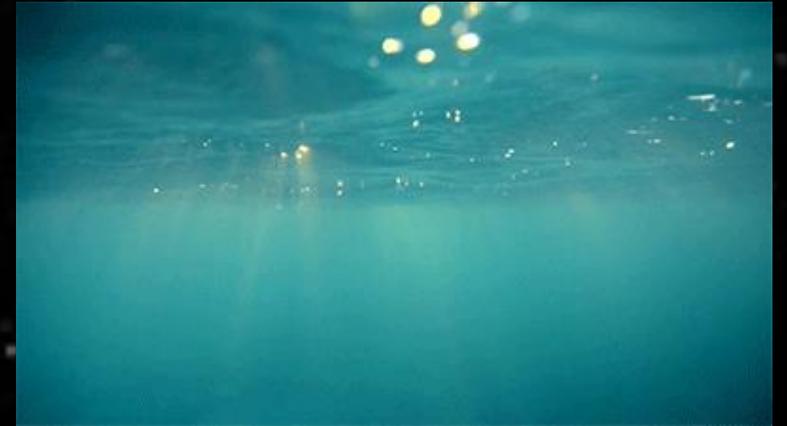


The image features a dark, black background filled with numerous small, white, out-of-focus points of light, resembling a starry night sky. The stars are scattered across the frame, with some appearing slightly larger and brighter than others. In the center of the image, the text "How Do We See What We See?" is written in a bold, red, sans-serif font. The text is centered both horizontally and vertically, and its color contrasts sharply with the dark background.

How Do We See What We See?

1. A Compilation of Creativity?

‘What I found about this project in terms of creativity was very surprising. I thought at first that, the entire film is just a big compilation of other people’s work. But as I chose my ‘.gif’ files for my part of the film, I came to realize that there is so much more to it than a compilation [...] When I chose my ‘.gif’ files and placed them into the timeline, **I felt a sense of creativity that I did not think I would feel. I learned that this film is actually a compilation of creativity.**’



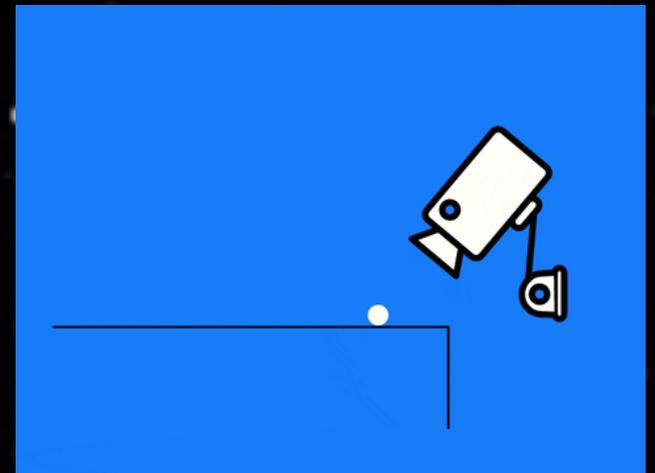
2. Making New Meaning?

‘On a personal level I learnt a great deal in both visual and aural creativity. Certainly on a technical level I learnt how to achieve the various complex requirements a project like this entails but also I discovered how it is possible to combine elements that are designed to convey one meaning and make them become something entirely new.’



3. A Different Sense of Creativity?

‘The project needed more than a single person, it gave it more depth in terms of what kind of images were chosen for it. **Everyone has a different sense of creativity** and some of us are from different generations. This reflected on our ‘.gif’ choices for the film. Which I think is a very important concern about the film.’



4. A Self-Chosen Project?

‘Another thing I found to be very interesting when putting together the film was the image selection from the other people in my class. For this film, we had to select a number of ‘.gif’ files relating to these specific topics. Cats, sea, trains, walking, crowds, babies, horses, wine glasses, bouncing, cameras, walking. The relation to these specific words could be anything, **it was entirely a self-chosen project. This was another aspect that I loved and I also believe helped shape the film.**’



Initial Conclusions

Emphasis on key skills development in areas of creativity and collaboration

Add value to student experience

Share content on relevant platforms to expand reach

‘Speak’ rather than simply ‘understand’
‘cinematic language’

Acknowledge changing face of contemporary classrooms



Further Reading

Barnaby Taylor, '*Lumière Word Cloud* (voicesonfilm, 2017): Creativity, Curation, Projection in Film Education,' *Studies in Arts and Humanities*, Vol 3, No 1 (2017)

Lumière Word Cloud (voicesonfilm, 2017)
<https://vimeo.com/voicesonfilm/lumiere-word-cloud>

