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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Mobile Journalism: Documenting Equitable and Inclusive Communities |
| **Discipline:** All | **Type:** Take-home assignment/project  | **Time Commitment:****Part 1:** 3.5 hours**Part II:** 5 hours  | **Category:** The Living Building; Equity, Justice & Sustainability |
| **Big Ideas:** [Documentary Storytelling](https://serve-learn-sustain.gatech.edu/big-idea/digital-storytelling-documentary-media); [Interconnectedness](https://serve-learn-sustain.gatech.edu/big-idea/interconnectedness); [Voice & Agency](https://serve-learn-sustain.gatech.edu/big-idea/voice-agency) |
| **OVERVIEW:**This tool facilitates meaningful discussions on equity through the lens of mobile journalism and documentary filmmaking. Part I consists of a series of short, documentary-style videos that attempt to illustrate how a building, or any physical space, can be inclusive and equitable for everyone. Part II teaches students how to use a cell phone to document and share their findings as mobile journalists. Part II includes additional resources, such as instructional videos, to help guide users through the process of becoming a video journalist. Both parts of this tool address the Equity Petal of the [Living Building Challenge](https://living-future.org/lbc/basics/); however, you can modify most content to fit any of the other petals of the Living Building Challenge. This tool was developed by John Thornton. |
| **INSTRUCTIONS:** 1. This activity begins with a take-home reading assignment, followed by an in-class activity.
2. Distribute the Mobile Journalism Exercise assignment sheet, found below.

Note: These activities focus on the Equity Petal of the [Living Building Challenge](https://living-future.org/lbc/basics/); however, you can modify most content to fit any of the other petals. See detailed instructions below. |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but also the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment). **This tool achieves SLO 1 & 3. See the end of this tool for further details.** |

**Want Help?**

John Thornton is the contact for this tool. You can reach him at john.thornton@lmc.gatech.edu

Mobile Journalism: Documenting Equitable and Inclusive Communities

# Optional Preparation Activity with suggested readings

### Prior to class,have students read the following case studies:

* + [Perkins Seed Classroom](https://living-future.org/lbc/case-studies/perkins-seed-classroom/)
	+ [Desert Rain](https://living-future.org/lbc/case-studies/desert-rain/)
	+ [The Kendeda Building for Sustainable Equitable Design](https://serve-learn-sustain.gatech.edu/sls-case-study-kendeda-building-innovative-sustainable-design)

# In-Class Activity

### During the subsequent class session, focus on the 'Equity' section in each case study. Consider using the following discussion questions, which you can adapt to address other petals of the Living Building Challenge:

### How can a building be both sustainable and equitable?

### In terms of how each building attempts to accomplish the goals in the Equity Petal, what comparisons can we make between the SEED building, Desert Rain, and the Keneda Building?

### Next, divide the class into small groups, and have the groups review and discuss the examples in the [Identifying Equity Worksheet](http://sls.gatech.edu/sites/default/files/documents/Toolkit-Docs/identifying_equity_worksheet.docx). Afterwards, discuss as a class:

### Do the situations described seem fair?

### How are they unjust?

### If they don’t seem fair, what are some things that could be done to make them more just/equitable? Note: there might be different solutions to reach an equitable solution.

# Additional, Optional In-Class Activity

### Screen [*Sometimes You’re a Caterpillar*](https://youtu.be/A4sczJCAH4I)(03:19), and discuss:

### Does the situation described seem fair? Unjust?

### If it doesn’t seem fair, what were some things that could be done to make it more just (equitable?)?

# Mobile Journalism Exercise

## Background

Mobile journalism is an emerging way of reimagining digital storytelling, where the primary device used for creating and editing images, audio and video is a smartphone. It closely resembles the documentary mode of filmmaking, except the content creators are equipped for being fully mobile and fully autonomous. Of the many benefits to mobile journalism, the most important one is that it enables the journalist to overcome daily challenges and limitations, often strengthening freedom of speech and access to information.

Mobile journalism is also cost-effective, it produces high-quality video, it offers users the capacity to live stream through platforms like Facebook Live, Twitch, or YouTube Live, and it provides content creators with the ability to monitor and measure the direct impact of the content on the viewer in real time. Smartphones are no longer just devices that allow people to consume and share information; instead, they are 'pocket-sided media hubs' for content creators.

The first step to constructing the narrative for the documentary is developing the idea. Use the questions below to outline the story you plan to document and to generate ideas about how the film will look and feel.

## Developing the Story

1. What points and information are essential to the story?
2. What footage will be necessary to tell the story?
3. What voices are needed to tell the story?
4. Where is the best space to film the interviews?

The next step to constructing the story is preparing to conduct all of the interviews.

## Interviewing Techniques

### Review ["Interview Shots,"](http://sls.gatech.edu/sites/default/files/documents/Toolkit-Docs/interview_shots.pdf) which describes some of the most common shots filmmakers use when filming an interview.

### Share this video, produced by Verifeye Media, to introduce students to the process of creating engaging video footage using their smartphones. [Verifeye Media Tutorial](https://www.youtube.com/watch?v=ob4gUdq1rFw&feature=youtu.behttps://www.youtube.com/watch?v=ob4gUdq1rFw&feature=youtu.be) (10 mins)

Below are links to several short films that could serve as examples of student-produced mobile journalism projects.

## Example Projects

Example 1: [Melanie Hall](https://youtu.be/Ny7GWzpgel8) (*How Can a Building Be Equitable?;* 1 minute)

Example 2: [Vic Alexander](https://youtu.be/pEfUuYeQ9oY) (*How Can a Building Be Equitable?;* 1 minute)

Example 3: [Regina Baker](https://youtu.be/nQuNjuoHkog) (*How Can a Building Be Equitable?;* 1 minute)

Example 4: [Chris Burke](https://youtu.be/YZazgnTfzoE) (*Measuring Equity;* 2 minutes)

Example 5: [John DuConge](https://youtu.be/jQ3zVYHNqn0) (*Kendeda Building +* *Bio-centered Design;* 2 minutes)

## Assignment

### Using a cell phone, create a 1-minute video explaining what “equity” means and how a building can be equitable. Review this list of mobile apps that may be used to complete the assignment - [Mobile Apps](http://sls.gatech.edu/sites/default/files/documents/Toolkit-Docs/mobile_journalism_apps_overview.pdf).

# Additional Resources

Marine, Joe. “YouTube Has Added More Than 1000 New Royalty-Free Tracks to Its Audio Library.” *No Film School*, 22 Aug. 2015, nofilmschool.com/2015/08/youtube-audio-library-adds-1000-royalty-free-song-music-track.

Media, Verifeye. “Tutorial - Introduction to Mobile Journalism (MoJo).” *YouTube*, YouTube, 13 Aug. 2015, www.youtube.com/watch?v=rBkG8qXdTyM.

“Mobile Journalism Booklet.” *Al Jazeera Media Institute*, Al Jazeera Media Network, 2018, institute.aljazeera.net/en/news/2017/01/170124094145517.html.

Podger, Corinne. “Introduction Archives.” Edited by Astrid Csuraji and Laura Marsch, *Mobile Journalism Manual*, Torben Stephan, www.mojo-manual.org/category/what-is-mobile-journalism/.

Reviews, BudgeTech. “How to Edit Video with IMovie (2018).” *YouTube*, YouTube, 1 Mar. 2018, www.youtube.com/watch?v=rYEcPSMffKA.

Stansberry, Jessica. “How to Use IMovie | A Beginner's IMovie Tutorial.” *YouTube*, YouTube, 22 Mar. 2018, www.youtube.com/watch?v=m4IGBKDyRyw.

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.