

Commentary

Individually, write or speak reflectively about your project. Include details on how you decided what to include in the resource, how you found working on this in a group and how you feel it went when you put it altogether. Reflect on the strengths and weaknesses of the finished resource and what you might do differently on another occasion.

.....

Inclusion Criteria

‘Tell them what you’re going to tell them ...tell them... then tell them what you’ve told them’ (a personal mantra picked up from a French Foreign Legion Scuba Instructor). But there’s much more to teaching than that. It’s not just, introduction - key themes - conclusion.

The Cluedo Approach: who, what, where, when, how and why.

Historical, literary, and social contexts matter because they promote deeper understanding of the social, cultural and canonical importance. It’s not just narration, they need the key themes illuminating, they need relevance for today sign posting. The questions should stimulate application opportunities within society and endorse the theology. The video length was a constraint. Think Cluedo, make it short, snappy and dressed to kill.

Group working

Communication is vital. Emails/What’s App were exchanged early on. This collaborative approach was key to success and comradery. Varied experience levels, skills identification and differing Tech platforms/limitations helped rationalise who did what. Holidays and life/work balance meant group flexibility was crucial to when things were done. Early collaboration helped subsequent redaction/editing of scripts etc. Zoom... and group members became friends.

Completion

On completion I felt pleased and relieved. I think all group members did, but to a much lesser degree, as they’re experienced public speakers, I’m not. Relief was probably also because it had taken time to condense, organise, analyse, create, edit and record. We used frequent Zoom sessions to discuss progress and kept in regular contact via What’s App (this was fun and a valuable tool for sharing/evaluating).

It took three takes to practice, evaluate, and re-record the video. I was pleased we’d empowered one another to stretch our individual skills sets, especially around IT. We each screen shared our individual PowerPoints and controlled their presentation in Zoom. One member organised the Zoom sessions and recording because his broadband signal was the strongest (I’m ‘binned out’ regularly), and he didn’t have the Chrome Book difficulties of another group member. The whole project came together smoother than anticipated given the different tech platforms we used. I felt relieved because I’d championed the use of PowerPoint and would feel more responsible if its use failed.

Reflection

What does it look like in practice? What tasks drain you or give you energy?

<https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/strengths-weaknesses>

Strengths: I felt we listened to one another, discussed the project, and created friendships.

Weakness: I tend to over reflect/analyse. Almost as soon as I'd suggested PowerPoint, I was thinking does PowerPoint enable me to control the reigns of the project? Was PowerPoint a knee jerk reaction? To use the known/safe and avoid talking heads and role play, which I consider Kryptonite (my weakness and energy drain).

Finished Resource

Strengths: use of PowerPoint

- can help students hold and remember information for a longer time
<https://www.google.com/search?q=How+does+PowerPoint+help+students+learn>
Something perhaps talking heads or role play may not do
- Is a familiar teaching tool, Easy to use, a 'safe' interface that develops the teaching process?
- organizes structure in a timely way
- facilitates contraction of information
- accepts symbolic/pictorial imports, that reinforce teaching
- has an auditory mode that's fortified and complimented by a visual mode (so is user friendly).
<https://www.researchgate.net/post/What+are+the+main+advantages+and+disadvantages+of+using+PowerPoint+presentations+in+class>

Weakness:

- 'Death by PowerPoint'
- delivery is fundamental (avoid boring or distracting the students)
- time consuming creation
- It usurps face – to - face interactions
- It constrains... 'hold that thought' (till the end please).
<https://www.researchgate.net/post/What+are+the+main+advantages+and+disadvantages+of+using+PowerPoint+presentations+in+class>

A strength: Considered Questions,

- cause reflection and make learning transformative. Mezirow's (1994) Transformative Learning Theory 'postulates that learners experience personal and intellectual growth when they; grapple with disorientating dilemmas, examine their assumptions, seek out additional perspectives and acquire new knowledge.' He states, 'learning is a social process of constructing and appropriating a new or revised interpretation of the meaning of one's experiences as a guide to action'
<https://www.pinterest.co.uk/pin/96264510759394998/>
- wake up people's inner world thinking
- promote theological reflection, thinking about God's purpose in the world because, 'theological reflection is not only personal but interactive, dialogical, and community-related process. The voices of others are heard... like those of the biblical writers...our contemporaries... our own' (Stone & Duke (1996))

Strengths: Post It responses?

- a simple, familiar tool
- keeps responses short and timely
- helps people focus
- prevents off topic wandering.

Weaknesses

- it pars responses to key words/phrases
- can limit discussion.

Overall Strength: students can engage with the theology, wake up their inner world thinking and reinforce application opportunities, because the video;

- highlight theology that reflects, 'Your word is a lamp to my feet and a light to my path' Psalm 119:105 (NRSV) Pew and Worship Bible
- informs beyond narrative
- facilitate deeper thinking
- help students think about how and why the canonical structure is as it is
- give biblical and societal links to then and now... and reinforces the fact that things aren't so different today
- Stirs up the so what question?

Reflection: differences next time?

We worked well, skills shared, tasked collaboratively, encouraged one another, were well organised. We made friendships. But next time, for myself... I should try to,

- share Zoom set ups, so the onus isn't on one team member (band with prevailing!)
- be more confident whilst recording
- ensure the script avoids the mic' to prevent noise transferal
- Insert a micro video clip to reinforce reflection/application opportunities
- use a different medium
- develop my choice of questions or add the word discuss, because they are closed questions (e.g., Do you think it's characteristic of human nature to assume judgement will always fall on someone else? (Haugen 2019 p31) Are there things now a days that stir you up enough to act?)
- look at ways to prevent topic overlap.

References

Haugen, D and Haugen, D. (2019) Jonah, Joel & Amos: Life Builder Study, Inter-Varsity Press

New Revised Standard Version Bible (NRSV) Pew and Worship Bible (1989): Zondervan

Christine Walker

Stone, H & Duke, J. (1996) How to Think Theologically, Minneapolis: Fortress Press

<http://www.parallelprojecttraining.com>

<https://netmind.net/en/4-steps-project-context/>

<https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/strengths-weaknesses>

<https://www.google.com/search?q=How+does+PowerPoint+help+students+learn>

[https://www.researchgate.net/post/What are the main advantages and disadvantages of using PowerPoint presentations in class](https://www.researchgate.net/post/What+are+the+main+advantages+and+disadvantages+of+using+PowerPoint+presentations+in+class)

<https://www.pinterest.co.uk/pin/96264510759394998/>