



# Using Streaming Media to Increase Student Engagement



**Digital Humanities Faculty Workshop Series  
Spring 2018**

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# Agenda

- **Rationale**
- **Spotify**
- **Example: Poetry Seminar**
- **YouTube**
- **Questions**





# Rationale

- **Appeals to multiple learning styles**
- **Moves coursework into spaces students already use**
- **Builds community through online engagement**



# Spotify

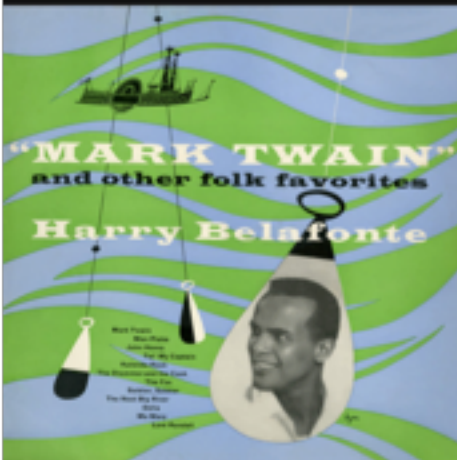
- **Audio streaming service**
- **Option for free or premium account**
- **Student discount: \$4.99/month for Spotify and Hulu**
- **Availability across platforms and devices**



# Poetry Seminar

- **Emphasis on poetic adaptation and performance**
- **Audio of ballad performances, poet readings, and musical adaptations**
- **Student performance of poetry**
- **Performance analysis essay**

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 ...  
 Jazz  
 Prince Collaborations + Covers  
 Recent Curiosities  
**Kettering: LIT-307** 🔊  
 Music I like  
 2016 Albums  
 Kanye West -- Production Discography  
 + New Playlist



Lord Randall +  
 Harry Belafonte  
 0:59 4:13



PLAYLIST  
**Kettering: LIT-307**

Created by: sgrandch • 41 songs, 2 hr 51 min

PAUSE
...

FOLLOWERS  
15

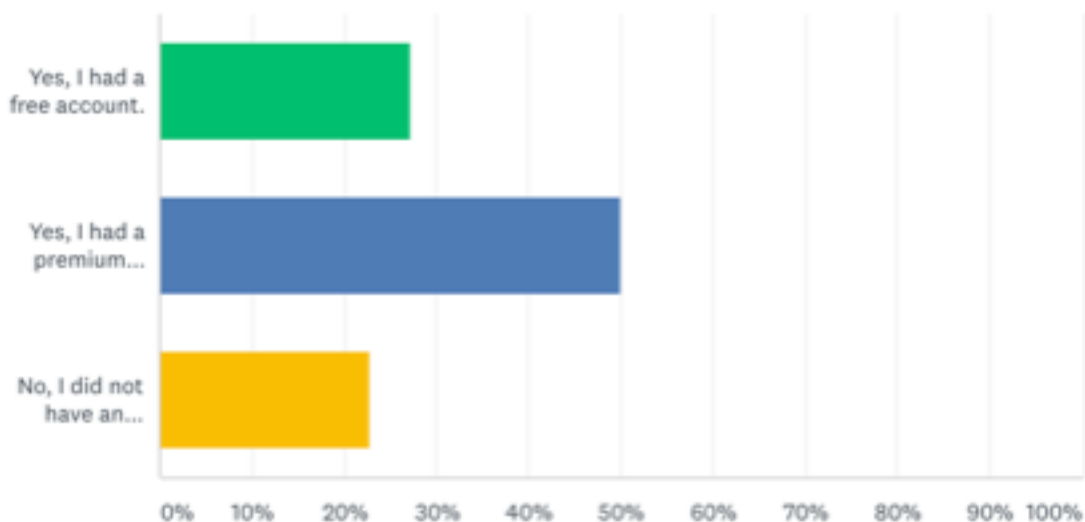
🔍 Filter Download

	TITLE	ARTIST	ALBUM	📅	🕒
+	The Unquiet Grave (Child No. 78)	Joan Baez	5	2017-04-03	4:22
+	Cold Blows the Wind	Ween	The Mollusk	2017-04-03	4:28
+	Barbara Allen	Jean Ritchie	British Traditional...	2017-04-03	5:04
+	Barbriallen - Demo	Simon & Garfunkel	The Columbia St...	2017-04-03	4:03
🔊 +	Lord Randall	Harry Belafonte	"Mark Twain" and...	2017-04-03	4:13
+	Lord Randall	Buffy Sainte-Marie	Fire Fleet And Ca...	2017-04-03	3:30

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 0:59 4:13

# Did you have a Spotify account before enrolling in LIT-307?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Yes, I had a free account.	27.27%	6
▼ Yes, I had a premium account.	50.00%	11
▼ No, I did not have an account.	22.73%	5
<b>TOTAL</b>		<b>22</b>



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# Assigned Readings

- Assignments typically included reading *and* audio component.
- For instance, our lesson for one week required:
  - Reading Coleridge's *The Rime of the Ancient Mariner*
  - Listening to Richard Burton's reading of *The Rime of the Ancient Mariner*
  - Listening to Iron Maiden's metal adaptation of *The Rime of the Ancient Mariner*



# Student Performance

- **Students memorized and interpreted poetry for the class.**
- **This interpretation would emphasize the performative elements of poetry.**
- **Students explained how performance emphasized interpretive angle.**

	UNSATISFACTORY	PROBLEMATIC	SATISFACTORY	EXEMPLARY
Memorization	Recitation does not demonstrate knowledge of the language of the poem. Mistakes are pervasive and consistently disrupt the delivery.	Recitation demonstrates knowledge of the language of the poem, although the student makes some mistakes. As a result, the delivery is sometimes disjointed.	Recitation demonstrates clear command of the language of the poem, although the student may occasionally pause for recall. The delivery is mostly smooth.	Recitation demonstrates mastery of the language of the poem. As a result, the delivery is smooth and polished.
Introduction	The introduction does not articulate a framework for the performance. The textual evidence is nonexistent or incorrect. The student does not adequately explain the interpretive angle of the performance.	The introduction articulates an ambiguous framework for the performance. Textual evidence is sporadic or inattentive. Nevertheless, the student is generally effective in explaining the interpretive angle of the performance.	The introduction mostly articulates a clear framework for the performance. However, textual evidence may be inconsistent or superficial. The student is generally effective in relating the interpretive angle of the performance to the original text.	The introduction articulates a clear framework for the performance through the examination of textual evidence. The student clearly explains the interpretive angle of the performance in relation to the original text.
Performance	The performance bears little resemblance to the interpretation articulated in the introduction.	The performance inconsistently emphasizes the interpretation articulated in the introduction through strategic delivery.	The performance mostly emphasizes the interpretation articulated in the introduction through strategic delivery.	The performance consistently emphasizes the interpretation articulated in the introduction through strategic delivery.
Creativity	The performance approaches the original text in a manner that is consistent with reading the poem out loud for the first time.	The performance approaches the original text in a manner that adds little to reading the poem out loud.	The performance approaches the original text in an appropriate, albeit not exceedingly creative, manner.	The performance approaches the original text in an exceedingly creative or original manner.

Comments:



# Learning Outcomes

- **Students gained understanding of adaptability of poetry, as well as poetry in performance.**
- **Students engaged more frequently with course content.**
- **Playlist provided digital space around which to build course community.**
- **Students still follow the course playlist.**



# Response: Interpretation

**“Reading the poetry is a good way to learn the varying styles of poetry we learn throughout course. But being able to hear someone else recite the poem is a completely different experience. When the poems were recited by the original authors it allowed you to listen how they intended the poem to flow, the breaks, the elongation of syllables, etc.”**

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# **Response: Interpretation**

**“I believe the most valuable to me was creating a more dynamic understanding of how various interpretations of music and lyrics can so heavily influence meaning to the listener.”**

**“I liked the contrast of reading a poem thinking about the meaning then listening to someone else's interpretation of the poem. It added an extra layer to the experience.”**

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# Response: Ease of Use

**“I would rate my overall level of satisfaction as very satisfied. This is because the adaptation created further opportunities to learn about the poem they were based on and also novel ways to analyze performances and poetry. This greatly improved my abilities to analyze and interpret poetry and without the integration of the playlist I feel that this course would not have been as effective as it was with it. The ease of having the playlist made for us and not having to follow a link or search for the adaptations made it a seamless experience.”**



# Response: Learning Styles

**“My comprehension has always been better when I listen to something instead of read it, so being able to do both was something that helped me considerably in my understanding of some of the longer poems.”**

**“With most poems that I was confused with while reading, the recitations on the playlist were able to help me figure out what the meaning was by emphasizing certain words/lines and having the meter.”**

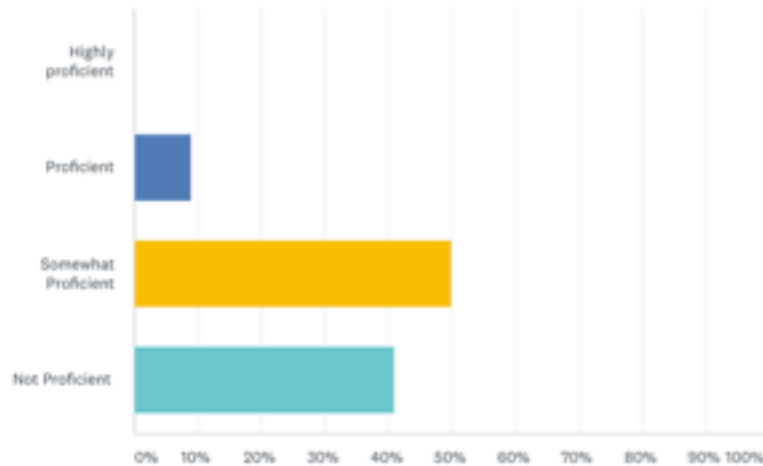




# Response: Technology

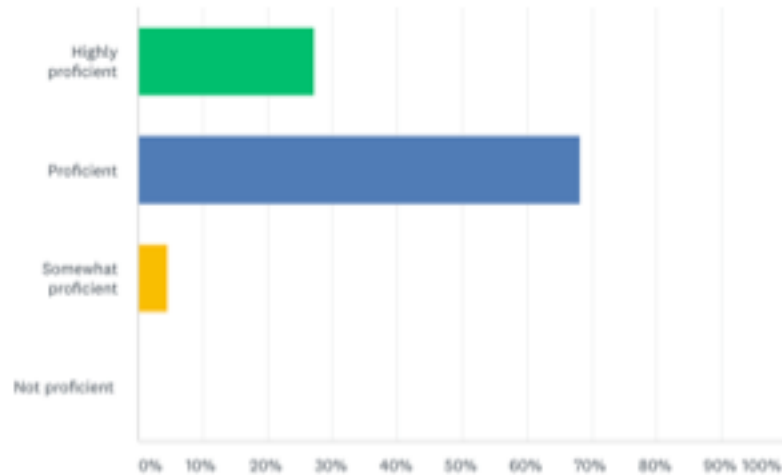
**“It brought the process into the modern technological age. I kind of got stuck in this class and wasn't really looking forward to it, but the playlist allowed me to get so much more out of the course than I was expecting. I thought the class would be really dry and we'd just be counting syllables for 10 weeks, but the addition of the recitations livened it up in an excellent way.”**

# Self-Reported Proficiency: Entering Course



ANSWER CHOICES	RESPONSES
Highly proficient	0.00% 0
Proficient	9.09% 2
Somewhat Proficient	50.00% 11
Not Proficient	40.91% 9

# Self-Reported Proficiency: Exiting Course



ANSWER CHOICES	RESPONSES
Highly proficient	27.27% 6
Proficient	68.18% 15
Somewhat proficient	4.55% 1
Not proficient	0.00% 0



# **Spotify: Content / Ideas**

- **Lectures/speeches**
- **Audio books**
- **Radio broadcasts (NPR, BBC, etc.)**
- **Student-curated playlists with paper**



# YouTube

- **Create supplementary channel with playlists specifically for course**
- **Students can subscribe to channel**
- **Availability across platforms and devices**



# Final Considerations

- **We now have more free media options than ever before, and we need to leverage them in a systematic way for maximum impact.**
- **Contact me ([sgrandch@iwu.edu](mailto:sgrandch@iwu.edu)) for support or guest lecturing.**



# **Digital Video Production in Student Projects**

- **11 am: Wednesday, March 7 (ART 111)**
- **iMovie workshop**
- **RSVP required**