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Qualitative Analysis of Mindful Interaction and Cognitive Residue in
Pre-Tertiary Media Education

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A Thesis

in

The Department

of

Educational Technology

Presented in Partial Fulfillment of the Requirements
For the Degree of Doctor of Philosophy at
Concordia, University
Montreal, Quebec, Canada

February 2001

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ABSTRACT

Qualitative Analysis of Mindful Interaction and Cognitive Residue in Pre-Tertiary Media Education

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Concordia University, 2001

While many researchers have advanced constructivism as the dominant learning theory and have presented compelling arguments for curriculum reform, which include such notions as cognitive apprenticeship models, and the need for agent-environment interaction, little has been said about the type or level of interaction needed to produce potent learning effects. Practical work in pre-tertiary, media education sets up an engaging model descriptive of the learner-media relationship and offers possibilities to measure such occurrences. This qualitative analysis is an attempt to describe and classify classroom exchanges and their residual effects. During a 15-week period, an independent observer followed the progress of 25 media education students from a local high school. The students were grouped to form five production teams and were assigned a variety of media production tasks. An equal number of students not attending a media studies course were assigned to a control group. Interactions in the treatment group were videotaped and transcribed. Unique behavior and verbal expression of any one student were interpreted as a possible instance of cognitive construction. Following this procedure, and open-ended interviews, students were classified in terms of their level of involvement with the media task, that is, 'mindfully engaged', 'mindlessly engaged' or 'non-engaged'. To determine the effects of this interaction, subjects were asked to submit journals responding to personal media consumption. Salient, residual, critical viewing skills were identified in these writings but were not evident in the control group or in the writings of subjects classified at lower levels of engagement. Moreover, post-test scores on media competencies showed significant differences between treatment and control groups.

DEDICATION

To my daughters, Holly and Erin

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to Dr. Dennis Dicks, and Dr. Richard Schmid, for agreeing to sit on my doctoral committee on very short notice, and primarily to Dr. Steven Shaw for his encouragement and support during the completion of this thesis. I would also like to extend a special thank you to Ms. Renée Gendron for her work as an independent observer in this research.

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CHAPTER 1

"We are shaped by each other. We adjust not to the reality of a world, but to the reality of other thinkers".

Joseph Chilton Pearce

An Introduction to Media Education

Against a background of concern about the effects of technology in general and specifically, television programming on young people, media education has surfaced as a possible treatment for these societal jitters. However, as a remedy, media education has been hard to swallow. Historically linked to recreational rather than intellectual activities, the introduction of pre-tertiary media studies has been met with much resistance. Most high school educators distrust the mass media's promotion and exaltation of popular culture, a culture that teachers attribute directly to the decline of literacy. As such, early attempts to study the media in the classroom were really exercises in how to guard against the media. Educators cast themselves as the guardians of sensibility and literary worth. The general assumption was that young viewers were passive consumers of tainted media texts and, somehow, they should be protected. Consequently, throughout the 1960s and 70s, the impetus to offer media studies courses at the high school level was generated from a pedagogical uneasiness that the media could, in some fashion, undermine the educational enterprise. Literacy, as defined by the

academic elite, was under siege. Much of this anxiety was ushered to the fore by the vanguard work and sometimes mythic rhetoric of such post-industrial prophets as McLuhan (1964) and Ellul (1964) who saw a need to harness the media; after all, these technological beasts were shamelessly encroaching on the minds and the hearts of the masses. If anything, teachers would be the ones to decide what constituted good or bad media content. This pedagogy mostly flew under the banner of 'screen education' promoting pre-selected and allegedly, artistic content while downgrading pop favorites. Of course, this condom approach to media education was doomed to failure as students rightly objected to an obviously authoritarian infringement on personal taste. Moreover, the budgetary constraints of the late 1970s and the early 80s, and the re-surfacing of the 'back to the basics' doctrine, provided sufficient reasons to arrest any further development in the study of the media (Tyner, 1994). Predictably, the education system remained, for some time, a print-based milieu neither professing nor accepting any other responsibility and only espousing newer media in instances where social pressures were too persistent to be ignored. The latter created a sort of 'shotgun marriage' between the new technology and an establishment with an affinity for print. This uneasy alliance faded media education into uneventful practices. The televised lesson was introduced. This proved to be no more than a video replay of an already monotonous science or history lecture and, at once, a cure for student insomnia. At times, television was used to view filmed versions of plays or novels. Again, an arrogant lack of concern here as to how exactly this new medium had processed, and therefore changed the original message

of the printed word was apparent. This lackluster and rather somnambulist approach to the study of media could be considered the first phase of pre-tertiary media education.

The second phase took on a different perspective. As the media and merging technologies seemed to permeate every aspect of society, a pragmatic concern to expand the notion of literacy grew among politicians, social scientists, and pedagogues alike. The consensus seemed to indicate that the concept of literacy needed to be expanded beyond the tasks of just reading and writing. Accordingly, in 1992, in the United States, the Aspen Institute Communication and Society Program convened to establish a new definition of literacy. They concluded that; "Literacy is the ability to access, analyze, evaluate and communicate messages in a variety of forms" (Auferheide, 1993). Inherent in this definition (and similar definitions developed in other countries) was the idea that print could no longer hold governance over other media. In an information-based society, a literate person must be able to locate, organize, decode and encode communication flows using a variety of technological means. In view of this, educational authorities in England, Scotland, Australia and New Zealand were among the first to mandate that media education become part of the national curriculum (Kress, 1992). Latin America, Israel, Italy, and many other European nations followed suit (Piette and Giroux, 1997). UNESCO also became actively involved in promoting the study of the media as a means of combating marketing and product distribution imbalances between the industrial nations and third world countries. In 1987, the Ontario Ministry of Education charted new territory in Canada by establishing guidelines for the

instruction of media as a necessary component of the English Language Arts curriculum; and in 1989, it published the first official resource guide simply titled, Media Literacy¹.

During this same period, practically every other province in Canada introduced some form of media education within their school systems. Pugente (1993) effectively illustrates the historical development of pre-tertiary media education in Canada. He points out that in 1991, the Saskatoon Board of education originated three different programs in media education. Concurrently, Manitoba proposed an official policy encouraging teachers to investigate the media as part of their English courses, and in 1996, educational authorities in British Columbia added media education modules to all English Language Arts courses from K-12. Similar events occurred in Eastern Canada and the Atlantic Provinces. In Quebec, the Ministry of education approved a variety of individual courses in media studies across the province, and expanded the language arts curriculum to include objectives dealing with the analysis of visual text. All of this enthusiasm spawned an assortment of professional organizations set up to promote, develop and in some cases, exploit the study of the media at the pre-tertiary level including: in Vancouver, the Canadian Association for Media Education (CAME), in Alberta, the Alberta Association of Media Education (AAMA), in Manitoba, the Manitoba Association for Media Literacy (MAML), in Ontario, the Association for Media Literacy, (AML), and in Quebec, the Association of Media Education in Quebec (AMEQ). Private companies, concerned agencies, and lobby groups also jumped on the

¹. Media Literacy, Ministry of Education, Ontario, ISBN0-7729-5090-3

bandwagon. This group included: the National Film Board of Canada, the Media Awareness Web Site, the Knowledge TV Network, YNN, YTV, TVO and Channel 1 in the United States. Subsequently, as protectionism gave way to avid, philosophical acceptance for this new area of inquiry, all that remained was the quandary over implementation.

From Pedagogy to Practice

Media education is a marriage of two distinct areas, communication studies and education. As such, there is an unfortunate enmeshment of terminology and definitions generating disparate perspectives among practitioners and raising many perplexing questions. For instance, what content should be taught in a media literacy course? Which media should be examined and which classroom exercises or interactions will produce the most compelling learning outcomes? Initially, some practitioners reasoned that the task of decoding and encoding media messages should not be so dissimilar from traditional methods of examining print (Masterman, 1980; Alverado, 1981). They suggested that visual images could be read and analyzed as text; after all, if media like film and television have their own built-in grammar, then it should be possible to decipher these symbolic structures in the same way students learn to read and write. While some researchers pondered these questions, others exposed inconsistencies with many of these early postulations. For example, Salomon (1984) noted that when

compared to reading a book, or writing an essay, young people expend very little mental effort watching television or viewing a film. Because learners perceive audiovisual material to be easier than print, they report investing less conscious, or purposeful processing using these media (Cennamo, 1992). Hobbs, Frost, Stauffer and Davis (1989) also found that first-time television viewers such as the remote Pokot tribe of Northwest Kenya had little difficulty understanding the basic message of a televised communication. The authors concluded that whatever learning is involved in the understanding of the visual media, it must be diametrically different from the types of skills required to learn print. They hypothesized that images are easily decoded because they make use of pre-existing experiences, emotions and skills and are therefore, not necessarily, cognitively taxing. However, while it became clear that people did not need formal instruction in viewing film and television, it also became increasingly evident that they needed training in how to think critically about the media (Brown, 1991; Buckingham, 1993; Hobbs, 1999).

Masterman (1992) proposed that pedagogy should focus exclusively on developing students' critical viewing skills and demystification of audiovisual texts. He maintained that the true power of any medium rests in its transparency. In this way, the media create the impression that they are veritable representations of reality. In fact, the media do not mirror actuality at all; rather, they are carefully crafted products, constructions, if you will, laden with economic, social and political implications. According to the author, the hub of any course should therefore be the establishment of

non-transparency by investigating the media as a system of signs, which need to be critically decoded. Hence, semiotics should be the first consideration of media education.

Using this approach, Masterman moved pedagogy beyond any value judgment or construction of specific audiovisual text. The significance of investigating the media is to develop critical viewing skills in learners. According to Masterman, this is done through a curriculum that encourages participants to engage in open dialogue, to draw their own conclusions and to hold equal footing with the instructor. From this non-hierarchical, dialogue-based, instructional methodology both teacher and students can experience hopeful possibilities of breaking away from a media-fabricated consciousness. This autonomy will empower young people and allow them to make informed decisions about political, social, and consumer ideologies embedded within all media products. Seeing that the media are in the hands of the powerful few, a democratic society can only flourish if its citizens are truly cognizant of the pending implications of such ideologies. Masterman perceives media education as a life-long process that must be made available to all learners. He believes that this is the only way to preserve independence in a world assailed by commercial and political influence. Masterman's endorsement of a pedagogy based on developing critical viewing skills has been acknowledged and expounded by many other researchers (Anderson, 1980; Lusted, 1991; Piette, 1993; Messaris, 1994).

On the other hand, Buckingham (1990) is somewhat critical of the demystification argument mostly because Masterman's proposal is largely based on the analysis of non-fictional genres of programming such as the news and documentaries that are not readily

watched by young people. Likewise, Masterman's reasoning is based on the assumption that all students are afflicted by 'mystification' and magically, through informed discussion and critical analysis; bafflement can be replaced with objective truth. What is not made explicit, however, is that there are no guarantees that students will buy into this: "Teachers may tell it like it is, but students are not necessarily going to believe them." (p.8). Buckingham points to another contradiction that is difficult to accept. How can a teacher share equal status and knowledge with students and yet be the sole possessor of the objective truth? Moreover, the possibility that learners may hold different interpretations of the media and construct individual meanings from media products is obviously ignored by Masterman. Therefore, Buckingham believes that analysis alone will not be sufficient to change students' attitudes, understanding or consumption of media products. There is a need to balance analysis with practical work. It is important to realize students' pre-existing media skills and begin to evaluate these skills in actual classroom practices. These detailed descriptions of interactions will help clarify pedagogy. "As media education expands, it is vitally important that there is a continuing debate about its aims and purposes, and this debate is informed by a detailed consideration of classroom practice." (p.12).

Practical work in media education has been a moot point with both researchers and practitioners. Integrating critical analysis into hands-on production presents a unique set of difficulties. First of all, many educators lack formal training in the field of communication studies. Therefore, the possibility of teaching diverse groups of people

the necessary skills to handle resourcefully a variety of equipment remains problematical. Without expertise, an educator can only guess at the body of information that rests within the domain of the media professional and at best, muddle through the production process. This pedagogical impotence becomes particularly evident when evaluating end products and appraising what knowledge has been gained through practical work. The latter provides little clarity for either the teacher or the student and as such, links between production work and critical viewing skills have been nearly impossible to establish. As a result, much production work has been criticized as liberal progressivism embodying notions of pedagogy, which afford no advantage and in fact may, in the long run, prove to be counter-productive (Ferguson, 1982). For instance, Masterman (1981) worries that placing emphasis on production work may lead to fruitless attempts to emulate media professionals; in this case, not only are educators endeavoring to do the impossible (as they could never match industry standards), but also contributing to the mysticism of the media rather than deconstructing it. He calls this folly 'the technician trap' (Masterman, 1985).

Furthermore, film, television and multimedia productions are costly affairs. Schools in general are hard pressed to provide and maintain pricey and ephemeral machines, and in times of budget restraints, administrators tend to trim what they consider the fat, usually expensive equipment. This situation forces economically depressed schools to deal with low end or out-dated apparatus leaving media production in the hands of the privileged few. Consequently, technological restrictions and teacher

ignorance have resulted in fuzzy, and incoherent, student productions mostly tagged with an apology before viewing and justified as classroom experimentation.

Because of these reasons, many educators have advanced the notion that practical work should only be undertaken for the prospect of deconstruction. That is, student production should not be evaluated as a creative endeavor, but rather solely to encourage students to manipulate audio-visual text for a specific purpose. For example, students may deliberately break industry rules by dubbing new sound tracks or voice over previously produced dramatic scenes. The point here being that the manipulation of an emotive scene may serve to deconstruct techniques used by the medium to attract and hold the viewer's attention. Assembling a televised segment in different ways to show the effects of editing may also help to demystify the media. This type of deconstruction may serve to activate critical thinking by allowing students to question established styles and analyze the way messages are manufactured and presented in transparent form. Moreover, these types of activities require limited equipment, little experience in production, and final products need not be judged on the basis of any artistic or expressive merit.

Alternatively, others have argued that production work is the most significant factor in developing visual literacy (Donald, 1992). Mirroring professionals (though not necessarily paralleling industry standards) by employing their language, conventions and symbolic structures allows the novice to become part of a culture, a culture developed over a number of years and through a series of negotiations. By practicing the craft,

through the pre-production, production and post-production phases, the embryo of the fabricated nature of all messages is clearly exposed. As students learn to employ cameras, write scripts, solve ill-defined problems, and arrive at joint editing decisions, they are better able to appreciate the unnatural aspect of all media and the ideologies embedded within practice and product. Only in this way can demystification take place. Messaris (1997) points out that understanding the production process is clearly a critical dimension in media education. Davies (1997) also concurs by underscoring the creative endeavor through an aesthetic approach. Here, the focus lies in production and theory inherent in process. This method addresses end products based on form and content. It reflects on and evaluates the latter by raising issues that would be discussed by media professionals, camera, lighting, editing, and acting and also important questions about audiences. The author stresses the fact that these issues would not surface outside of the framework of practical work.

Stafford (1990) presents a good case for production. Actually, he believes that it is production work that shapes and bonds the field of media education and what makes it unique. Practical work requires the development of a range of skills and understandings that are nurtured over a period of time and within a community of practice. These skills necessitate the division of labor and the collaboration among groups as no production can be realized without a team effort. The latter involves further understanding and analyses of interaction, organization, aesthetics and a commitment to a particular end product. Technical proficiency must also be evaluated along with an arrangement of other

competencies such as general writing, organizational, presentational and, above all, critical thinking skills. Because production work taps into all of these aptitudes (perhaps like no other activity), it must be considered the central focus of any media education course.

In order to accommodate and frame both philosophies within a general area of inquiry, there have been attempts to delineate such labels as media education, media literacy and media studies. The former two usually refer to a more general, cross-curricular pedagogy that attempts to demystify the impact of the media. The instructors are usually, but not exclusively, language arts teachers and the process is seen as encompassing a variety of deconstructing activities. Media Studies courses, on the other hand, are usually designated as separate components of the general school curriculum offering a balanced diet of theory and production work. Practical activity concentrates on developing conceptual, aesthetic and creative skills and end products. Usually, instructors who have some background in communication arts or production work assume the teaching of the Media Studies courses, and these courses are usually associated with, and likely originate from the broader humanities curriculum, drama, social studies, art etc. Hart (1991) argues that although media education seems like a watered down version of media studies it is, in fact, broader in scope reaching a larger population and is not solely in the hands of the 'media-savvy' enthusiast. Media education is at once, cross-curricular and because its generic title is politically correct, it does not threaten nor discourage non-specialists to delve into media analysis. Bazalgette

(1991) also emphasizes that the media should not be examined through separate course components because the media themselves are not unique components of our experiences. Nevertheless, there exist a wide-range of obstacles with the implementation of a universal, media education program. Mostly, teaching about the media within established subject areas restricts the time spent on media education. An instructor cannot afford to devote the time to adequately cover a unique topic without affecting other course-specific objectives. Production work is a time-consuming proposition. First, there is the need to master sophisticated technological equipment; then, time must be allotted for the long phases of the production process which normally necessitate work to be undertaken outside of the limited classroom schedule. Because of this (and a lack of expertise) many teachers will likely ignore practical work acknowledged by most practitioners as a significant ingredient in media education. For this reason, Hart (1991) suggests that media education and media studies should compliment each other. Ideally, media education could be introduced as an extension of an existing, media studies program. The latter could serve as the nucleus focusing on production work and providing any needed assistance to the broader media education courses offered within the context of cross-curriculum education and aimed at a larger population.

Key Concepts in Media Education

Regardless of the debate over method and label, most practitioners have huddled philosophically around key concepts determined critical in media education (Bowker,

1991, Masterman, 1993). These include the idea that all media messages are carefully crafted products, packaged representations of reality burdened with economical, social, and political ideologies. Bazalgette (1992) outlined the following as essential components to be included and examined in any media course regardless of approach: (a) media agency (b) media technologies (c) media language (d) media audiences and (e) media representation. A number of these concepts may be unfamiliar to the non-practitioner and may need further explanation.

Media agency

Agency, for example, refers to the sender of any media message. Who has originated and disseminated this communication and for what purpose? As media ownership keeps shrinking through global, mega-mergers, it becomes imperative that young people have a clear appreciation of the fact that the media are in the hands of fewer and fewer players wielding tremendous power and pushing their own unique ideological, political and economical agendas upon the masses.

Media Technologies

In today's multi-media world, borders separating television, radio, telephony and computer technologies are quickly fading. However, questions about design, production, post-production, aesthetics, and creativity remain. It is vital that students become adept in creating their own powerful messages by employing the appropriate equipment and

techniques to attract an audience. It is equally important that they become competent in recognizing the use of these techniques in other people's work

Media Language

Likewise, it is essential to study the language of the media. It is clear that the media utilize unique grammar or symbolic structures to construct messages. For example, television uses zooms, dissolves, fades, camera movement and angles and lighting techniques to process all communication flows into salient, audiovisual occurrences. If one is unable to decipher these formal features, all that is left to realize is the content and the viewer (especially young viewers) may be duped into accepting content as a representation of reality.

Media Audiences

One of the earliest misconceptions about young audiences is that they are passive consumers of media text. Hart (1992) makes the point that what is fundamental is not what television does to audiences, but rather what do audiences do with television. Implicit here is the idea that meaning is likely negotiated and dependent upon the circumstances and in the way the media are being consumed. Is an individual or a mass audience consuming this message? What interactions occur prior, during and after the message has been broadcast? Likely, the way audiences will react and attach meaning to a media message will be tied into their particular knowledge, values and experiences.

Nevertheless, audiences are often packaged, designed and sold according to age, social status, geography, education and spending habits. In the end, however, the media-audience relationship is always intricate, active not passive and, at times, difficult to sever into components. In any media course, understanding this relationship becomes crucial.

Media Representations

It has been previously quipped that rather than ‘steak’, the media sell ‘sizzle’. The component of media representation refers to the need to investigate the media’s account of a particular subject. In an attempt to enhance dramatics, action, aesthetics, and ratings or simply to increase revenue, the media have been accused of distortion and often indicted for glorifying violence, selling sex, ignoring minorities, and creating unrealistic and potentially harmful role models for young viewers.

In a way, the above key concepts have cemented the substance for media education. If there is a common bond that exists or any framework that stabilizes this field of inquiry beyond the debate over approach and label, it rests with the wide acceptance by practitioners that the key concepts of media agency, media technologies, media language, media audiences and media representation should be firmly implanted in any pedagogy and practical application.

Media Education and School Reform

Because an ecological perspective to teaching and learning is naturally assumed in media education, many proponents have suggested that this field of inquiry could be a catalyst for school reform and restructuring (Considine, 1997). Media education developed as a grass roots movement. Pragmatic concerns about the effects of technology in general and specifically television programming on young viewers prompted classroom educators to advance opportunities within the traditional curriculum in order to study the media. It was only when a critical mass of such educators, such endeavors and such materials was already available and in practice that governments in Europe, Australia and Canada mandated that media education objectives become part of the national curriculum. Being a 'bottom up' reform presented originators with some advantages. First of all, it allowed for a good deal of the decision making to remain in the hands of the actual practitioners. Secondly, it deflected the usual criticism and oppositional attitudes prevalent when managerial authorities impose amendments to the curriculum from the top down. This non-confrontational situation made possible, to some degree, the implementation of innovative approaches to teaching and to the modification of established classroom structures. As such, media studies instructors were accommodated or at least tolerated by their colleagues even when they were seemingly employing techniques that diverged greatly from the norms.

In a way, media education programs thoroughly undermine traditional modes of classroom management; for instance, the hierarchical position of a teacher pontificating to a group of passive learners is not considered a viable approach to the study of the media. Media education is synonymous with active learning and collaborative, group work. Therefore, both the pedagogy and the methodology of this field compel educators to assume diverse responsibilities. The teacher can no longer pretend to be the sole purveyor of knowledge or the arbiter of good taste; rather, the task must be that of a co-producer, co-director, co-practitioner, and co-analyst with the learner. Although considered the resident expert, the teacher must also become a facilitator, a resource person and the creator of an authentic environment, which is composite in meaning. In authentic learning environments, students can realize direct experiences with the given media and with the given tasks allowing them to appropriate knowledge while receiving supportive coaching from the teacher. Quinn and McMahon (1997) also believe that the role of the teacher is to produce the right conditions in order to empower students to make informed, and significant decisions about the media. They add that there is clearly a need to move beyond simple text analysis. Although useful, pedagogy should focus on the study of production and reception. Successful media teaching, according to the authors, will be innovative and necessarily digress from established classroom management techniques. Wollen (1992) points out that media education presents a challenge to the dominant forms of knowledge in the curriculum. When studying the media it becomes evident that knowledge is not simply compartmentalized into discrete

subject areas. Moreover, one cannot study the media without altering the way knowledge is being mediated for learners. Key concepts of agency, audience, and technology make explicit for students the role of representation that is applicable across all subject areas. In turn, the possibility exists that students will realize that other courses may be taught differently as well. “The dual educational potential of Media Studies is challenging and exciting. It throws into critical relief the distinction between the theoretical and the practical the academic and the technical, because it requires both deliberative thought and technical dexterity” (p.80). Stafford (1990) also augments this notion of reform by stating that student centered learning can only be generated through workshop environments where the instructor assumes the responsibilities of facilitator rather than the simple transmitter of information. Undoubtedly, media education is not only student-centered, but in order to accommodate its philosophy, it may require a total re-thinking about conventional school structures.

Much of the discussion on school reform (although not made explicit) advanced by media practitioners is based on the tenets of situated cognition theory. While an in-depth analysis of this theory is beyond the scope of this work, a comprehensive summation is crucial in order to appreciate the agent-environment interaction, which is the central focus of this research and explored throughout this study.

Situated Cognition Theory

Situated cognition studies have challenged traditional notions about teaching and learning. Many researchers now believe that it is not possible to separate 'what we know' from 'how we know'. They posit that knowledge and learning, for that matter, are fundamentally situated within the activity from which they are developed (Brown, Collins & Duguid, 1989). Recent ethnographic research suggests that thinking can be described as an interaction between an agent and a physical and social situation. Accordingly, learning can be categorized as a participatory process mediated by different perspectives among co-participants. Rogoff and Gardner (1984), Suchman (1987), and Lave (1988) in a series of classic investigations observed ordinary people engaged in everyday problem solving. Rogoff & Gardner examined the relationship between young mothers and their infants. Suchman observed operators trying to repair malfunctioning photocopying machines and Lave studied craft apprenticeship among Vai and Gola tailors in Liberia, and grocery shopping among American adults. Subsequently, observations of individuals practicing in a collaborative, physical world potent with meaning and context lead these researchers to postulate that cognition is codependent and interrelated within a community of practice. Knowledge acquisition is really a question of 'enculturation' (Lave, 1997). As such, it is futile, if not impossible, to study human knowledge by extracting it from the authentic physical and social world where it is manifested. Such analyses tend to be artificial, sterile notions destroying the natural phenomena of interest, which should be the mutual accommodation between an agent and

the environment. Knowledge does not solely reside in the mind of an individual. It is distributed and shared among co-participants in authentic situations (Bereiter, 1991). Markedly, this rationalization diverges greatly from traditional, cognitive theories that characterize human intelligence as akin to that of a computer, that is, a symbol processing system with a memory capable of storing, and retaining symbolic structures and a capacity for processing and modifying information in order to make sense of the world (Simon, 1963). Situationists offer an alternative to this exegesis. For example, Greeno (1989) proposes the following:

1. "Thinking is situated in physical and social contexts. Cognition, including thinking, knowing and learning, can be considered as a relationship between an agent and a situation rather as an activity in an individual's mind.
2. Thinking and learning are situated in contexts of belief and understandings about cognition that differ between individuals and social groups, and the fundamental property of thinking and learning is determined by these contexts.
3. Thinking, learning and cognitive growths are activities in which children elaborate and organize their knowledge and understanding rather than simply applying and acquiring cognitive structures and procedures" (p. 135).

In other words, it is not so much the agent that should be the primary focus of investigation but rather the practice in which the agent is immersed and the relationship

between the agent and the situation which allows for activity and which is linked to the emergent properties of a meaning-rich context (Lemke, 1997).

Historically, the situationists' philosophy is deeply grounded in the work of Dewey, Vygotsky, and Gibson all of whom have, to some extent, approached the study of cognition from an ecological perspective. The degree to which their contributions have impacted current ideas is not quantifiable. However, it suffices to identify some general propositions, which clearly create the infrastructure for the theory of situated cognition.

John Dewey was an American philosopher and educator whose work has had a tremendous impact on progressive schooling as a whole. Dewey abandoned authoritarian approaches to teaching and embraced a more democratic method of education. His theory of knowledge characterized as instrumentalist and related to pragmatism advanced the idea that in order to study learning, one must consider the context in the social world where learning occurs. He defined education as a nurturing, cultivating process where mature members of a social group accommodate newer members through specific, social interaction. The environment or "medium" sets up those ambient factors that encourage or hamper the development of human beings (Dewey, 1916). The environment can be characterized as much more than what surrounds an individual; Dewey includes anything in the environment that denotes a specific continuity that initiates an individual's participation in a social activity. For example, to a filmmaker a camera would be an intimate part of the environment or 'medium' because it sets up the conditions for filmmaking and allows for the activity to take place. Consequently, the environment

encompasses all of those things that significantly shape activity. Dewey goes further to characterize the social environment as encompassing all those other human participants who are associated with the individual and whose expectations, demands, endorsement or condemnation of action frame the social situation. After all, no one can be engaged in an activity without taking into account the connection with the activity of others. This connection is fundamental to the understanding of the social environment because an individual's actions will always be interrelated in meaningful ways to all others within the social medium. It would be difficult, for instance, to imagine the purpose of producing a film or any other activity, for that matter, in total isolation, that is, void of motivation, actors, co-participants and eventual audience. The activity would be meaningless even to the producer. However, the social environment does not, according to Dewey, implant into the individual modes of actions directly, but rather it sets up the conditions that animate visible methods of proceeding and allow the individual membership in a community. Once membership is established, the individual becomes cognizant of the emotional attitudes, beliefs, goals of the group and pretty much begins to share the same supply of knowledge that the group possesses. Accordingly, this shared experience forms an emotional tendency to motivate individual behavior in such a way that it creates purposeful activity evoking certain meaningful outcomes. Prawat (1995) refers to this shared experience as 'idea-based, social constructivism'. Learners are engaged in communities of discourse where they can come up with and apply functional ideas.

Vygotsky's (1978) states, "Every function of the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p. 57).

Again, there is an emphasis here that the environment plays a constitutive role in the development of the individual. Vygotsky was also noted for originating the concept that cognitive development is restricted within a 'zone of proximal development'. For instance, the zone is somewhere in between what the individual can accomplish with the help of mature members of a community and what can be accomplished alone. Vygotsky determined that the range of skills that are advanced within a social group greatly exceed those skills that can be realized by an individual. Changes in social situations directly trigger the development of human personality. Like Dewey, the social activity, the interaction of co-participants in authentic situations leads to cognitive growth.

Vygotsky's theory is an attempt to explain consciousness as the end product of socialization. First and foremost, we learn within a community of practice; eventually, these skills are internalized within the individual. Davydov (1995) summarizes

Vygotsky's contributions to the study of human development, "First, the development of human personality takes place during the upbringing and teaching, and has a specifically historical character, content, and form. Second, the development of personality takes place during changes in the social situations of a person's life, or during the changes in

the types and kinds of personal activity. Third, the basic form of carrying out activity is in joint-collective enactment by a group of people through their social interactions. Fourth, the individual way of carrying out activity is the result of internalizing its basic form. Fifth, an essential role in this process of internalization is played by systems of signs and symbols, created through the history of human culture. Sixth, the assimilation by a person of historical values of material and spiritual culture in the process of that person's teaching and upbringing takes place through that person carrying out of personal activity in collaboration with other people" (p15).

Again, the idea is that individual consciousness is determined by the collectivity of the social group. These social structures and interactions are the necessary process of enculturation where newer members of a community are accommodated into the group by the distribution of historical systems and symbols through changes in authentic, social activities.

Gibson's work on perception also forms a theoretical reservoir for situated cognition theory. His theory of 'information pickup' suggests that perception is entirely dependent upon an interaction between an agent and the environment. Gibson proposes that the environment consists of affordances, that is, properties that supply necessary cues for perception (water, vegetation, terrain). Moreover, the ambient array includes invariants (shadows, texture, color etc.), which play a crucial role in perception. Based on Gestalt theories, Gibson emphasizes the significance of stimuli organization and relationship to the environment. He criticizes earlier theories that do not take into

account that perception is an active process. He makes the point that people perceive through the eyes, but those eyes are in a head that is attached to a body that has locomotion. As such, the agent moves across an environment and picks up information through situated action that the environment affords. These affordances are necessary to perceive because they offer possibility for benefit or injury. For example, a pond may provide relief from thirst; the opportunity to bathe etc., but it may also afford the prospect for drowning. Like Dewey before him, water (in this situation) is an intimate part of the environment and must be perceived. Consequently, affordances also offer constraints and limit the individual in a variety of ways. Even if the environment is purposely altered, the individual remains somehow tied to the situation (Gibson, 1979). Hence, Gibson's thesis also proposes that we cannot study an individual outside of the environment. The agent and situation are complementary to each other.

Even from this superficial summary, it is clear that conceptual connections can be drawn from Dewey to Vygotsky to Gibson and evident that all three authors have contributed significantly to a theory of situated cognition. Without a doubt, there are also other researchers that share, to some extent, theoretical affiliation with the situationists' philosophy. For example, Piaget (1969) stated that cognitive development consists of a constant effort to adapt to the environment in terms of assimilation and accommodation. Although his work dealt largely with the four cognitive structures, sensory motor, pre-operation, concrete operation and formal operation at different stages in child development, in the former sense at least, his belief is cognate to the tenets of situated

cognition theory. Bruner (1990) has also recently expanded his theoretical framework to embrace the social and cultural aspects of learning. He determines that over the years, psychologists have erroneously concentrated on how individuals acquire symbolic structures. Conversely, the focus should have been naturalistic inquiry on the nature of man as a species. Bruner believes that our lives are shaped and depend on shared understandings and meanings, which occur in a culturally adaptive environment. He asks how do organisms in general acquire their skilled adaptation to the natural environment? This question and the groundwork entrenched by the inquiry of Dewey, Vygotsky and Gibson have been the foundations for the many proponents of situated cognition theory.

Greeno (1994) explores Gibson's affordances and points out that cognitive processes are really interactions between an agent and another system. However, in any analysis of interaction, one must consider those conditions that can be ascribed to the agent and those conditions that can be ascribed to the environment. In this sense, it is clear that an environment that both expands and limits situational possibility sustains cognitive activity. Alternatively, abilities are qualities that are characteristic of the agent but can be clarified only in relational terms. Greeno gives the example of a sentence whose meaning is relational to situations, that is, the situation in which the sentence is spoken and the 'meaning-creating' situation brought about by speaking the sentence.

Activity can also be scrutinized by the analysis of interaction as calibrated by the concept of 'attunement to constraints'. Here, the author gives the example of steering a car. The driver is attuned to the constraints of the direction of the car moving forward

and the force applied to the wheel in order to steer the automobile in a certain direction. This ecological perspective focuses on the relational behavior of the agent with systems in the environment and is consistent with Gibson's view, which proposes that affordances are preconditions for activity.

Lemke (1997) also echoes the idea that eco-social system models cannot be explored through the analysis of primary components (i.e., people, objects etc.) but rather by studying processes and practices. Components such as people, personal identities, subjects, etc. are really only properties of a situation, which is part of a larger community. They cannot be severed from the situational activity as they can only be considered constructions of continuity along developmental trajectories of activity. Therefore, they must be defined within their participation in a situation, which shapes and creates meaning. Meaning is created in a variety of participatory practice that, at times, can be considered both similar and different to past action. In turn, this spawns a network of connections. This network is evaluated in terms of which action has relevancy to a present situation.

Connectionist models attempt to explain knowledge as encompassing an array of interconnected elements, which individually signify nothing, but like neurons, the importance lies in the connection (Bereiter, 1991). While situated cognition theory is not exclusively a connectionist model, the idea that knowledge is fundamentally situated in practice and not in any one factor permeates the philosophy.

Schools and Inert Knowledge

Rogoff and Gardner (1984) declare that without formulating a context, a teacher will be hard pressed to mold students' understanding of new material. Brown, Collins, and Duguid (1989) believe that knowledge is co-produced within activity and that it cannot be decontextualized otherwise it will lose all meaning. Lave (1989) proposes that knowledge acquisition is really a process of culture transmission within communities of practice. Unfortunately, the education system tends to treat knowledge as abstract, 'independent stuff'. Concepts are taught outside of the authentic framework from where they emerge and are used. From an early age, teachers encourage students to develop language skills through disjointed lists of words and dictionary definitions, writing through a carefully prescribed set of precepts, mathematics through well-defined and isolated word problems.

Many situationists have cited Whitehead (1929) who coined the term 'inert knowledge'. He was referring to the distinction between knowledge that is simply acquired and dynamic knowledge that can be used outside the classroom. It is possible that many students can easily work out exercises, remember mathematical formulas or recite a set of rules, and yet remain incapable of writing effectively, or solving mathematical problems. Concepts, like every day tools, are robust only through application (Brown et al., 1989). For instance, many car manufactures include a set of tools with the purchase of a new automobile. Some driving schools even give their

students courses in basic mechanics. While the majority of these people would have little difficulty identifying the former as a wrench, screwdriver, jack etc., and may even be able to describe the function of each tool, it is safe to guess that not many would be able to initiate even minor repairs should their vehicles fail by the roadside.

The problem is one of transfer. It is difficult to learn how to use a tool through an explicit set of classroom instructions. Damarkin (1993) suggests that a shift is needed from the psychological to the sociological. Brown et al. (1989) state, "The occasion and the conditions for use arise directly out of the context of an authentic activity - and are framed by the way the members of a community see the world" (p.33). They conclude that concepts are interdependent and embedded within an activity and within a unique culture that is engaged in their application. For example, in order to work as producer, director, actor or cameraperson for a television production, one must be able to effectively use the tools (conceptual and mechanical) of the medium. The novice must be absorbed into the culture of this particular population, learn its jargon, imitate the behavior of experienced crewmembers, and accept the norms, which were established by this community through complex, social interaction and over a period of time.

Situationists believe that while the educational system claims to assimilate students into the culture of writers, mathematicians, historians etc., it is in fact, only initiating students in 'the culture of school' (Lave, 1997). After all, most educators do not teach students to be writers or mathematicians, but rather teach them about writing and about mathematics. All the while, they largely ignore the wealth of conceptual structures

and learning strategies that have already been developed in authentic situations, and which form the students' repertoire of entry behavior into the educational system. Social support in the classroom is dismissed as mere noise. Students are immersed in specific school activities (e.g., working out decontextualized problems, surprise tests, punitive writing, uniform reading etc.) that are exceedingly dissimilar to the tasks of practitioners. In the end, the way learning occurs in school has little to do with the way people learn outside of school. It is no wonder then that transfer of classroom knowledge becomes problematical.

Resnick (1987) draws further distinctions between learning in school and out. She contends that education is concerned primarily with individual performance compared to practitioners and ordinary people who deal in shared cognition. The majority of work outside the educational system is team-based. Moreover, these teams utilize whatever technology is necessary to get the job done. In school, the general emphasis is on print-based, linear thinking with little thought of employing other media.

Resnick's argument, however, is not to increase access to vocational, or on the job training. The author points out that this alternative is also doomed to failure because our current, economic conditions are so volatile that it becomes nearly impossible to prepare students for the quick changing requirements of specific employment and constantly emerging technology. The educational system would be hard-pressed financially and structurally to attempt to parallel these conditions so that students would gain access to authentic experience. Moreover, such programs restrict students from following other

professional or academic courses. Instead, Resnick suggests that in order to be efficacious, schools must provide programs which simulate work environments, include social interaction, shared intellectual work, and employ a variety of strategies and media in order to prepare students to be adaptive learners in an ever-changing, technological world. Research in anchored instruction provides specific examples that educators can employ (Cognition and Technology Group at Vanderbilt, 1990, 1993). Lastly, Resnick states, "The most successful programs are organized around particular bodies of knowledge and interpretation - subject matter, if you will, rather than general abilities" (p. 18). Content experts possess rich databases of domain-specific knowledge, which allow them to structure the classroom environment so that students can meaningfully engage in field-related tasks. Ignoring the role of content experts in simulating authentic experience is pedagogically unsound. In fact, many studies indicate that stressing general skills may, in the long run, prove to be a deficient methodology.

Perkins and Salomon (1987) explain that the educational emphasis was placed on general abilities about thirty years ago. However, early work in computer science, and artificial intelligence, which relied on this general, means-end analysis, proved to be faulty when compared to expert behavior. Much of the research indicated that content-specific knowledge always out-performed general skill ability. Experts were better able to transfer academic knowledge and handle problems by chunking content-specific data and reasoning forward in order to arrive at optimal solutions. AI researchers eventually began to refer to general heuristics as weak methods.

The argument that education must emphasize general abilities so that students can transfer classroom knowledge to a wide range of applications is not valid. Pressley, Snyder, and Cariglia-Bull, (1987) point to the fact that, "Teaching children general strategies has no clear benefits. Effective thinking depends on specific-context bound skills and units of knowledge that has little application to other domains" (p. 82).

Perkins and Salomon (1989) suggest a synthesis here so that general skills that are to be taught can act as devices for handling and reclaiming domain-specific knowledge. Beyond this, what is needed is a fundamental change to the way schools provide instruction. If schools are to succeed in the new millennium, they must move forward and away from their current hierarchical and archaic structures where the teacher is seen as a dispenser of information and the student as a passive receptor of inert knowledge.

Situated Cognition and Instructional Design

There is an obvious paradox in the application of situated cognition theory to classroom instruction. Classroom ideologies and structures are not conducive to authentic situations. Rather, schools engineer their own culture that is quite distinct and more than likely, unrelated to real world experience. Any attempt to put into practice some of the propositions of situated learning will necessarily be met, either by managerial resistance, or will be muddled by the actual, artificial environment of the school and the

classroom. As such, there is a need to consider the implications of situated cognition in conjunction with instructional design.

Lave (1997) suggests that any bid at creating meaningful experience in classrooms may be confounded by the attempt itself. She cites two reasons for this conundrum. First of all, when a teacher assigns a certain task, students will engage in that practice knowing that it has something to do with a specific lesson. This practice then functions as a bankrupt simulation of sorts; and students, cognizant of this fact, are not actually engaging in any authentic activity. Secondly, as long as the practice is tied into a curriculum, text, lesson and teacher, ownership is cut off from the actual learner and that further impedes participation in authenticity.

Engeström and Cole (1997) refer to situated cognition theory as a Pandora's box mainly because it is difficult to appreciate what is meant by 'authentic situation'. Is 'situation' indicative of a time, of a location or of a social condition? Because of this, both misunderstandings and possibilities abound. Instructional designers need to consider these pitfalls prior to classroom implementation.

Winn (1993) indicates that some basic assumptions of instructional design may seem antithetical to situated learning, but in fact, solutions can be found to move beyond the paradox and into a productive partnership. According to the author, the paradox exists because of the erroneous supposition that what people learn is easily transmissible. That is, learners can acquire specific skills outside of any particular context, and when needed, these skills will be retrieved and applied to a variety of problem solving

situations. However, because situationists surmise that knowledge is context bound, the instructional designer will be hard pressed to come up with, or even imagine the multitude of situations where this knowledge and skills will be applicable? Moreover, because instructional design models are based on task analysis and are prescriptive in nature, they rely on their ability to generalize. The paradox, in this sense, seems insurmountable. Nonetheless, the author believes that it is possible to overcome the impasse by arriving at some basic guidelines or parameters about learning and instruction that conform to the propositions set forth by situationists. What is needed is twofold. First, improve general skill instruction; second, teach knowledge and skills in the situation where they will be applicable. While the first suggestion may prove difficult (Perkins & Salomon, 1987), the latter recommendation is feasible if it is possible to create learning environments that include community-based practice, authentic activity and shared intelligibility within a context where students can construct potent meaning.

Although Young (1993) realizes that schools and classrooms hold special problems in terms of replicating authenticity of practice, he suggests that, keeping this in mind, it is possible to generate situations that will afford sound learning. He reckons that the first step is to select a specific domain of interest. Next, designers must embed activities into the learning situation, which permit novices and experts to interact. Of course, it is assumed that instructors are adequately trained in the situation along with training that may be required in order to employ any necessary technology. Finally, assessment must be incorporated in the instructional design so that it is undertaken within

the situational context; that is, evaluation that creates opportunities that will allow investigation of agent-environment interaction. This is counter to traditional evaluation of knowledge acquisition, which is often episodic by nature and linked to a particular test and definitely not a measure of knowledge application (Perfetto, Brandsford, & Franks, 1983). By using an ecological perspective, instructional designers will be able to create meaning-rich, complex environments where the transfer of knowledge from one situation to another is likely to occur.

There are a few examples of such designs. Besides the Jasper series (Cognition and Technology Group at Vanderbilt, 1990, 1993), Griffin (1995) compared two instructional models intended to teach map transfer skills to fourth graders. One of the models used a traditional approach while the other advanced instruction according to the precepts of situated cognition theory. The author reports that learners in the latter group performed significantly better during assessment and that the situated approach was conducive to better outcomes.

Using an ecological approach, Shaw, Effken, Fajen, Garret and Morris (1997) were able to design assessment tools for on-line, multimedia systems. Through case studies accounts, the authors build a theoretical framework for designers interested in incorporating situated assessment capabilities for on-line instruction.

Rochelle and Clancey (1992) evaluate a model for learning science as a shared activity. Again, through case study accounts of beginning physics students, they show

how learning science can be dramatically improved through shared intelligibility in a community engaged in observation, communication and representation.

Choi and Hannafin (1995) describe instructional design trends for situated learning models. Echoing other researchers, they stress the importance of creating complex environments that demand solutions to real world tasks. They emphasize the need for self-referencing where the learner has the opportunity to examine personal goals and motivation within the framework of previously attained knowledge and experience. McLellan (1993) suggests that this self-assessment may take many forms (either individual or group) including debriefing, group discussion, co-investigation, and post-mortem reflection of activity.

Choi and Hannafin (1995) also state that there is a need to promote the transfer of skills flexibly across related problems and the need to recognize and incorporate the existing knowledge base and diversity of learning strategies, which already exist within individual agents. Again, assessment here is described as implanted within realistic activity, which encourages the, “generation of ideas and the presentation of problem-solving processes such as planning, implementing, and revising,” (p. 64). Moreover, assessment should be an ongoing and transparent process where learners are engaged in discovering which ideas, information, solutions, opinions are functional and which should be discarded along with the opportunity to communicate these findings to others. The authors suggest some specific examples including portfolios, performance assessment, and concept maps. Portfolios are collections of students’ work that may

embody a variety of material including, but not limited to, journal entries, video productions, artwork, computer programs, written material, and any other media that may exemplify the cognitive development of the learner. The authors believe that portfolios are especially fitted for self-referencing. Performance assessment offers learners the occasion to make explicit some of the acquired knowledge or skills by producing, presenting or performing tasks or material that is tied into complex, real world settings. Collins (1990) determines that this type of assessment corresponds to the way the 'real world' evaluates training. Finally, concept maps are vital to diagram the intricacy and interconnections of domain knowledge that highlight for the learner the relationships of concepts and meanings.

Choi and Hannafin (1995) conclude that situated cognition theory is really about learning systems and environments, which promote higher-order thinking skills. Therewith, if designers are to incorporate said principles to classroom processes, they must consider the theoretical implications affecting instructional models.

Cognitive Apprenticeship

Many proponents of situated cognition theory have suggested cognitive apprenticeship as an alternative to impotent teaching methods, which produce inert knowledge and currently permeate much of the educational system.

Cognitive apprenticeships are the academic and theoretical offspring of real world counterparts – that is, apprenticeship practices observed in ethnographic research. According to Lave and Wenger (1990), apprenticeships begin with the notion that all learning and knowledge, for that matter, is defined relative to context. Learning occurs in a participatory environment, within communities of practice and can't be scrutinized as a self-contained structure. An apprentice gains access to a community's knowledge base by increased participation in productive activities. This participation deals with the actual tasks performed by practitioners, rather than abstraction of that performance. Under attenuated conditions, the learner is involved in what the authors call, 'legitimate peripheral participation'. Branching from Vygotsky's 'zone of proximal development', this concept sees the newcomer as absorbing (learning) and as being absorbed by a community of practice. At first, the apprentice's participation may be limited to observation of the master's performance and finished products. The apprentice augments partaking in the activity by assuming, at first, simple or subtasks. The master calibrates the newcomer's performance by offering support that will be eventually eliminated as the learner becomes more adept. This support offers a bridge between present and future task components, which may be too difficult for the apprentice to undertake alone (Rogoff & Gardner, 1984). Moreover, throughout this process, the novice employs any essential tool that is necessary or congenital to the situational task. Any technology employed by a community in an on-going practice is consequential not only because it allows for task manipulation and completion but also because it emerges from that group

as integral part of their heritage. For example, lighting equipment is an essential aspect of filmmaking since it allows negatives to be exposed to light under controlled conditions; as such, the development of lighting equipment has historical roots and is intrinsic to the negotiated meaning arrived at by the filmmaking community over a period of time. While the apprentice becomes aware of this meaning, the artifact is eventually made invisible by the practice situation. This notion deals with the often-misunderstood term, 'transparency'. Lave and Wenger (1990) offer an analogy here, which is of some use. A window in a room allows the viewer to see a variety things and happenings in the outside world while the window itself remains fairly invisible; that is the viewer does not reflect on the object of the window. On the other hand, the salient features of the window as compared to a solid wall ensure the window's visibility. The authors explain, "Invisibility of mediating technologies is necessary for allowing focus on, and thus supporting visibility of, the subject matter. Conversely, visibility of the significance of the technology is necessary for allowing for its unproblematic – invisible – use" (p. 103). The interchange between visibility and invisibility of mediating technologies is an important factor in the analysis of learning in practice.

Cognitive apprenticeship models attempt to incorporate many of these principles by simulating authentic practice in the classroom (Collins, Brown, Newman, 1989). The authors include four key elements to these models, sociology, content, methods and sequence.

The sociology aspect consists of designing learning environments that are complex in meaning and retain social, motivational, and technological characteristics found in the real world. These designs are characterized by ill-defined problems and veritable practices that will engage novices in 'legitimate peripheral participation'.

Harley states, "A core consideration is the creation of a learning culture which fosters a situated learner's sense of personal intellectual enterprise" (p. 49).

Content refers to a domain-specific knowledge base (facts, concepts, etc.) that the learner must acquire by observing expert behavior and through cognitive management (goal setting, self-referencing, planning etc.) and in conjunction with strategic application (knowing how, rather than simply knowing what).

Methods and sequencing may be looked at jointly using particulars developed in 'legitimate peripheral practice' (Rogoff & Gardner, 1984; Choi & Hannafin, 1995).

They include: (a) Modeling – the novice tries to duplicate the performance of the expert (in most cases, the teacher) by mimicking procedural and thought patterned behavior.

(b) Scaffolding – the expert offers support in order to simplify the task, or to calibrate the novice's performance on a new, more difficult activity. Scaffolding may include

completion of the task by the expert in order for the novice to observe the entire process and finished product, or by simply supplying various cues to encourage task completion

from the novice. (c) Coaching or guiding – the expert tries to clarify and steer the novice in the right direction by identifying gross errors and evaluating performance within the

context of situated action – this assessment is always unobtrusive and in a sense,

transparent. (d) Collaborating – meaning is developed, negotiated and shared among members of the group or culture. Collaborative work is an inherent factor in real-world problem solving and prescriptive in cognitive apprenticeship. (e) Fading - any scaffolding is progressively removed so that the novice can perform independently of others. It is expected that as the novice becomes proficient in a task, the status of apprentice will be changed to that of expert, which will in turn produce reciprocal learning situations for newcomers.

Brown and Duguid (1993) identify major differences between traditional education approaches and cognitive apprenticeship models. First of all, they dispute the notion that learning is necessarily a direct outcome of teaching. Learning cannot be discerned solely from the viewpoint of the teacher or instruction, but rather, it should be appreciated from the learner's perspective. "The alternative view sees learning as inevitable unfinished, but continuous process that goes on through life" (p.11). Learning is not an additive operation with discrete, salient components; it is an enlargement of interaction and participation within a community. Interaction within a situational context will yield much more than the simple acquisition of abstractions or facts that the teacher assumes must have been transmitted to a passive learner. The authors propound the term, 'stolen knowledge'; that is, newcomers to a learning situation often observe and appropriate the behavior and explicit knowledge of the more experienced members of the community or from the experts within that culture. Implicit knowledge refers to that more 'dynamic practice' which is part of the community but not explicitly made public

like concepts and abstractions. For example, in a television production situation, camera people may assume certain maneuvers (e.g., shoot cover, or cutaway shots) that were not part of the planned action and not previously disclosed to the novice. The novice in a similar situation will also do the same or ‘steal’ this knowledge.

Traditional educational methods tend to focus on the individual learner. Conversely, cognitive apprenticeship models concentrate on social practices where individuals have the chance to claim or ‘steal’ from other members of the group, knowledge or experience that is deemed appropriate to the task. This intellectual confiscation is accomplished through a series of subtle negotiations and cerebral sharing. However, distribution of knowledge in this fashion will be arrested if the individual is removed from the social context and taught explicit information outside of this framework.

Another important difference raised by the authors is that schools tend to treat technology in isolation while cognitive apprenticeship models persistently incorporate tools as inherent to their social context. Isolation of technology will inevitably lead to idolization of artifacts and will make task completion problematical because tool usage will not be self-explanatory as it is when it is tied into context.

Summary

Deeply rooted in historical and ethnographic research, situated cognition theory offers an alternative perspective on thinking and learning. It proposes that all knowledge originates in participatory practice where novices are given the chance to observe experts and then partake in productive activity. In order to study these phenomena, it is necessary to appreciate the ecology and not single components of the situation. The learner must be understood as an agent interacting with an environment that both affords and constraints activity. Symbolic processing theories that assume that all knowledge lies squarely in the head of an individual, fail to interpret the larger picture. At best, these theories can be considered examples of some sort of cognitive activity whose structures offer a framework to scrutinize the agent-environment interaction. If non-situated learning exists, it does so within artificial intelligent systems and is limited to non-human cognition.

Schools in general unwittingly promote inert knowledge. By espousing impotent teaching methods, they generate a type of 'school learning', which is quite unique from learning that occurs in the real world. Claiming to assimilate students in the culture of writers and mathematicians, schools, in fact, assimilate students only in the culture of school. Schools teach abstractions expunged from context; unfortunately, it is the authenticity of the situation, which gives birth to meaning. It is no wonder then that transmissibility of knowledge acquired in school remains problematical.

Situated cognition theory presents a challenge for instructional designers and possibly even a pedagogical paradox; however, it is feasible to overcome these obstacles. While adhering to the principles of situated action, it is possible to design cognitive apprenticeship models that simulate real world experiences. Although somewhat of an impoverished cousin to real world models, these designs, nevertheless, offer hopeful prospects for learners to engage in 'legitimate peripheral practice' by participating in authentic, meaning-rich interactions where learning is potent and individuals are empowered.

This research is based on situated cognition theory and the examination of cognitive apprenticeship models; as such, it was necessary to include a comprehensive summation of these perspectives.

CHAPTER 2

Focus of Research

Statement of Problem

Media education is now entering its third phase. As technologies keep merging, the media are now mostly multimedia. The borders between television production, radio production, telephone and computers technologies are quickly fading. We can longer restrict the term 'technology' to the use of computers or, for that matter, to any single piece of equipment. For example, one of the major computer companies now markets its machines with pre-installed, video capture cards, and editing software as standard gear. The cost of digital cameras is recurrently dropping so that it now becomes feasible for schools and for students to produce products that meet industry standards. Moreover, streaming video, MP3s, cable modems, wireless connections etc. now make the transmission of these products over the Internet both viable and reliable. This new delivery system has enhanced the broadcast capabilities of students to potentially produce powerful messages, which may be consumed by students in other schools, across the country, or across the globe. In employing these technologies, however, it is always important to remember that education and especially production should remain a dynamic, social process. If not, the sheer monotony of a tapered man-machine interaction will arrest further development. Buckingham and Green (1997) state, "We need to avoid lapsing back to the notion of the isolated individual creator in silent

communication with the screen” (p. 302). More than ever, there will be a need to re-examine factors like interaction, teacher expertise, creativity, story telling, content and quality of production, and more than ever there will be a need to huddle closer to such key concepts as agency, audience, language, technology and representation, and this is where media education can play a vital role. Nevertheless, acceptance of media education as a necessary component of the modern high school curriculum remains marginal. Many educators still see the inclusion of this subject area as just another fad that will eventually fade away. This adversative stance may be largely attributed to the scant research in the field (Bazalgette, 1997), but more importantly to a blunt disregard to frame media studies to robust educational theory. What attempts have been made to link the field to theory have been on the side of communications and not education (e.g., Piette & Giroux, 1997). There exists a need to come up with a variety of compelling studies that could link this field of inquiry to educational theory and at the same time determine whether media education does indeed provide beneficial "spin-off" effects for high school students.

Concurrently, the calls for educational reform have been thunderous, far-reaching and unremitting. The existing North American educational system, deeply rooted in the Gutenberg press and industrialization has been unable to keep pace with the ever-changing demands of a technologically based society. Archaic, hierarchical, didactic methods have been unable to capture the imagination of young learners and the results

have been devastating including drop out rates exceeding 35%². Seeing that employment opportunities for unskilled workers continue to disappear in the North American context, these figures are extremely alarming. In a highly competitive world market, it will be difficult to maintain an economic foothold with a weakened manpower base. As newer jobs will demand specialized skills and training, dropouts will not be marketable and will eventually be forced to rely on social services in order to survive. The increased stress on these programs will be costly for everyone, and will burden and perhaps even collapse already fragile systems.

In response to these data, the ministry of education in Quebec is presently introducing sweeping reforms both at the elementary and secondary levels of education. The latter, based on situated cognition theory accentuate the notion that knowledge does not solely reside in the mind of an individual, that the teacher is not the sole purveyor of information and that knowledge gain can be described as an interaction between an agent and a physical and an authentic, social situation.

As previously mentioned, practical work in media education can also be described in this fashion. In media education, an ecological perspective to teaching and learning is naturally assumed. In fact, media education sets up an engaging model descriptive of the learner-technology interaction and offers possibilities to measure 'cognitive residue' proposed by Salomon, Perkins and Globerson (1991). These researchers advanced the notion that residual effects occur when learners are actively involved in utilizing a

² Public Affairs and Youth Affairs. (1991). Stay in school. (ISBN 0-662-59983-7). Govt. of Canada.

particular technology; that is, the concern here is not so much the effects of media on individuals but rather what effects occur when individuals ‘mindfully employ’ a particular medium as means of communication and or expression. This impact they term, ‘cognitive residue’ and explain it as a product of the relationship between the learner ‘mindfully interacting’ with the media and within the context of a meaning-rich environment.

Does working with a particular technology or medium shape learners’ attitudes and understanding of that medium (residual effects)? Assuredly, a rational way to attempt to answer this question is to study the conditions, events and consequences as experienced by learners in a naturalistic setting. This approach may illuminate both qualitative and quantitative aspects of ‘cognitive residue’ and increase our understanding of developmental changes that may occur when learners are ‘mindfully engaged’ in operating a particular technology.

The purpose of this study is threefold. First and foremost, there is a bona fide desire to investigate media tasks and the interactions that occur during practice and to clearly determine whether or not these interactions shape learners’ attitudes and knowledge about the media. The second factor prompting this analysis is an attempt to bond media education to situated cognition theory by describing its content, form and practice as an archetypical, cognitive apprenticeship model. This may serve to further authenticate media studies at the pre-tertiary level. Finally, the anticipated governmental modifications to the primary and secondary curriculum will demand a rethinking of

classroom structures in order to echo in the notion that learning occurs within social contexts and cannot be abstracted from authentic situations. This constructivist approach to education may require a paradigm shift and as such, successful application across the province may prove problematic. Be that as it may, the application of these new reforms will be consequential to many educators who for years have assumed that cognition resides only in the mind of the individual and that learners are passive absorbers of inert knowledge. Above all, these teachers will benefit from case studies of noteworthy descriptions of classroom structures, and learning approaches that are more reflective of the agent-environment interaction.

The fact remains that learning and education occur under complex, social conditions. These conditions are rudimentary messy and fuzzy and do not lend themselves easily to traditional, experimental designs. Qualitative analysis offers an opportunity to study the complexity of the phenomenon while reducing research intrusiveness. The researcher may assume the role of an active participant and develop rich descriptions and interpretations of the learners' experiences (Eisner, 1991).

Lincoln and Guba (1985) Patton (1987) and Eisner (1991) put forth a schema for sound, qualitative research and determine that fundamentally, good research should generally embody the principles of coherency, applicability and impartiality. This can be achieved by providing scheduled, and detailed descriptions of the conditions and events as experienced by the participants. The focus should be on the wholeness of the phenomenon and on the constants that emerge from the complexity of the environment.

Eisner (1991) points to the utility factor of such studies. The evolving research design must be clarified so that the analysis will guide future researchers who may wish to follow a similar path? Finally, although often a participant, the researcher can reduce personal bias through triangulation of data sources. By gathering information using a variety of techniques including quantitative methods, a consensus of results can be realized. Corroboration is sought by agreement of findings; that is, matching results with other results found in the study and bonding the analysis to the general, theoretical framework.

This study endeavored to adhere to these fundamentals by examining the interactions that occurred during a 15-week, media studies course at a local high school, and determining whether or not these exchanges result in residual effects, ‘cognitive residue’.

Research Concentration

‘Mindful interaction’ is defined according to Salomon , Globerson, and Perkins (1991) as "the employment of non-automatic and meta-cognitively guided processes" (p.4). Such interaction allows learners to mobilize higher-order cognitive skills, generate inferences about content, and appreciate the potential of the partnership between the agent, the medium and the situation. It is hypothesized that this type of involvement with a particular medium or technology results in potent, residual effects. This involvement,

however, should not be befuddled with ‘learning styles’ or ‘time on task’ studies (Hardy, C. A., Mershon, B., 1980; Walker, G., Audette, R., Algozzine, R., 1998). These investigations describe concepts that are only indicative of agent qualities, ascribing little to the medium or to the environment and, as such, are not descriptive of interaction, which is relational in essence (Greeno, 1994).

Conversely, Salomon et al. (1991) explain the act of ‘mindlessness’ as relying strictly on the surface features of any technology, task or situation without realizing its uniqueness and opportunities it may afford. As is always the case in any structured environment, some participants may choose not to become involved to any measurable degree. These subjects may be described as ‘non-engaged’ or may be simply categorized as complying or ‘going through the motions’.

‘Cognitive residue’ is defined as residual effects, the product of the relationship between an individual and the technology or medium employed in a particular context. These effects may equip the agent with skills, strategies, or for the purpose of this study, sufficient ability to think critically about the media. Once again, these effects are attributed to the relationship and are not solely descriptive of agent qualities; as such, ‘cognitive residue’ is not fundamentally an idiom for ‘transfer of classroom instruction’ and should not be entangled within the existing literature on this topic (Clark, R.E. & Voogel, A. 1985; Bransford, J.D., Franks, J.J., Vye, N.J. & Sherwood, R.D. 1989). Rather, ‘cognitive residue’ should be examined as a by-product of the interaction between an agent and a particular medium. This by-product may function as a positive

residual, or at times, a negative one. For example, there is some evidence that interaction with violent computer games may result in aggressive behavior in some children, and yet, reduce aggression in others (Scott, 1995).

Moreover, ‘treatment’, in reference to this study, is not indicative of any one factor or method administered to the group under investigation. To a certain extent, treatment here refers to the situated environment that has been fashioned in order to afford opportunities for interaction with the television medium. The type of interaction that subjects assume (mindful or mindless) and the by-product of this interaction (cognitive residue or critical viewing skills) are the variables under investigation.

Some qualitative researchers have frowned upon developing specific research hypotheses prior to the investigation of a phenomenon (Eisner, 1991). In doing so, a researcher necessarily imposes a pre-determined structure on a natural setting and therewith, narrows the scope of observation and analysis. Moreover, the use of a control group is rare in qualitative studies. Nevertheless, for the purpose of this investigation, both the control group and the need to taper down field observation by forming research hypotheses were deemed indispensable to the inquiry although this study may, at times, appear to be quasi-experimental.

The first phase of this research employed qualitative methodology (observation, field notes, video recordings, surveys and interviews) to classify subjects in the treatment group in terms of levels of interaction, ‘mindful, mindless or non-engaged’. A control group was added to serve as a baseline ensuring that pre-existing, media competencies

were not present in either group prior to that interaction. Also, there was a need to compare the treatment group to the control group at the end of the 15 weeks in order to determine differences in media competencies. Hence, Hypothesis 1 was formulated and evaluated by administering to both groups a pretest at the beginning of the study and posttest at its completion. This hypothesis is stated as:

H1: *Students in the treatment group have higher levels of media analysis scores than those in the control group.*

Once the subjects were classified, it was also necessary to determine if the levels of interaction affected performance on the posttest. Subjects classified as ‘mindfully engaged’ with the medium were compared to subjects categorized as ‘mindlessly engaged’ with the medium. This hypothesis is stated as:

H2: *Students in the treatment group classified as ‘mindfully engaged’ perform better on the posttest than those students in the treatment group who did not meet the criteria.*

Finally, in order to measure ‘cognitive residue’ as a product of interaction, subjects were asked to submit journals reporting on personal consumption of media products. The journals from all subjects were scrutinized and compared in order to identify differences between the groups. This hypothesis is stated as

H3: *Students in the treatment group classified as ‘mindfully engaged’ exhibit media analysis skills even when consuming media outside of the classroom situation (cognitive residue).*

The Media Studies Course

The duration of the media course investigated in this study was approximately five months from mid January 2000 to the end of May 2000, although our research did not commence until the first week of February 2000 when the pretest was administered. The reason for the delay had to do with the fact that in the first few weeks of the course, class time is usually taken up with administrative tasks, such as disseminating information about the school, availability of equipment and location, calibrating course changes, student withdrawals and student additions.

This particular media studies course focuses on production and the instructional methodology is based on the cognitive apprenticeship model proposed by Collins, Brown, and Newman (1989). The model ignores distinctions between academic and 'hands on' learning and one of its major goals is to initiate the novice into a community of expert practice. The instructor assumes the role of expert, resource person and the facilitator of an environment that is conducive to self-directed learning.

At the beginning of the course, final production work from previous classes is presented to the new students or 'apprentices' in order to demonstrate standards for a completed end product. Subsequently, there is a phase of negotiation and re-negotiation about structures, assignments and deadlines. As a sense of trust is developed among the participants, suggestions, ideas, and comments from the students are entertained and openly encouraged but remain subject to evaluation and rigorous analysis from peers or

the instructor. The tasks are then assigned, which include: the production of two short video or multimedia programs exploring a variety of topics and genres. For example, the first piece (running anywhere from 2 to 5 minutes) can be a P.S.A. (a public service announcement) about an issue of concern; for this first assignment, students can also produce a music video, a trailer for a film or render a topic of their own choosing other than the selling of commercial product. The second production (running anywhere from 5 to 10 minutes) can be an instructional or educational documentary or narrative addressing a real need in the school or in the community. Moreover, the students are required to conduct a 50-minute seminar on a media topic not covered during the course. for instance, violence in the media, censorship, animation etc.

The extended nature of video production necessitates group work and the division of labor. Here, the strengths and talents of initial players are teased out in order entrust different responsibilities and arrive at a consensus and a commitment to an end product. Much has been documented to substantiate the implications and the requisite skills needed to establish cohesive and productive group work (Thiagarajan, 1978). These include: (a) group composition – heterogeneous groups tend to maximize interaction and task completion (b) structure – there are certain group maintenance functions which are necessary to set up unification among group members and enhance social exchange. Jacques (1984) identifies a series of these tasks; for example, gate keeping, coordinating, standard setting, summarizing – factors indispensable in any attempt to craft group interaction. Such functions should be assigned to a group member (Standford & Roark,

1974). In the case of media production, these tasks normally rest with the director or assistant director. Finally, (c) *feedback* - must be the catalyst for providing essential information to group members (assigning tasks, establishing group goals, setting sequence etc.) and calibrating and evaluating group performance (Richardson, 1967). In media production, the fundamentals of this literature remain crucial although practitioners have, at times, skimmed over this factor. This situation has often caused managerial frustration and disenchantment with group work. However, any production is synonymous with teamwork. Stafford (1990) acknowledges co-operative group work as an essential component in media education. "In particular, the necessity for group work in most forms of media production and the development of creative skills in a particular institutional context requires media teachers to recognize a set of skills and understandings which have previously been ignored" (p. 82).

The class under study encompassed 25 students generating five separate, production groups comprising of a director, assistant director, cameraperson, post-production editor, and a production assistant. While these tasks were exclusive throughout the process, during the pre-production phase, all students were encouraged to contribute equally to discussions, setting of objectives, and arriving at ideas for proposals and scripts. At this time, students also attended workshops on proposal and scriptwriting, as well as workshops on all the technical aspects of production, including: camera work, aesthetics, composition, lighting, and editing. The individual groups were responsible for the scheduling of these sessions with the instructor. They did so until they felt

comfortable with the technology. Again, during this period of practice, the instructor worked as the resident expert modeling the production behavior, the language and the grammar of the medium, which has been adopted by the filmmaking and television community and developed over a period of time and through a series of negotiations.

The coursework is such that emphasis is placed on problem solving, learning by doing, drafting and re-drafting, interacting with members of the production team and networking with members from other production groups. For example, directors from the different teams had to get together in order to discuss scheduling, rehearsals, camera and editing workshops and other issues. As the talent, grips, lighting, and set construction workers were drawn from the other production groups within the class, this task entailed a great amount of administrative and organizational skills. Assistant directors kept logs of work being accomplished on a daily basis, set up shooting schedules and aided the director in casting and rehearsing the talent. Editors got together to discuss possibilities for on-line or off-line transitions, special effects etc., and camera people convened to review shot lists. Hence, while the distinct groups were developing their own products, they had to remain cognizant of the fact that they would be working in some capacity on the other productions as well, and consequently, a sense of dynamic, social exchange developed in the learning environment rather than a sense of contest. Although a small dose of competition subsisted naturally, this was considered a healthy equivalent to the rivalry experienced by professional practitioners. Moreover, problems and solutions were ill-defined allowing for critical thinking, flexibility, self-development, tolerance and

at once, a concern with the absorption of the accumulated supply of knowledge that rests in the domain of the expert.

The production teams negotiated shooting days and the time required for post-production and all the while, they worked with virtual budgets in order to get a sense of the real costs and the real time-restriction affecting professionals in similar situations. Once completed, the directors presented their end products to the class, talked about the intended purpose of their video program, their target audience, their final budgets and what went right or wrong with their production, and how things might change given more money and more time. A group discussion ensued where the work was critically scrutinized by all participants and evaluated according to the established norms.

As the class is styled on the cognitive apprenticeship model, there is always an attempt to follow the tenets of ‘content’, ‘method’, ‘sequence’, and ‘sociology’ (Young, 1993).

Content

Content, in this sense, has little to do with what the students choose to produce. The latter is only the catalyst that allows the novice to enter into a community of practice and may vary widely from group to group. As a matter of fact, diversity of content is embraced in the course so that students may appreciate the fact that knowledge need not be compartmentalized into discrete subject areas. However, ‘content’, according to the cognitive apprenticeship paradigm, refers to the strategies acquired by the expert (in this

case, the instructor) through time, and experience that now can be passed on to the novice. These cognitive management tactics take into account goal setting, planning, evaluation and revision. As mentioned in the previous section, they entail learning how to learn, exploring new fields and possibilities and reconfiguring existing knowledge. As no clear solutions were made evident throughout the course, students in the various groups had to cognitively grapple with posed obstacles (i.e., budgets, time constraints, quality of help etc.) in order to come up with an end product. As such, decisions about purpose, audiences, technology etc., needed to be made as soon as possible. This factor compelled most students to get involved at different levels of interaction with the technology, participants, task and environment. Accordingly, there was a need to re-think, evaluate, and modify pre-conceptions about production and the medium.

Methods

Methods include the chance to observe expert behavior and discover techniques practiced by professionals within a particular context. During the first production, the instructor would often take over many of the tasks in order to exemplify what needed to be done. According to 'legitimate peripheral participation', the students observed the instructor typifying the practice and then were allowed to resume their work. During this engagement, 'scaffolding' support was employed by giving students hints or by showing them how to do something, and gradually, 'fading' by allowing more and more control of the production to rest with the student crew.

Sequence

Sequence was considered so that the students progressed from simple to more complex tasks. For example, for the first production, the teams were fairly free to explore any one of a variety of genres knowing that the end product would only be presented to other members of the class. On the other hand, for the second production, the crews had to meet specific needs within the school or the outside community. Accordingly, they were producing videos that would actually be used by other teachers or members of the community and reaching audiences beyond this particular class. This prompted new conditions where the teams had to consult with end users (the subject matter experts) who often petitioned for adhesion to certain requirements for the video programs. This new element added to the complexity of the activity and created diverse problem solving circumstances for the production crews.

Sociology

The sociology of the learning environment, the motivational factors, technology and dynamic social exchanges that had to occur for the final production to be completed increased the prospects of approximating real life events where what was being learned was also being used. During the interviews, many students reported that the amount and quality of their interaction with the medium increased when the task resembled real-life activities. Many reported a new sense of ownership for the product because they realized

that audiences outside of the classroom would consume it. This attitude seemed to be linked to perceptions of pride and reputation within the school community.

CHAPTER 3

Study 1

Pilot Study

The pilot study was undertaken to calibrate all of the instruments used in the research. A reduced number of subjects from a previous grade 10 media education course was used for this particular analysis.

Sample Selection

Eleven students were selected to participate in the treatment group in this preliminary investigation. The subjects were divided into two production sub-groups from two separate, grade 10 media studies classes. These were intact sub-groups formed earlier in the semester and both groups had already participated in the production process by completing their first two assignments. At the launch of the study, the groups were initiating work on their final assignment. The average age of these students was 15 years, and they were almost equally divided by gender: 55% female, 45% male.

Ten students attending a grade 10 English course and not previously exposed to media education were selected for the control group. These students exhibited characteristics similar to those in the treatment group. The average age of these students was also 15 years, and the group was made up of 60% females, 40% males.

All students were informed that they would receive extra course marks for their participation in the study.

Testing Procedure

As the subjects in the treatment group had already been exposed to many production concepts and interactions at this point in the course, a pretest was not administered. In order to test Hypothesis 2, and classify the levels of interaction for each student, both production groups were videotaped during their classroom practices. These videotape sessions were conducted at the beginning of the students' work (pre-production) during the middle of their work (production) and at the completion of their work (post-production). These sequences occurred during a three-week period between November 8, 1999 and November 26, 1999. The students' interactions were recorded using a stationary camera. The camera was strategically located in the classroom so it could monitor, for each group, the behavior and the conversation of all five students and remain as unobtrusive as possible. As with the major study, when the subjects were not being recorded, their progress was followed by the independent observer who examined their interactions and compiled field notes. Once finished, the students were asked to complete self-reporting forms declaring their levels of interaction with the task and factors that they believed influenced their amount of involvement. The students were then interviewed to further clarify their responses. These sessions were informal, relying

on open-ended queries, which allowed students to elaborate on their responses and to pinpoint problematic areas with the summary forms. Using the above data, the subjects were classified in terms of 'mindful interaction'.

At the end of the assignment, a posttest was administered to both the control and the treatment groups in order to test Hypothesis 1. The posttest was administered on November 26, 1999. Both control and treatment groups were tested on this day but at different times. The students watched the video program on sexual harassment on a 27-inch monitor and then completed the questionnaire (test material is described in Study 2). This exam took place during a regular, fifty-minute class period.

Throughout the investigation, participants in the treatment group were also asked to submit a journal. The subjects were asked to hand in a one-page (minimum requirement) essay on any televised program or programs that they would normally view at home. They were told that they could respond in any way they wished. No further information was given here. The submissions took place at the end of each week during the testing period; that is, three journal entries per student. The purpose of the journal was to measure residual effects in the treatment group, Hypothesis 3.

The control group simply followed the regular English Language curriculum within an established class. Subjects in the control group were also asked to submit journal entries according to the treatment group. All of the students were informed that they would receive an unspecified number of bonus marks for their submissions.

Data Reduction & Preparation

It was quite a task to mull over 6 hours of video taped sequences of the classroom interaction. At first, the observer and I watched the tapes in their entirety to get an overview about the real interactions occurring within the groups. We then selected segments of the video recordings that were of particular interest and transcribed these in order to capture meaning. We attempted to jot down in chronological order all of the spoken words, and at times, the body language of the participants as they communicated and interacted with each other, with the technology and with their environment. For example:

(Transcription from videotape # 1 - Nov. 11, 1999)

Amy: Cause last production we did we didn't focus so much on the shots but this time, I wanna focus more on the editing and even more on the shots. I mean I want to get more variety of shots. You know like that show I was watching - in that show, everything was in a detailed spot in the shot and everything made sense that was there - it was necessary and visually, it was so much better.

Pam: Can we do something like a circling (meaning arc) shot?

Danny: You mean like it goes around them?

Pam: Have you ever seen that show, Get Real?

David: That's a new show.

*Amy: Get Real is the stupidest show, the script sucks, but the camera work and editing are amazing. Sometimes, I watch it just for that. That's the kind of thing I'm talking about. The visuals in a production are really important.*³

This short segment of transcribed video reveals Amy's succession of thought about her eventual product and was selected because it surfaced as particularly interesting. The individual's ideas seem to flow from a series of explorations (through analogy or comparison), clarification (through peer group discussion and interaction), inference (about other people's work), and further analogy. Finally, a conclusion is drawn (*the types of shots used in a product are important*) in a context-dependent manner. Understanding the need for visual variety is a complex idea in media production that seems to have been fashioned developmentally from simpler ideas and tied in to the level of the individual's situational interaction. Following this procedure for each student, we were able to classify group members in terms of 'mindful interaction'. In order to corroborate this taxonomy, results were then checked against the initial field notes compiled by the observer. As a further check, these summaries were matched against the student's self reports of interaction and any discrepancies were identified and clarified during the open-ended interviews with the subjects.

The journals from both the treatment group and the control group were scrutinized in order to identify salient, media competencies. As the latter were based on personal

³ For the sake of anonymity, the names of the students have been changed.

viewing, no attempt was made to differentiate between the programs that were critiqued. Albeit, a limited range was presented focusing largely on situation comedies, and light drama, which exposed narratives about adolescent relationships. This is consistent with the literature pertaining to this age group (Comstock, 1991). Moreover, no attempt was made to judge any of the journals grammatically or in terms of writing ability as these skills varied from subject to subject.

Posttest quantitative, descriptive data were prepared using standard statistical software.

Results

Out of the ten students, only two were classified as “mindlessly engaged”; that is, it was felt that these students were really just relying on the surface features of the medium, task and learning environment and had not consistently employed meta-cognitive processes in the completion of their tasks. According to the classification, these students did not meet the criteria for ‘mindful interaction’. There were few discrepancies between our evaluation and the self-reports put forth by these two students. During the interview, both students concurred with our evaluation, and attempted to provide explanations for their limited involvement with the tasks. The reasons they supplied were mostly based on the fact that they were given the course in order to complete their schedule and had not really chosen to be in a media studies class.

H1: *Students in the treatment group have higher levels of media analysis scores than those in the control group.*

With a few exceptions, almost all (85%) of the students who wrote the posttest were able to answer questions on the content of the video. However, an outstanding number of subjects (90%) in the control group were incapable of correctly identifying the target audience for the video and only 20% were able to appropriately state the purpose of the video. This is in sharp contrast to the treatment group where only 30% had difficulty defining the target audience and 70% clearly understood the purpose of the video.

When asked to identify techniques used in the video to draw and hold audience attention, the effect of media education was pronounced. 90% of students in the treatment group referred to (at least one or more) camera movements, camera angles, editing techniques and the addition of music as factors used by the producers to attract the viewer. Only one student in the control group made a reference to the use of camera movement.

Knowledge of pre-production, production and post-production processes was non-existent in the control group while 80% of the subjects in the treatment group clearly outlined the necessary steps needed in order to create the video message (see Fig.1).

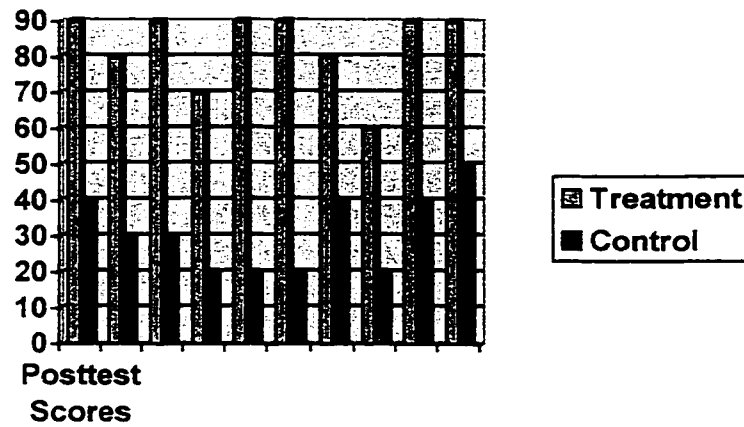


Figure 1
Posttest Scores – Pilot Study

H2: *Students in the treatment group classified as mindfully engaged perform better on the posttest than those students in the treatment group who did not meet this criteria.*

Only two of the students in the treatment group had not been classified as ‘mindfully engaged’. However, even though they had not met the criteria for this classification, one of these students was able to identify both the target audience and the purpose of the video and exhibited ample media competency responding to questions on production techniques. The other student had only difficulty with the former query. Nevertheless, both of these students made little or no reference to the formal features of production in their journal entries and both leaned heavily on content in these reports approximating the majority of subjects in the control group.

H3: *Students in the treatment group classified as mindfully engaged exhibit media analysis skills even when consuming media outside of the classroom situation (cognitive residue).*

Journal entries from the control and treatment groups revealed differences in the way subjects responded to personal viewing away from the classroom situation. As previously mentioned, the participants were free to reply in any way they thought suitable and to any program or groups of programs that they would normally view at home. Unanimously, students in the control group relied strictly on program content as a means of analysis and many blindly accepted the constructed reality of the show. The following examples are typical and are not necessarily critical cases. In fact, little variation exists in the journals submitted from the control group.

Journal Entry – Lisa (Control Group)

Oh here's the scoop. I'm going to talk about the TV show Dawson's Creek. Dawson's Creek is my favorite show and you'll find out why in the following response:

This show has a variety of topics a teen would have. Some things more drastic than others. It deals with the lives of teens, their problems, dilemmas and answers. Some things are left unsolved. Like why love is so hard. Why school education is

important. Why people should be honest and loyal. But aren't. It shows that life may not be as great as you think it is. Everybody out there in the world has their own set of problems. For some people, life is harder. The show basically deals with the facts of life. The good and the bad. A good quote to summarize this show would be: "Looks can be deceiving and don't judge a book by its cover." The show really makes you think. And even though the people are just characters in the show, they are much more than that. The show can tell you many things. Some people live for their friends. Some for their popularity but the best people live for everything.

In conclusion, if you don't watch Dawson's Creek, you're missing out on life's advice.

Journal Entry – Kevin (Control Group)

Beverly Hills 90210 is a show about adults encouraging us to go to school. It's a show that I think most everyone should be watching. They got problems, arguments, drugs, accidents

marriage, divorce and even rape. Having friends around them makes them feel more secure. I think if they watch, children are able to learn in which life they are heading for and the consequences in their future. What makes it better is that they will know what to do if this happens to them and some are able to learn right from wrong.

On the other hand, the students in the treatment group consistently moved beyond content and tended to focus on the formal features of the programs. Again, the samples included in this report are representative of the type of responses submitted by every member of the treatment group (with the exception of the two students who were classified as non engaged). For example:

Journal Entry – Pam (Treatment Group)

The show 'Get Real' which airs at 9:00 p.m. on Wednesday night is a really boring show in terms of the story line, but in terms of camera, directing, editing and creativity, it is really interesting.

In terms of the director's creativity, I never seen a show quite like this one. Most shows stick to the regular shots but this show is definitely based on very artistic views of the director.

The editing is well done. The editor does things that I haven't seen before in other shows; instead of fading to black, all the fades are to white. A lot of the editing is tied in to the action, which makes it very tricky for continuity, but they pull it off well.

But what really interested me was the unbelievable camera work. There are a lot of pans, more than cuts. When someone enters a room the camera pans all around them as if from a point of view of someone flying over them. There are also interesting angles. Such as shots from the sky looking down. In some scenes, the camera follows behind two characters walking down a hall. Then it passes around them and finishes the shot from the front. During interesting conversations between characters, the camera circles around

and between them like a figure eight. But the most interesting shot I saw is hard to explain. It would start at one scene and then tilt down and zoom in as if going through the floor into a completely new scene. In this show the camera is barely still. It is almost constantly panning and tilting, but the way it works with the editing makes it really good.

Journal Entry Peter (Treatment Group)

I was watching television last night and ever since I took media, I look at it in a completely different view. While watching *Beverly Hills 90210*, I realized that you can tell that the actors are really acting. You can see that they are portraying emotions that belong to fictional characters because sometimes you can see when they mess up or they don't believe their lines. I try to figure out the shots that have been put together from camera 1, 2 or 3. Series and other shows are different from one another. You can tell which ones are low

budget shows, and which are expensive because of dissolve, special effects, better talent etc.

When I'm watching TV, I always try to imagine what is happening behind the scenes, and how the director, A.D. and the rest react with a production surrounding them. I used to ignore the credits, but now I actually go through them and see who and what kind of crew helps produce the show. Media studies has changed my perspective on television and film.

Discussion

The pilot study was undertaken to attune the instrumentation to be used in Study 2, the major study, and to confirm differences between students attending and not attending a media education class. The pilot study also helped to define the methods of observation that were employed in the classification of the subjects according to their level of interaction and established that those classified as 'mindfully engaged' performed differently than those students who did not meet the criteria.

The summary forms (see Appendix C) were developed in order to describe the type of behavior that might reflect these meta-cognitive-guided processes and describe the agent-environment interaction. It was hypothesized that this type of involvement

with a particular medium, task and environment results in potent, residual effects.

Unexpectedly, the two students who were categorized as interacting in very limited ways with the activity and the environment still performed at competent levels on the posttest.

However, for these students, 'cognitive residue' or critical viewing was not apparent in their personal viewing. Their responses on the journals are noticeably different from students who fully interacted with the task and were classified as mindfully engaged.

Possibly, a certain level of interaction may be necessary for residual effects to occur. The latter notion seems to support Salomon, Globerson and Perkins' thinking and the stance assumed by many proponents of situated cognition theory that 'higher order' knowledge is gained through meaningful agent-environment interaction.

It is evident from the journal entries that the subjects in the treatment group classified as 'mindfully engaged' assumed a different perspective when viewing media products. Most referred to the formal features of the medium (i.e., camera movements, dissolves, cuts etc.), and as such, depicted a deeper understanding of the constructed quality of the message. For instance, Pamela's appreciation of the technical aspects and creative process of a program moves her beyond the story line and indicates a new found sense or at least an appreciation of aesthetics. This appreciation is both necessary and sufficient to devise the manufactured reality of all media. Peter also seems to cut through the transparency of television as a mirror of society, and accordingly, tries to imagine the number of people responsible for this particular creation. Conversely, comments from the control group and from subjects categorized as 'mindlessly engaged' like, "If you

don't watch Dawson's Creek, you're missing out on life's advice," and "Children are able to learn where life is leading them," illustrate a blind acceptance of the media as reality.

In this case, fictional characters become role models that seem to have all the answers for adolescents seeking advice to life's complex issues. This factor alone makes a compelling argument for media education and for further research into media-agent interaction.

CHAPTER 4

Study 2

Sample

The sample for the major study consisted of 25 students attending a grade 10, media studies course at a local high school. The subjects were both male and female and ranged between 15 and 17 years of age. This was an intact group made up of students with varied intellectual, academic, and reading ability. For the majority, it was their first time taking a media education course although a few of these students may have taken the introductory media course at the grade 9 level. A control group of approximately the same number of students was used to test residual effects. The latter group was not exposed to a media education course but exhibited age and academic characteristics similar to the subjects under investigation.

Procedure

The investigation and description of interaction extended throughout the duration of the media course, approximately a 15-week period. The pretest was administered on February 2, 2000, at the beginning of the course in order to determine pre-existing media skills in both the treatment and control groups. Different methods of analysis steered data gathering, description of interaction, and interpretation of developmental change as

it occurred within the social context. This approach is loosely based on the microgenetic method put forth by Siegler and Crowley (1991). The attempt here is to clarify qualitative and quantitative aspects of change within a natural setting. The microgenetic method involves observation of individual cases during the period of change. The researcher records the observations relative to the rate of change and through further analysis attempts to infer what factors gave rise to the change. This inference is an attempt to uncover situated-related ideas that may be the learner's cognitive construction of the event generating the observed behavior (Linjnse, 1995).

This study consisted of two key phases. The purpose of Phase 1 was to explore a method for describing interaction and possibly classifying participants into categories of 'mindful engagement', 'mindless engagement', or 'non-engagement'. By monitoring students during the development and completion of their media tasks, it was possible to assemble comprehensive descriptions of how they interacted with the technology and the environment. A planned, weekly schedule of observation was instituted where an observer monitored working subgroups and individual cases within those groups. Because the study necessitated the creation of an environment based on an archetypical, cognitive apprenticeship model (not readily found in many school systems), my role became multi-faceted; that is, that of researcher, participant, observer, facilitator and resident expert. As I was implicated into the fabric of the situation, it was crucial to enlist the services of an independent observer, someone from outside the classroom structure. This made it easier to witness cases of 'mindful-mindless' engagement and

allowed classification results of two observers to be compared and substantiated thus reducing personal bias and increasing the neutrality of the study. In order to test Hypothesis 2, and attempt to classify the levels of interaction for each student (involvement with the medium and task through verbal or physical behavior), production groups were videotaped during their classroom practices. These videotape sessions were conducted at the beginning of the students' work (pre-production), during the middle of their work (production), and at the completion of their work (post-production). The students' interactions were recorded using a stationary camera. The camera was strategically located in the classroom so it could monitor, for each group, the behavior and the conversation of students while remaining as unobtrusive as possible. When the subjects were not being recorded, the independent observer followed their progress and compiled field notes. Once a task was accomplished, the students were also asked to complete the self-reporting forms declaring their levels of interaction with the activity and factors that they believed influenced the amount of involvement. The students were later interviewed to further clarify their responses. These interviews were informal and meant to solicit information that would shed light on any discrepancy that existed between our classification and the student's own perception of what had occurred. Using the above data, the subjects were classified in terms of 'mindful interaction'.

In Phase 2 of the study, residual effects were measured as a product of interaction. The purpose here was to determine whether a certain level of exchange in the agent-environment relationship is required in order to produce beneficial, spin-off effects.

Throughout the investigation, participants in both the treatment and control groups were asked to submit a personal journal. The subjects were informed that they had to hand in a one-page (minimum requirement) essay on any televised program or programs that they would normally view at home. They were only told that they could respond in any way they wished. No further information was given here. These submissions were expected at the beginning, during and at the end of the testing period; that is, three journal entries per student. The purpose of these journals was to measure residual effects in the treatment group, Hypothesis 3. Do differences exist in the way the groups respond to televised material outside of the classroom situation?

Near the end of the course, on May 24, 2000, the post-test was administered to both the control and the treatment group in order to test for Hypothesis 1. The posttest was completed during a regular, 50-minute instructional period. Both control and treatment groups were tested on the same day but at different times. The students watched the video program on sexual harassment on a 27-inch monitor and then completed the questionnaire.

Test Materials

The pretest used in the study included comparable questions found in the post-test but, in order to minimize memory effects, audio-visual material was not included (see Appendix A). The post-test is a measure of unique dimensions of media analysis and production skills. This is not a new concept and many researchers have attempted to

quantify these skills. Quin and McMahon (1995), for example, focused on five categories of analysis including language, production process, audience, narrative, and values. This took the form of showing students a short video and asking a variety of questions to measure media analysis proficiency. The questions dealt with basic content, category, purpose, target audiences, production techniques and technical elements such as editing, audio, lighting etc. (see also Messaris, 1994). This means of testing media competencies has been established as a viable evaluation method by practitioners (Bevort & DeSmedt, 1997; Hobbs & Frost, 1997a; 1997b; 1997c). Such acceptance by specialists in a particular field increases the validity of instrumentation (Henreson, Morris & Gibbon, 1987). Correspondingly, the testing material that was used in this study required the viewing of a short video on sexual harassment (a McGrath Systems Inc., 1998 production) and the completion of a questionnaire employing the types of questions drawn from previous work in media education research.

The video depicted brief, narrative sequences and interviews on the topic of sexual harassment using music, quick cuts and fast camera movement. Previous studies report that adolescents are especially attracted to programs portraying youth in conflict situations (Dorr, 1983). The questionnaire included some basic content and demographic inquiry and then focused on questions dealing with media competencies such as the ability to detect target audience, purpose etc. This instrument also included four open-ended measures ascertaining knowledge of the production process. For example, the

participants were asked to identify the major production phases needed to construct the televised video message (see Appendix B).

The other material consisted of field notes by the observer, videotapes of recorded, classroom practice, interview responses, journal entries, self-reporting forms, and the summary forms identifying levels of interaction (see Appendices C, D, E, H & J).

The summary forms describe behavior that is determined critical for ‘mindful interaction’ to occur. All of the forms were calibrated during the pilot study launched in November 1999. Interviews with the participants in the pilot program and discussions with the observer helped clarify language and age-related expectations. For instance, while the format followed prescribed, qualitative survey methods (Patton, 1997), the language had to be modified several times to conform to the age and academic level of the participants.

Data Reduction & Preparation

The videotaped sessions were viewed in their entirety to get a global perspective about the real interactions occurring within the five production groups. Selected segments of particular interest were then transcribed and coded in order to capture meaning (see Appendix G). As in the pilot study, an attempt was made to jot down in chronological order all of the spoken words, and at times, the body language of the participants as they communicated and interacted with each other, with the technology

and with their learning environment. Unique behavior and verbal expression of any one subject were interpreted as a possible instance of cognitive construction. In a situated cognition environment, each student will endeavor to develop his or her own meaning, which will motivate action and generate learning. Following this procedure for each student, treatment group members were categorized in terms of 'mindful interaction'. In order to corroborate this taxonomy, results were checked against the initial field notes compiled by the independent observer. Inter-rater coding reliability measures were also used to determine the degree of correlation that existed between the observer and myself in reference to the classification system. Using the software, a random sample of designated coding on 12 items (including video transcripts, journals and final classification) was compared (see Appendix L). As a further check, the final classifications were matched against the student's self reports of interaction and any discrepancies were identified and clarified during deliberations in the open-ended interviews with the subjects (see Appendix J).

The journals from both the treatment group and the control group were scrutinized and coded in order to identify salient, media competencies. The journals were not judged on the choice of programs nor in terms of writing ability as these skills varied greatly from subject to subject; rather, the analysis focused on the identification of critical viewing skills or references to the formal features employed by a particular medium. These references were identified and coded for each journal (see Appendix I and K). Frequency tables distinguished the type and the number of media production references

(noted as critical viewing skills) made in any one journal for each subject in the study. Chi square analysis was used to test the statistical significance between observed and expected frequencies. ANOVAs of the pretest/post-test scores determined the statistical significance for the questionnaires. All quantitative data were prepared using standard, statistical software, Minitab ®. Qualitative data were prepared using *CDC EZ – TEXT*, developed by Cornwall Incorporated for the Centers for Disease Control and Prevention (see Appendix F).

Videotape Analysis

As previously manifested in the pilot study, the videotaped segments revealed what appears to be a pattern of students' situated constructed meaning. A graduated, 'bottom-up' progression seems evident where subjects, commencing with simple ideas arrive at complex conclusions through a sequence of exploration, negotiation and clarification with peers and with the medium. These segments also seem to suggest that for most of these students, there were two phases of meaning-construction. First, they tended to describe the technique, event or reason for engagement; and then, they linked the phenomenon to their own products. By following the transcribed discussions, it was possible to relate the students' ideas to levels of complexity. This inference lies at the core of our observation and interpretation; that is, ideas that students bring forth are situation-related attempts to construct meaning, which in turn, spawn levels of

interaction. These ideas are generated within the context of a situation and within an environment. In addition, there appears to be a connection between the type and level of interaction ('mindful or mindless') and an increase in the complexity of ideas or cognition. For instance, students who were later classified as 'mindlessly engaged or non-engaged', always contributed modestly to the group (at least, overtly) and explored and negotiated economically or infrequently with their peers and as such, their efforts at constructing meaning were noticeably impoverished. The following transcriptions are examples of this impression (please note that non-relevant material, conversation or superfluous information was not included in the transcription. In some cases, the videotapes did not reveal evidence of interaction – in these situations; we labeled the lack of video data as "no evidence" rather than "mindless interaction". It was felt that the visual information provided by some of these recordings could be limited given the possibility of covert interaction. In these cases, we employed the field notes and the other data to support our final classification.⁴

Tape # 4 – Transcription from March 8, 2000

Leigh: *I thought that maybe we could make a video on health and fitness.*

Tristan: *That's boring. It's gonna be our final production, let's do something*

⁴. Please note specific transcriptions were selected and included here to reflect topics of interest i.e., audience analysis, division of labor etc. Complete data are available in the Appendices. Again, the names of the students were changed for the sake of anonymity.

cool.

Ashley: *Like what? Something about drugs?*

Tristan: *Yea.*

Leigh: *Look he said (meaning the teacher) that we have to do something that meets a need?*

Tiffany: *So we can do meeting a need and talk about drugs.*

Mike: *What does he mean meet a need?*

Ashley: *That someone can use the video for a class, like a teacher needs it.*

Leigh: *Not drugs, that's been done before. What's wrong with health and fitness? You know the gym teachers could use a video like that.*

Tristan: *It's boring.*

Leigh: *No I think with the right script and the right shots you can make any topic interesting; besides, everybody's done something on drugs. Let's do something original.*

Mike: *How about if we interview some kids on how they feel about fitness and health?*

Leigh: *Yea, we could. Last time we had interviews. You don't want too many though; that's boring. Why don't we make it more interesting? You know we can have some scenes about anorexia and the way extreme diets affect you. We're gonna need good acting though.*

Tristan: *That sucks. Who's going to like that?*

Leigh: *Girls would be interested in that. We're always worried about getting fat, right? They should be our target audience.*

Tristan: *Girls?*

Leigh: *Yea, teenage girls who are worried about their weight, and the way their bodies look.*

Mike: *I'm going to do camera again. I think last time I did a pretty good job. Okay don't answer.*

Tiffany: *I think that would be really good. Not too many have done it on this.*

Leigh: *Okay, so we all agree. I think it's gonna be cool like I said, we need a good script, good shots, good acting, and now that we know that it's gonna be for girls we can really focus on that. Tomorrow come in with some stuff. Who's got the Internet?*

Mike: *I do.*

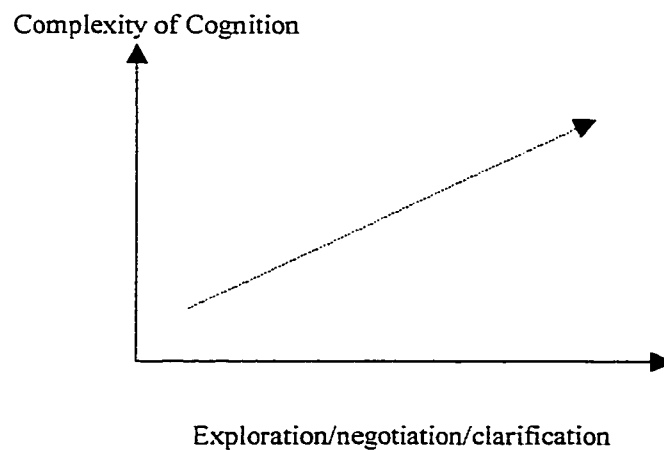
Ashley: *Me too, I can look for some stuff tonight.*

Tristan: *What are we looking for?*

Leigh: *Let's start with some facts about health and then we should start thinking about what our audience would like to see and then we can get some more stuff and start on the script. I think knowing your audience is really important. I think Mr. Macdonald could really use a video like this for his class. I'll ask him tomorrow. I have gym first period.*

From the above transcript, we can see how Leigh's initial idea has gone through a process of exploration, negotiation and clarification. Her idea begins as a simple notion related to the situation and increases in sophistication and density until she arrives at a complex, media-related conclusion; that is, in considering any message design, "audiences are important" (see Fig. 2.). It is this constructed meaning that generates further action such as soliciting information from other sources i.e., the Internet, asking the teacher etc.

Fig.2 Constructing context-related meaning



By following Leigh's conversation within this particular context, it is possible to formulate a simple outline in order to describe the series of successive constructions that

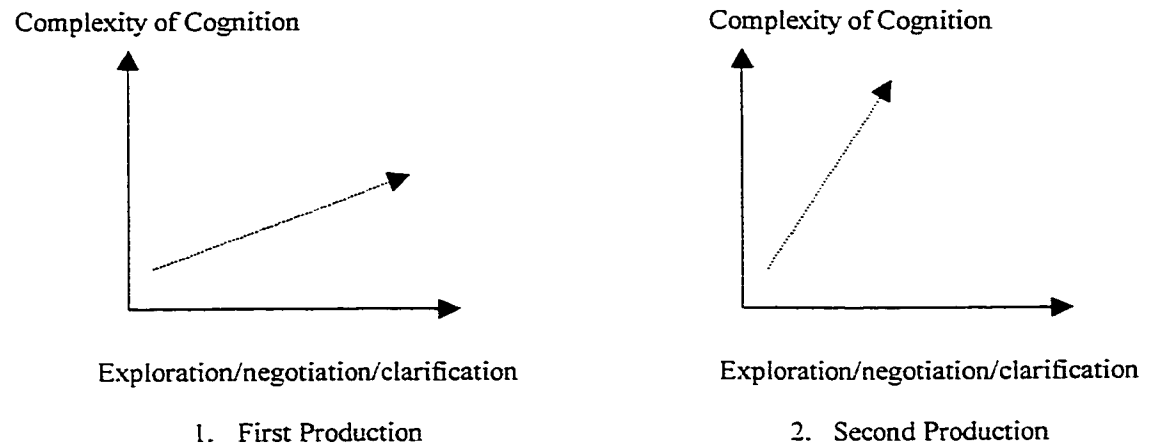
lead to the student's final supposition about the importance of media audiences. For example:

- 1) *we could have scenes about anorexia* (exploration)
- 2) *girls would like that; they should be our target audience* (negotiation)
- 3) *we need to focus on the audience* (clarification)
- 4) *I think audiences are important* (conclusion)
- 5) *we need to get the facts, write the script, speak to the teacher* (action)

Additional to the individual's developmental changes described above, there also seems to be an increase in the complexity of ideas as students move from one situation, task or assignment to another. . This pattern emerged as we followed each case across the specified tasks. Figure 3 is an attempt to show visually the succession of situated cognition as it develops from one production to another. For example, constructed meaning generated in the second production emerged and was further developed from predecessor notions presented during discussions in the first production.

During the actual shooting and editing phases, the subjects physically and visibly put into operation ideas or constructed meanings that had surfaced from preceding deliberations and former productions. Again, this maturity of thought seems to be connected to the individual's level of interaction with the medium and within the context of the situation.

Fig. 3 Constructing meaning from previous ideas



In this case, attempts at meaning construction were evident with individuals within the groups, and also apparent with individuals across similar situations or tasks.

Tape # 8 – Transcription form May 23, 2000

Leigh: *I'm not really pleased with the way the host speaks.*

Tristan: *Why not?*

Ashley: *I can re-edit that sequence and paste some shots of people exercising on top of her while she talks.*

Tristan: *I think it's pretty good.*

Leigh: *No, the problem is not the editing. She speaks too fast, and I think at that point, she's saying something very important that the audience needs to hear.*

Ashely: *I can't slow down her speech. What do you wanna do?*

Mike: *Just leave it.*

Ashley: *No Leigh's right. You can hardly understand what she's saying. She speaks too fast. You guys couldn't pick that up during the shoot?*

Mike: *Hey, don't look at me; I'm just the cameraman.*

Tristan: *That wasn't my job. I was key grip. Anyways, just leave it.*

Leigh: *No it's my fault. I'm the director. I was concentrating too much on the shots. That's why I didn't pay attention to the way she was saying it.*

Mike: *So what do you wanna do?*

Leigh: *Last production we didn't correct our mistakes; now every time I see that tape it 'pisses me' off. If the gym teacher is gonna use this tape, it's got to be good. We're gonna re-shoot that whole sequence with the host. This time we're gonna make sure that she's saying it properly.*

Tristan: *That means we need an extra shooting day, more money off our budget. Forget about it.*

Leigh: *I don't care. I'll explain going over budget during my presentation, but we can't just leave it like this. It's our final production and I want it to be good. Besides, if they do use it in a class, I want the audience get something out of it.*

Tristan: *Okay, you're the director. Go for it.*

Ashley: *You better tell the teacher that we need an extra day.*

Following this transcription, we begin to see how in this situation, Leigh's perception and expectation of the production leads her to further interaction with the medium. She assumes ownership of the video; and also takes on the responsibility for its shortcomings, but more importantly, she is also determined to do what it takes in order to end up with a viable, final product. In a real sense, Leigh has become aware of the many facets of production and her understanding of what it means to put forth material that is functional has intensified through her interaction with the medium and across several situational tasks. Examining student behavior in this fashion, allows the observer to describe 'interaction' as overt attempts at meaning construction, which are repeated over and over again in permanently new contexts. As students move from one learning situation to another (pre-production, production, post-production), motivation and cognition development intensify and become more and more complex, that is for students who are 'mindfully engaged' in task completion. As mentioned in the literature, this progress can be attributed to the relationship between the individual and the medium, task and environment and not solely characteristic of agent qualities (Greeno, 1994).

However, this level of development was only reached when students had previously and mindfully interacted in similar situations and contexts. Again, the videotaped sessions revealed no evidence of students, who were later classified as 'mindlessly engaged', as assuming any type of product responsibility or ownership.

Tape # 9 – Transcription form March 16. 2000

Nick: *Don't forget we need to get information about body piercing.*

James: *Maybe we should ask some people in the class how they feel about it.*

Amanda: *Well, we shouldn't ask these people cause they're part of the class.*

Andrea: *No right now they're just people; they're not working in our production so who cares? They're not gonna be fake.*

Amanda: *Yeah, but some of them are going to be working for us as talent and grips; I don't think it's a good idea to get them involved with what the video is about. Not now anyways.*

Danny: *I can ask people at lunch or in my other classes if you give me the questions.*

James: *No let's not get everybody's job mixed up like we did in our first production.*

Nick: *What do you mean?*

Andrea: *James is right. Everyone should do their own job; last time it was all confused.*

James: *Danny, you're cameraman right? So just worry about that.*

Andrea: *Yeah, Pamela is supposed to do the research so let her do it.*

Danny: *Yeah, but she's absent today.*

Andrea: *So what. She could do it tomorrow.*

James: *Let's make sure everybody knows what their job is so we don't get mixed up. I want this production to go smooth.*

Amanda: *Just because you're into body piercing.*

James: *Shut up! You have more piercing than me.*

Nick: *Okay ,okay, listen just assign two good grips to me. I don't need anymore. Last time when I was best boy, you had too many people just hanging around. I'd rather have only two people who know what they're doing cause I don't have time fool around during the shoot to explain it to them. It gets on my nerves.*

James: *And another thing, Pam's the A.D. right? It's her job to keep us on time. Last time she didn't even have a watch. That sucks.*

Danny: *That's because she was busy with the take sheets.*

James: *So that's her job too. Anyways, I don't care. That's part of her job and it pisses me off when people don't do their job.*

Amanda: *Like you're perfect?*

James: *That's not what I'm saying. All I'm saying is that during a shoot, everyone should know what they're responsible for and do it. I don't want to worry about other people's stuff; I got my own stuff to worry about.*

Most videotaped segments that were viewed and transcribed seemed to reveal that with every new situation, new ideas are generated. These ideas are produced as a result

of a subject's perception, expectation and interaction with the medium and within a particular environment. Similar to Leigh's progression, we can follow James' construction of meaning through a series of successive notions that lead to his understanding that in production, everyone is responsible for a particular task. Again, this construction emerged from interaction manifested within similar contexts and situations.

- a) *like we did in our first production (previous interaction)*
- b) *Let's make sure everybody knows what their job is (emergent notion)*
- c) *during the shoot, everyone should know what they're responsible for and do it (final constructed meaning)*

This method of analysis was used for every subject and for every production group in the study and as such, a great deal of time was spent mulling over many hours of tape. The independent observer notes were then used to corroborate the interpretation of this observation and to complete the summary forms for each subject (see Appendix C). Using these data, subjects were classified according to their level of interaction with an inter-rater reliability of greater than 90% (see Appendix L). Short, open-ended interviews were conducted with each subject during the week of May 15 to May 19, 2000. The interviews were undertaken in order to clarify any contradiction between

observer classification and what the students professed on the self-reporting forms (see appendix D).

Results

Out of 25 subjects, 18 were classified as ‘mindfully engaged’; six were considered ‘mindlessly engaged’ and one student was categorized as ‘non-engaged’. Of the students classified as ‘mindlessly engaged’, four had declared (self-reporting forms) that they had interacted actively with the medium and with the environment. However, during the interviews, two of these students acknowledged that the opposite was indeed true and that they simply had answered incorrectly for fear that they would be graded on these responses. Another student also reported limited interaction with the medium even though he had responded differently on the survey form. According to this student, the reason for the faulty reply was a misunderstanding of what the questionnaire was asking. Alternatively, the last subject continued to affirm active participation with the medium and with the assigned tasks even though the videotapes and the observer notes confirmed no evidence of this activity. While ‘mindful engagement’ may at times, be covert in nature, results of other measures (i.e., videotapes, journal submissions etc.) in the study did not support this student’s affirmation, and therefore, the classification remained unchanged. The subject classified as ‘non-engaged’ agreed with the assessment stating

prolonged absenteeism as a possible justification for a total lack of involvement. This student had missed 13 days of school due to reported illness.

The majority of students also seemed to categorize similar factors as possible determinants for ‘mindful interaction’ (see Appendix E). Table 1 illustrates the percentage of subjects who agreed or agreed strongly that the identified factors are important motivators of ‘mindful interactive’ behavior.

Students work in groups	92%
Assignments Resemble Real-Life Activities	76%
Teacher Expertise	92%
‘Hands on’ Assignments	84%
Lectures	52%
Division of labor	68%
Availability of Technology	88%

Table 1 Factors influencing levels of interaction

H1: *Students in the treatment group have higher levels of media analysis scores than those in the control group.*

No significant differences between treatment and control groups were noted in the pretest scores (see Table 2). However, significant differences were detected in the posttest scores clearly revealing the effects of the media education course (see Table 3). As reported in the pilot study, these data also show that the majority of subjects (82%) in both groups had little difficulty responding to questions related to the content of the video. However, a majority of subjects (82%) in the control group were incapable

Table 2

Analysis of Variance for Pretest Score

Source	DF	SS	MS	F	P
Group	1	309	309	2.03	0.161*
Error	49	7469	152		
Total	50	7778			

* $p > .05$

Table 3

Analysis of Variance for Posttest Score

Source	DF	SS	MS	F	P
Group	1	14655	14655	33.65	0.000*
Error	48	20902	435		
Total	49	35557			

* $p < .001$

of correctly identifying the target audience for the video and only 34% of the subjects were able to appropriately state the purpose of the video. Conversely, in the treatment group, only 8% had difficulty pinpointing the target audience and the majority of students (72%) clearly understood the purpose of the video.

When asked to identify techniques used in the video to draw and hold audience attention, the effect of media education was again very pronounced. For instance, 87% of students in the treatment group referred to (at least one or more) camera movements, camera angles, editing techniques and the addition of music as factors used by the producers to attract the viewer. On the other hand, only two students in the control group made references to the use of lighting and camera work.

As reported in the pilot study, knowledge of the pre-production, production and post-production phases was non-existent in the control group as all of the students responded incorrectly or chose not to respond to these questions. Alternatively, 86% of the subjects in the treatment group clearly outlined the necessary steps needed in order to create the particular video message. Fig. 4 illustrates differences by group on pretest and posttest scores. Solid circles identify means.

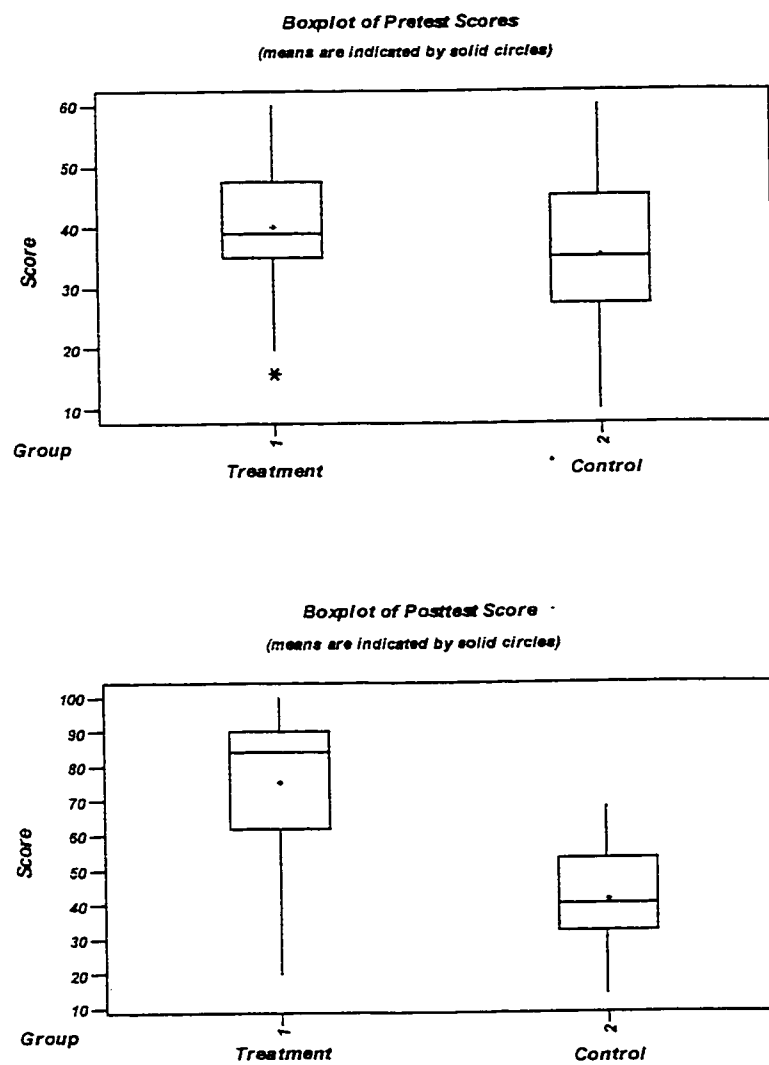
H2: *Students in the treatment group classified as ‘mindfully engaged’ perform better on the posttest than those students in the treatment group who did not meet the criteria.*

Mean scores for students classified as 'mindlessly engaged' were well below the group average (41%) compared to 77%. However, comparable to the pilot project, one of these students scored quite high (86%) on the posttest questionnaire identifying correctly both the purpose and target population for the video, and aptly recorded techniques and phases of production employed in order to produce the electronic message. This student did declare in the self-reporting forms that he had not actively participated with the medium or the task, and this declaration concurred with the observer notes, summary form and final classification.

H3: *Students in the treatment group classified as 'mindfully engaged' exhibit media analysis skills even when consuming media outside of the classroom situation (cognitive residue).*

Submitted control and treatment group journals revealed striking differences in the way subjects responded to personal viewing away from the classroom situation. As previously mentioned, the participants were free to reply in any way they thought suitable and to any program or groups of programs that they would normally view at home. Just like in the pilot study, students in the control group unanimously relied on program content as a means of analysis and the majority seemed to blindly accept the constructed reality of the shows. The following examples are typical and are not necessarily critical cases.

Fig. 4

Analysis Pretest & Posttest Scores

In fact, little variation exists in the journals submitted from the control group⁵. Subjects in the control group like those in the treatment group submitted three different journal entries, at the beginning, during the middle and at the completion of the research.

Journal Entry

Control Group – February 9, 2000

The television show that I like to watch is 7th Heaven. Especially the episode where the girl is dating a teenage father and her parents are afraid that he will get her pregnant.

At the beginning, the parents never trusted the guy because they weren't sure if their daughter liked him, and they were also afraid that they would have unprotected sex.

Throughout the show the girl tried to convince the parents that she should be trusted and that the boy was really nice and that nothing would happen so the parents allowed

5. The journals are included in their entirety. However, for the sake of legibility, they have been entered in type rather than scanned from the original manuscript. They were also spell checked and a handwriting font was used to maintain the original look of the piece. Again, the names of the subjects have not been included in order to maintain anonymity. Salient media references have been underscored.

phone call from the family doctor telling them that their daughter was pregnant. They freaked out!

When the daughter came home they started yelling at her and asking her to confess. She said "No!" But then the doctor called and said that it was all a big mistake so they were all happy and the daughter was allowed to date the teenage father.

This show is excellent because it is very realistic. It shows what all families have to go through everyday in their normal lives. When you watch this show, it gives you a lot of information that you're going to need in everyday life. So you can make the right decisions.

Journal Entry

Control Group – March 19, 2000

The TV show I almost never miss would most definitely be Dawson's Creek. This show is famous for its real-life situations.

The entire storyline is based on two sixteen year olds who have grown up together, Dawson and Joey. These teenagers are just like us. Joey grows up and falls in love with Dawson who is definitely in love with her but he can't tell her. Then his world collapses because his parents get a divorce, the mother is sleeping around, he loses his best friend and so he pushes Joey further away. She stays away the whole summer but then she goes to his house and they both tell each other that they like each other. But it doesn't end there.

This show is amazing because it is like a lesson in life. I can relate to every character because they are so realistic that they always show what goes on with a teenager's life. They discuss their problems and always come up with a great solution just like in real life. Actually, this show can also be a lesson to the parents, "teenagers may seem mindless, but in fact we can solve our own problems".

Journal Entry

Control Group – April 26, 2000

The TV show that I always watch is Buffy The Vampire Slayer. I enjoy this show because I like the characters in the show, and the acting is great. In every show, Buffy has to fight some evil force and luckily, she always wins. This show has great acting. Buffy's character is the best because she is a slayer and a good fighter. The thing that is good is that when they fight, they don't seem to get hurt; I mean no cuts or bruises which is good so you don't feel sorry for them. I like this show because they act like real live teenagers and show some of the problems that you go through so the only thing that is fake is that they are demons other than that, it's pretty realistic and it doesn't suck.

Journal Entry

Control Group – April 26, 2000

The television show I watch is Maury. It is a talk show about mothers who are afraid of their daughters.

These teens have started drinking and smoking before the age of 12. One of the girls was having sex with older men, and she said that if her mom didn't let her do what she wanted, she was going to kick her butt. She's 12 and she shouldn't be acting like that.

Another girl had a big attitude and said she liked looking like a prostitute. She's the one that started the fight right on the show. I liked her because even though she was a slut, she made sense. It's your life.

I like this show because the guests are realistic and almost always end up being happy at the end. It's better than Jerry Springer because his shows were fake.

Journal Entry

Control Group – May 15, 2000

The show that I watch is Beverley Hills 90210. The show is a good example of the many ideas that happen in the real life of teenagers everywhere in the world. In this show, the characters are faced with a lot of problems that they have to solve. Every episode has a very good storyline that affects the characters and they must go through it. It really shows what teens are faced with.

I like this show because the acting is really good and it has a lot of things like comedy, drama and a lot of love in it.

So I think I'll keep watching Beverley Hills because it's a great show and not boring like Get Real.

The following journal entries were selected from the treatment group. Little variation existed between control and treatment groups at the beginning of the course (see Table 4). However, differences were noted in the subsequent submissions where subjects in the treatment group tended to ignore simple content analysis and kept on making

references to diverse technical or aesthetic aspects of the productions. Instances, of these notations have been underlined in both the control and treatment group submissions. The frequency of these references by the end of the course is illustrated in Table 5. A chi-square test shows significant differences ($P < .05$) between the groups in the last submission of the journals. No significant differences were found with the previous journal entries.

Journal Entry

Treatment Group – February 9, 2000

Party of Five is my favorite show and there are several reasons why. First of all, the acting is great! Party of Five is about five siblings whose parents were killed by a drunk driver. The older brother, Charlie is the legal guardian. Bailey is the second oldest and then there is Julia, Claudia and Owen.

This show has been on for six years and I think it is the best because I like the idea that children can take care of themselves. Anyways, every show is about how one of these characters is going through a conflict so it makes it very realistic. By the end of the show, the conflict is fixed and everybody's happy until the next

episode where there is another conflict that needs to be solved by the ending.

At first, I wasn't crazy about Party of Five, but when I started watching, I realized what the characters were going through and I began to think about my own life and all the problems I'm going to have during my teenage years. I like this show so much that I feel that I am part of the family because I know so much about the characters, and they help me with my own life.

Journal Entry

Treatment Group – March 19, 2000

The television program that I viewed was Dawson's Creek. Dawson's Creek is directed towards teenagers between the ages of 16-19. Adolescents who are still trying to find their roles in life. The characters like Joey, Pacey and Dawson face problems every episode and somehow must overcome these difficulty. The

program is obviously directed towards teenagers but everyone can get something from it.

Although the scripts are often childish, one can realize the amount of work that must of go on behind the scenes. It must require a great deal of people and time to build the sets, get the shots and get these characters to portray all those emotions every week in order to reach their audiences. After all they're only actors and they have to pretend that they are really feeling all these things plus remember their lines. Plus there is all the extras. I mean in one scene they're talking at their lockers, which were probably shot at a real high school, and they made it look like the hall was crowded although they probably used only 20 extras and shot the scene very tight so you wouldn't notice that they had only twenty people there. Anyways, I like this show even though it is mostly directed towards girls, but it's still fun to watch and I'm sure I'm not the only guy watching cause the ratings for this show are high.

Table 4

Frequency of salient media references – 1st journal submission – February 2000

Reference	Treatment	Control
Acting	3	4
Scripting	2	0
Agency	0	0
Audience	1	0
Camera	0	0
Editing	0	0
Directing	0	0
Lighting	0	0
Special FXs	0	1
Production Process	0	0
Aesthetics	1	0

Chi-square test $P > .05$

Table 5

Frequency of salient media references – 3rd journal submission – May 2000

Reference	Treatment	Control
Acting	25	11
Scripting	19	2
Agency	10	0
Audience	18	1
Camera	22	1
Editing	17	0
Directing	9	0
Lighting	7	0
Special FXs	15	5
Production Process	9	0
Aesthetics	8	0

Chi square analysis: DF = 10, P-Value = 0.021

Journal Entry

Treatment Group – April 26, 2000

The other day I watched a show called Battery Park. I would say the target audience for this show is young adults.

The idea of this show is quite strange. The show is about cops but the producers are trying to make into a comedy. Therefore, they use quick editing and fast camera movement to get the thing moving so that the audience doesn't realize that the whole thing is really stupid. I mean they're making fun of robberies and murder? Yea, okay that's sucks no matter how much they think they can make it funny. The acting also sucks. I mean it seems to me that the director didn't know what to do with the actors or the script. Well, you can't really blame him, it's a stupid idea and totally unrealistic.

Journal Entry

Treatment Group – April 26, 2000

The last show I saw was Get Real. I like this show, well what I mean is I like the way the show is shot. Even though the situations are stupid, but what is really interesting is the way the show is produced. The camera seems to always follow the action and creates the impression that the viewer is part of the scene. In one episode the camera seems to shoot the scene from the ceiling that is kind of cool then switches over to a regular point of view. Seeing that this show is mostly aimed at teens, that's a cool way of doing it. Another good thing about the show is the acting. Like I said, the scripts and storylines are pretty boring, but I can see that a lot of work goes into this production and that the actors do their best to affect their audiences.

Journal Entry

Treatment Group – May 15, 2000

Well, since I directed my own production, I have a different outlook when I watch TV now. I am now very critical of every production that I see. I can tell when there's a problem with the continuity or with the lighting. Actually, I've become quite annoying when I watch TV or films that people keep telling me to shut up.

Well the show that I will discuss is Ally Mcbeal a sort of 'dramedy'. The show is most likely aimed at working females between the ages of 25 to 39 although I'm sure a lot of guys also watch this show. The big deal with this show is not so much the lame scripts, but the special effects used to get to the audience and of course the music that is always catchy. There is always some form of computer animation included in Ally's imagination sequences. Often they use dream sequences and of course the director uses soft light and again music to make

us in the mood. Soft shadows on the actors, quick reaction close up shots always add a sense of romance in these scenes. And I guess I would do it the same way if I was directing this show. Anyways, that's why the ratings are so high.

Ally always comes out of these dream sequences a little confused often the cameras is on a close up of her face and zooms out to show the rest of the characters confused with Ally's confusion. You would think that with all these flashbacks and special effects, the show would suffer by being too jumpy but the editing and pacing in the show flows so smoothly that it all ties in together. I wish I had such good editor for my own productions.

Anyways like I said I guess after being involved in a couple of productions, you become pretty annoying when you're watching TV, but if I would have to comment on this show I would say it is a winner not by chance but because of all the talent and hard work that goes into producing it.

The next six selections represent samples from subjects classified as ‘mindlessly engaged’. In order to measure cognitive residue in these subjects, the samples included here are the ones submitted at the end of course although no variation was evident in earlier submissions. The first selection is from the student who scored 86% on the posttest. The second selection is from the student who claimed ‘mindful engagement’ even though he was not classified in this manner. The other selections are from the other four students in this category. The student who was classified as ‘non engaged’ did not return any personal journals.

Journal Entry

Classified: ‘Mindlessly Engaged’ Subject – May 15, 2000

The show that I'm going to talk about is Two Guys and a Girl. I like this show because it demonstrates real life situations. For example, one of the characters was training in medical school, and his girl friend Ashley was also in medical school. And she kept telling him that he would never make it as a doctor and that he should give up but he didn't listen to her and tried even harder and now by the end he is becoming

a doctor so the problem is solved. It's a good story because it has a moral and tells you some lessons about life.

I think this show is very funny and for a comedy, it's pretty good that it can teach you about life and the type of decisions you're going to have to make when you grow up.

Oh yeah the acting is pretty good too.

Journal Entry

Classified: 'Mindlessly Engaged' Subject – May 15, 2000

In Too Deep is a movie about an under cover cop. He is a policeman that is trying to bust a big drug ring. So no one can find out who he is. The movie is good because it shows how difficult it is to be a cop. Your life is always in danger every minute and you have to kill many people even if you really don't want to. But what can you do? That's the way life is on the streets.

Anyway, the cop does his best to break the drug ring and because he is very brave and courageous, by the end of the film he is successful. I really enjoyed this movie cause I thought it was very realistic and it got good acting.

Journal Entry

Classified: 'Mindlessly Engaged' Subject – May 15, 2000

Charmed is a show about three sisters who are constantly getting into trouble. I like this show because it has a lot of action from all the fighting. I especially like the special effects where the girls get all these magical powers they can move things around and everything around them freezes. All in all, I like this show because it is good entertainment and there is always something interesting happening.

Journal Entry

Classified: 'Mindlessly Engaged' Subject – May 15, 2000

One of the most awesome shows is the Guiding Light. I know people say it's just a soap opera, and soap operas suck, but I can really identify with the characters on this show because everyday they face a major life crisis like sex, divorce and breakups. The acting is very good on this soap opera and the situations are very realism. They have this girl that is being set up for murder, and there is this whole princess thing that's going on in an island called San Cristobel which is my favorite part even though it's a little far fetched. Then there's the scene where this young woman thinks she's going crazy and that prayer can cure anything that's a little more realistic. Then there's this typical divorce story which I find seriously annoying, and then there's is this woman in a coma but the audience can hear her thoughts so that you won't get lost about what is happening to her. Well the mob has planted a killer in her hospital room. I think someone should wake the poor woman

because everyday I get so nervous she's going to be killed. Anyway, it's a pretty twisted soap opera but its one of the best.

Journal Entry

Classified: 'Mindlessly Engaged' Subject – May 15, 2000

A television show that I really enjoy is Friends. It is a very interesting program with lots of good actors. Unlike other shows, I find that the characters on friends are very realistic. This attracts my attention because it is very alike many people's lives today. On the show people fight, people love each other, hate each other and finally end up living together as friends just like in real life.

Another reason why I enjoy this show so much is cause the show is about young adults. They are people who act and often think just like us teenagers. They are what some people call, "cool". The characters are very open with each other and have an easy time expressing their feelings. Oh and of course, I

cannot forget all of the humor. All of the jokes on the show can really make you laugh.

Journal Entry

Classified: 'Mindlessly Engaged' Subject – May 15, 2000

Charmed is a show about three sisters who are witches. The three sisters have to fight demons and warlocks. The show plays on Friday night at 10:00p.m. The show consists of comedy, drama and romance. I find that the show is interesting because the sisters have to get used to being witches. The show has been on the air for only a couple of months but I'm sure that this show will continue because it talks about how teenagers are so that makes it interesting. This is one of my favorite shows I just hope they don't take it off the air.

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CHAPTER 5

Discussion

Situated cognition theory proposes that knowledge is fundamentally positioned within an activity, and that learning can be categorized as a participatory process. Theoretically, this process is relational between the agent and the environment, which affords opportunities for interaction. However, little has been said about the type or level of interaction needed to produce potent learning effects. Practical work in pre-tertiary, media education sets up an engaging model descriptive of the learner-media relationship and offers possibilities to measure such occurrences. By examining classroom exchanges in a naturalistic setting, it is possible to gauge and describe interaction and its consequences. What happens when students utilize a particular medium within a meaning-rich environment? What happens when students become absorbed into a culture of practitioners by employing the language and the artifacts (media) of that culture? Salomon, Globerson and Perkins (1991) coined the term, 'cognitive residue' referring to the by-product of that relationship. In order to measure the latter, however, participants must be 'mindfully interacting' with the medium and within a particular context. This implies active engagement, the employment of non-automatic and meta-cognitively guided processes.

Hence, Phase 1 of this study endeavored to describe and classify cases of 'mindful interaction' in the treatment group. Again 'treatment', for the purposes of this

investigation, refers to ‘environment’, which affords interaction to occur within its borders.

The pilot study (Study 1) was undertaken to evaluate and calibrate the instrumentation to be used in Study 2, the major study. As previously mentioned, the summary forms had to be modified several times in order to match the language and terminology employed to the students’ reading ability and expectations. The pilot study was also requisite in defining the methods of observation (i.e., field notes, video, journals etc.) that were employed in the classification of the subjects according to their level of interaction and documented that those classified as ‘mindfully engaged’ performed differently than those students who did not meet the criteria, and although this investigation sampled a reduced number of participants, the results were compelling enough to propel us to move forward with the major study..

In Study 2, the transcriptions of the video segments revealed evidence suggesting that in a situated learning environment, participants attempt to construct meaning from simple ideas and through a process of exploration, negotiation and interaction, arrive at complex conclusions. This situated cognition appears to be an echeloned pattern of meaning construction and based on the opportunities provided by the environment and the individual’s prior experiences, perception and expectation of the medium and the task. For example, we noticed that subjects, like Leigh and James arrive at an inclusive understanding about media production through increased levels of interaction with the task, and the medium, and by linking back new thoughts to constructions previously

solidified in similar situations. It seems that as students move from one assignment to another, one situation to another, the progression of ideas becomes more and more composite and in turn, more and more mindful. These findings are consistent with the literature on situated cognition (Greeno, 1987, Young, 1993, Lemke, 1997), and offer exciting possibilities for further research into classroom interaction as a graduated process thus inviting purposeful, instructional models. In this sense, designers should consider embedding activities into learning situations, which permit novices and experts to interact within an exclusive domain. The type or level of interaction generated by a specific environment is allied to the likelihood of cognitive advancement that can be achieved by an individual.

The subjects' personal journals in this study provided notable information that necessitates further discussion. First of all, while many researches have attempted to measure media competencies as a result of media instruction (Hobbs, 1999 et al.), they have, for the most part, used a classroom situation for their testing. For the first time, this research has endeavored to establish media analysis skills outside of the structured, classroom environment, a more natural setting for estimating 'cognitive residue'. Considering that minimal instruction was given to the subjects and that they were free to respond to any program and in any manner they wished in their journals, the findings are quite noteworthy. If we scrutinize the first set of journal submissions from the subjects in the control group, what is apparent is that, in most cases, there is no attempt to move beyond the content of the message. Additionally, there seems to be a premium placed on

the expectation that the media product is delivering a realistic message, and even though the teenagers portrayed in the programs lead hardly average lives, adolescents in the control group readily accepted this constructed reality.

In the first journal entry, as in subsequent submissions from this group, students continually refer to a linkage between the models on a particular television show and their real-life counterparts. Statements like, "It shows what all families have to go through everyday", "they always show what goes on with a teenager's life", "they show some of the problems that you go through", and "the many ideas that happen in the real life of teenagers everywhere in the world", clearly depict not only the subjects' acceptance of these fictional characters as real, but also the belief that somehow these actors hold the answers to the many difficult issues facing actual teenagers. There is no attempt here to delineate differences even though a great deal of disparity exists between the characters on television and most viewers, affluent backgrounds, ideal home lives, vampire slayers. Another interesting point that emerges from these writings is the total lack of concern about agency, audiences or any of the formal features used in the media production in order to attract the viewer. Early journal renditions from subjects in the treatment group showed similar results. A chi-square analysis resulted in no significant differences between control and treatment groups; for instance, "I like this show so much that I feel that I am part of the family because I know so much about the characters, and they help me with my own life". However, once subjects in the treatment group were given the opportunity to fully interact with a production group, and develop their own

videos, their writing also began to reveal instances of cognition about the constructed nature of the media. Some evidence surfaced as early as at the end of the first production (March, 2000) and became more prominent as they submitted subsequent journals (May, 2000). Clearly, a cogent shift can be appreciated in the subjects' writings as they seem to move away from simple content as a means of analysis and begin to comment on the formal features of the medium in order to evaluate the message. Awareness of production techniques is sufficient verification to infer that the subjects have uncovered the constructed nature of the audio-visual text and this wakefulness is central to the rationale for adopting media education. The students in the treatment group no longer linked content to reality, as did subjects in the control group. In support of this inference, it should be noted that journal entries by members of the control include explicit references to the match between realities depicted and their own life experiences, while such comparisons were absent from the writing of the media studies class who were classified as mindfully engaged.

The samples provided here indicate various references (underscored in the journal samples) to target audiences, camera movements, editing, directing and acting. It is important to remember that these responses were typical from most participants in the treatment group, but this progression was not evident in the writings from subjects in the control group. Furthermore, these media citations increased and became more complex and seemed dependent on the individual's interaction with the medium. The more involved the students became in their own productions, the more likely they were to talk

about the production process in their journals. In the last journal included here (treatment group- criticism on *Ally Mcbeal*, May 15, 2000), the author explicitly refers to her or his personal production experience and the effect of this experience on the acceptance and perception of the media product. The author continues by jotting down insightful commentary and explanation of the show's commercial success. This direct reflection of one's own work in production serves to reveal the transparency of the media.

Consequently, significant differences between treatment and control groups (expected and observed frequencies of media references) were found in the final submissions. As previously mentioned in this study, past research did not establish a connection between practical production work and critical viewing skills (Ferguson, 1982).

Perhaps the most interesting data are the journal submissions from subjects classified as 'mindlessly engaged'. Notably, the written renditions from this sub-group show no headway in media analysis skills. These journals are seemingly analogous to work submitted by the control group or by the early submissions from the treatment group. We see in these writings an obvious reliance on content as a means of analysis and a total acceptance of the media product as a reflection of reality. Little or no attempt has been made by these students to discern the fabricated nature of the message. Even late submissions (May 2000) employ statements like, "I like this show because it demonstrates real life situations." Ironically, the student who scored very well on the posttest made this reference. "That's the way life is on the street." In this second sample, the author apparently sanctions the belief that a policeman's daily job entails killing a

variety of people and solving crime within a designated time period rather than the writing of traffic tickets and the completion of report forms. This student was the one who believed that the observer classification of her or his interaction was incorrect. The other samples also comprise similar commentary, "They are people who act and often think just like us teenagers", and "it talks about how teenagers are." The fact that these students did not incorporate into their own media consumption analysis skills clearly evident with other subjects in the treatment group is fundamental to this research. As proposed by Salomon et al. (1991) 'mindful interaction' may be necessary in order to produce compelling, residual effects, or 'cognitive residue', in the case of this study, the ability to think critically about the media. Conversely, superficial interaction may dwarf any dynamic, cognitive advancement although it may be sufficient to produce 'inert knowledge' reflected in the ability to answer questions on a test. If this is the case, then there is a need for further research into classroom exchanges so that factors influencing 'mindful interaction' can be isolated, enhanced and embedded into future instructional designs.

The posttest scores clearly illustrate that collectively; students in the control group had very little knowledge of any of the formal features that the media employ in order to attract viewers. Many practitioners have assumed that adolescents are naturally "media savvy" simply because they consume large quantities of visual text. Perhaps this is not so. This study suggests that simply watching television does not provide insight into its assembly in the same way that simply watching many sports events does not make

someone an athlete nor does it reveal the training needed to become one. While it would be imprudent to generalize beyond the scope and sample used in this study, subjects in the control group at least did not exhibit any of these competencies in their responses on the posttest. Moreover, while it was reasonable to assume that their acquaintance with the actual production process would be narrow, most of these students had difficulty even recognizing the purpose of the video or the audience it addressed. The ability to understand audience, purpose and category is crucial in order to decode visual messages and estimate their construction. If adolescents are to make informed decisions, become critical viewers and responsible media consumers, then such decoding skills are not only advantageous; they become essential. It is safe to assume that young people are not born with this knowledge; it must be nurtured through focused designs.

The findings that one of the students in the pilot study and two of the students in the major study performed well on the posttest is not considered a confounding issue. Again, these results clearly address one of the focal point of this study, 'cognitive residue'. While these students were able to score fairly well on the posttest, their interaction with the medium was superficial, and as such, they were unable to absorb this information into their personal viewing, which is the underlying rationale for media education.

Final Comments

The subjects in this study identified several factors that may be considered critical in any learning environment. Understandably, the majority felt that the availability of modern technology is a necessary factor motivating interaction while their other responses on the survey support current perspectives and literature on classroom management techniques, which propose group work, division of labor, hands on activities and a reduction in traditional, didactic methods. Furthermore, a majority of these students (92%) acknowledged ‘teacher expertise’ as a crucial component shaping ‘mindful interaction’. Obviously, if cognitive apprenticeship models are to work then the master-apprentice relationship must be nurtured. That is not to say that the teacher should be the sole purveyor of information; but rather, that experts are more apt to create and maintain meaningful learning environments, which remain necessarily domain specific. These pedagogical custodians will be able to manage settings that are rich in meaning because they possess the supply of knowledge (including tacit knowledge) that rests within the realm of practitioners. The assumption should always be that the musician teaches music, the writer teaches writing, the historian teaches history and that the media practitioner teaches media production. After all, no one would want to take flying lessons from someone who has never piloted a plane or learn how to play a guitar from someone who has never picked up the instrument. Unfortunately, in most pre-tertiary institutions, this is often the case. Many educators are required to teach outside of their

field of expertise. The latter is often based on organizational or administrative demands rather than pedagogical considerations. Regardless, this trend has prompted many academics to believe that 'the generalist' is better suited to teach within constructivist models, and especially at this level of education. This stance has also prompted teacher-training institutions to prepare and promote teachers as generalists; in fact, most graduates today begin their teaching careers with broad methodological perspectives but with little knowledge of any one particular field. Unfortunately, this movement may, in the long run, prove to be counter-productive. Generalists will be hard-pressed to envision and create learning environments, which are complex in meaning and offer opportunities for 'mindful interaction'. Not being field proficient, generalists will be forced to abstract even further the knowledge base that rests in the domain of the professional. This will fashion surroundings and situations that have more to do with the fabricated culture of school than with the real culture of practitioners. While sporting new constructivist clothes, these educators and these learning conditions will remain fundamentally traditional, and at once, arrest any possibility for the occurrence of potent, residual effects, 'cognitive residue'.

It is the nature of qualitative analysis to limit the possibilities for generalization; as such, the data reported in this study are native to this particular sample and to this particular situation. In this sense, this analysis tends to be diagnostic rather than prognostic. However, the explorative makeup of this work is consequential to practitioners and researchers alike. The results permit the observer to construe the

prerequisite interaction needed for 'higher order' learning to occur and the investigation of this interaction provides engaging methodology and instrumentation considered necessary for measuring residual effects. For instance, videotaping classroom exchanges and examining patterns of unique verbal and non-verbal behavior may shed some light into how students construct meaning in a situated learning environment. Estimating personal consumption and responses to media outside of the classroom situation affords insight into what happens when students employ a particular medium or technology. If media education is to be considered a viable field of inquiry at the pre-tertiary level of education, then further research into its processes and its output benefits is needed. It is only through scholarly examination that this discipline will eventually be acknowledged as a vital component of the modern high school curriculum. Because media education is rooted in dichotomous roots (communication studies and education) it is imperative that investigations in this branch of learning remain balanced.

This research, among other things, has endeavored to link media studies to prominent educational theory (situated cognition theory) in an attempt to legitimize its presence in the high school setting. It has done so by describing its configuration and practice as a cognitive apprenticeship model. However, it is understood that not all media courses are taught in this manner. Regardless, as we move further and further into a world of man-machine interaction, the analysis and understanding of this relationship and of the impact of technology on humanity as a whole will be of the outmost significance. If we wish young people to grow up to become responsible citizens,

knowledgeable users and consumers of technology and media products, people who can make informed decisions based on fact and not on a constructed reality, then there is a crucial need to create learning environments that will nurture this awareness. In this case, media education can play a vital role.

Moreover, as ministerial authorities in Quebec embark on educational reforms based on constructivist's models, there will be a need to rethink current classroom structures in order to echo in the notion that learning transpires within social contexts and that knowledge is fundamentally positioned within authentic situations. There will be an urgent need to create and maintain genuine learning environments that are rich in meaning offering opportunities for 'mindful interaction', which will result in potent residual effects such as 'higher order', critical thinking and synthesis. These environments will need to be field specific and administered by experts in order to preserve the authentic knowledge that rests in the zone of practitioners.

This study has ventured to tease out some of the components necessary for 'mindful interaction', and for this restructuring to take place.

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APPENDIX A

Media Studies Pretest

This test is for research purposes only. It will not affect your grade in this course.
Please answer to the best of your ability.

Section 1

Circle the **most** appropriate answer by choosing the correct letter.

1. Two qualities which may affect the sender of any message is source attractiveness and or source _____

- (A) credibility
- (B) looks
- (C) speech pattern
- (D) lifestyle
- (E) broadcast voice

2. The word medium refers to a _____

- (A) mind reader
- (B) delivery system
- (C) broadcast signal
- (D) frequency wave
- (E) not so bad segment

3. Many companies try to get information on their audiences. They search for sex, age, and _____

- (A) viewing and listening habits
- (B) education
- (C) spending habits
- (D) lifestyle
- (E) all of the above

4. Advertisers try to appeal to our sense of: _____

- (A) fear
- (B) social acceptance
- (C) sexuality
- (D) a & c
- (E) all of the above

5. A PSA refers to a: _____

- (A) public service announcer
- (B) private satellite antennae
- (C) post service awareness
- (D) past service announcement
- (E) public service announcement

6. VU meters are used to observe _____

- (A) the recording levels
- (B) the elapsed time
- (C) the tape counter
- (D) the amount of tape
- (E) the room temperature

7. An omni-directional mic picks up sound _____

- (A) from all sides
- (B) from two sides
- (C) from the front
- (D) from the back

8. An audio mixing board is used to _____

- (A) amplify the sound
- (B) bring together a variety of sources
- (C) use an echo chamber
- (D) boost the audio signal
- (D) to eliminate audio hiss

9. A script always begins with the words: _____

- (A) action
- (B) fade in
- (C) start
- (D) roll tape
- (E) dissolve

10. A transition in television where one picture completely replaces another with a different subject is called _____

- (A) a dissolve
- (B) a cut
- (C) a wipe
- (D) a fade
- (E) a zoom

11. The person who comes up with an idea for a movie, hires the people gets the money etc. is known as the _____

- (A) director
- (B) producer
- (C) assistant director
- (D) production assistant
- (F) key grip

12. The assistant director is in charge of organization and more importantly_____

- (A) writing the script
- (B) calling the shots
- (C) continuity
- (D) getting the equipment
- (E) set construction

13. The person in charge during the actual shoot is the _____

- (A) producer
- (B) director
- (C) grip
- (D) best boy
- (E) financial advisor

Section 2. Short Answers:

Be sure to explain your answers. Use the line paper provided.

1. Discuss whether the statement below is right or wrong and supply reasons for your choice.

“I am producing a television program to inform teenagers about the dangers of using tobacco products. The program is aimed at all teenagers”.

2. I am going to shoot on location. My major areas of concern are: (be sure to explain why you chose those answers).
3. Think of a program you have recently watched on television. Answer the questions, which follow:

Program title _____

- 1) Identify the steps (phases of production) in the production process needed to create this television show. Be sure to discuss what went on during each phase.
 - 2) Identify specific techniques used in the program to attract the audience.
 - 3) Identify a variety of shots used in the broadcast (make specific references to the show).
4. What is continuity and why is it important?
 5. What should be included in a production proposal?

Section 3 – Demographic Information

Please circle only one letter.

1. Age

(a) 15 (b) 16 (c) 17

2. Sex

(a) female (b) male

3. During a regular week day (not weekend), How many hours do you spend watching television?

- a) less than one hour
- b) 1 to 2 hours
- c) 2 to 3 hours
- d) 3 to 4 hours
- e) more than 4 hours

4. Are you attending or have ever attended a media education class?

- (a) yes (b) no

-End-

APPENDIX B

Media Studies Posttest

Please note that your responses are for research purposes only. This test will not count for or influence any grading for your regular courses. Therefore, answer to the best of your ability.

Section A:

Please circle one letter. After viewing the video, choose the answer that best fits the statement.

- 1) The video dealt with the topic of _____.
 - a) child abuse
 - b) sexual harassment
 - c) relationships
 - d) female problems
 - e) how to speak to people

- 2) According to the video, to make a case against someone who harassed you, you must first _____.
 - a) take them to court
 - b) state the facts clearly
 - c) keep a written journal of the facts
 - d) (a) and (b)
 - e) (b) and (c)

3) According to the video, to avoid becoming a victim one must _____

- a) take self defense courses and fight back
- b) write a letter to the perpetrator and keep a journal of the facts
- c) go to a new school and start over
- d) speak to your friends and see if anyone else has been harassed
- e) scream loudly and hope the boy will understand that you are angry

4) According to the video, some information you may wish to obtain from the person handling your complaint is _____

- a) a copy of any reports
- b) whether you should resume your studies
- c) the names and addresses of others harassed by this person
- d) facts about how you can take this person to court
- e) information on how not to become a victim

5) The intended 'target audience' for this video is _____

- a) all teenagers
- b) anyone who worries about sexual harassment on the job
- c) adolescent girls between the ages of 12 to 17 mostly attending suburban high schools
- d) parents who are worried about their daughters being harassed
- e) adolescent girls between the ages of 11 to 21 attending inner city high schools

6) The purpose of the video is to _____

- a) inform people about sexual harassment
- b) inform adolescent girls about what to do in case they have been sexually harassed
- c) inform adolescent girls about how to avoid being sexually harassed
- d) inform adolescent boys that they should not be sexually harassing girls
- e) make the general public aware that this problem exists in high schools

Section B: (Answer these questions on the paper provided)

- 1) Identify specific techniques used in the broadcast to attract audience attention.**
- 2) Identify a variety of shots used in the broadcast (make specific references to the video).**
- 3) Identify all the steps (phases of production) in the production process needed to create this message. Be sure to discuss what went on during each phase.**
- 4) Was this video effective? Discuss in terms of genre, purpose, audience, editing, If you were directing this video, what would you change, add or modify?**

-End-

APPENDIX C

Student _____	Almost never	Seldom	About 50%	Usually	Always
Student is actively involved in task clarification					
Student is actively involved in group discussion					
Student assumes responsibility for group dynamics					
Student makes inferences about the task or medium					
Student generates analogy, comparisons or draws conclusions about aspects of task or medium					
Student assumes ownership of task or task product					

Task:

Summary Date:

Observer Notes:

APPENDIX D

Check only one of the boxes to indicate how much you agree or disagree with the statement.

Student Self Report Name: _____

Task:

Date:

During the task:

	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
I was involved in trying to figure out what was required of me.					
I was <u>not</u> really involved in group discussions.					
I tried as much as possible to organize my group.					
I often made comments about television productions that I watch outside of class.					
I finally came to realize how things are put together in the media.					
I became very proud of the work we completed.					

If you want to add a comment, please do so. You may use the back of the paper if more space is needed.

APPENDIX E

Indicate (by placing a check in the appropriate box) how important these factors are in terms of how much you get involved in a class or with a task.

Student _____

	Totally Important	Important	Unsure	Unimportant	Totally Unimportant
Students work in groups					
Assignments resemble real life activities					
Teacher is an expert in the subject area					
Opportunities for "hands on activities"					
Lectures and verbal explanations					
Division of labor within groups					
Availability of technology and or equipment					

If you want to add a comment, please do so. You may use the back of the paper if more space is needed.

APPENDIX F

Codebook Summary Report

REF1OPR	Media Reference - Special Effects
REF11AE	Media Reference - Aesthetics
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF3AGE	Media Reference - Agency
REF4AUD	Media Reference - Audience
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF7DIR	Media Reference - Directing
REF8LIG	Media Reference - Lighting
REF9FXS	Media Reference - Special Effects
REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Code: **REF1OPR**

Short Desc: Media Reference – Process

Full Desc: Subject has included a reference to a formal media feature of a particular program; this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.

Use For: Any reference to the production process. Also references about production personnel or sequence of events in production.

Don't Use For: Non-specific references - The production was realistic.

Example: I can imagine how many people were responsible for putting the whole show together. It must be expensive to hire a crew and all the extras for this film.

Code: **REF11AE**

Short Desc: Media Reference –Aesthetics

Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.

Use For: Any reference to "the look" of the program.

Don't Use For: Non-reference - The show was scary. The show didn't look good (meaning wasn't good).

Example: The whole look of the show gave the impression of a hospital. The show has a sense of the unreal. The show has a different quality than other shows.

- Code: **REF1ACT**
 Short Desc: Media Reference –Acting
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: reference to acting - delivering or remembering lines etc.
 Don't Use For: reference as characters or people on the show
 Example: The show has great acting. It was clear that there were a lot of lines to remember. Or They didn't know how to deliver those lines.
- Code: **REF2SCR**
 Short Desc: Media Reference - Scripting
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: reference to scripts, storylines or storyboards, screenplay or teleplay or split page script
 Don't Use For: reference to stories as "the stories are realistic"
 Example: The show has some great storylines. I always find the script interesting.
- Code: **REF3AGE**
 Short Desc: Media Reference -Agency
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: A reference dealing with the source of the message - producers, the production company, the originators, the source etc.
 Don't Use For: references to actors or directors
 Example: The producers aimed the show at teenagers. The people who put the show together new what they were doing.
- Code: **REF4AUD**
 Short Desc: Media Reference –Audience
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: references to target groups or population - specific reference to age or other audience characteristics
 Don't Use For: non-direct reference - everybody loves this show or this show is very popular
 Example: This show is aimed at a mature audience, or this show is for people between the ages of 13 to 19.

Code: **REF5CAM**
 Short Desc: Media Reference - Camera
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: references to camera shots, including point of view, angles, movement, or technique also use for taping or filming in specific terms
 Don't Use For: non-specific references - The film takes place in New York.
 Example: The director used many close ups and wide angle stadium shots. Or The style of shooting changed to hand-held filming. The camera techniques used made you feel like you were there.

Code: **REF6EDI**
 Short Desc: Media Reference- Editing
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: references to editing including pacing or flow of the program. Also use for any reference to transitions, dissolves, cuts, wipes and fades. Also use for post-production or effects such as slow motion or strobes. Also use for use of credits or titling. Also use for references to continuity problems in terms of editing.
 Don't Use For: non-specific reference - i.e., the film was too long, too short or too long.
 Example: The action seemed to flow from shot to shot. The editor seems to have used a variety of Transitions. The pacing of the show created the suspense.

Code: **REF7DIR**
 Short Desc: Media Reference - Directing
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: references to the director or to the director's vision of the product.
 Don't Use For: non-specific reference - this show is heading in the wrong direction .
 Example: The director clearly knew what he was doing. The director aimed this show specifically at teenagers. The program lacked direction.

Code: **REF8LIG**
 Short Desc: Media Reference - Lighting
 Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
 Use For: references to specific use of lighting techniques - key, fill, back, set lights or flat lighting soft lighting etc..
 Don't Use For: non-references such as he turned on the lights.
 Example: To capture the mood, soft lighting was used. The key light cast hard shadows.

Code: **REF9FXS**
Short Desc: Media Reference - Special Effects
Full Desc: Subject has included a reference to a formal media feature of a particular program - this reference denotes a critical viewing skill - it may also indicate that the subject is cognizant of the constructed nature of the message.
Use For: references to effects including but not limited to explosions, car crashes but also slow motion, strobe, freeze frames and digital computer effects.
Don't Use For: non-references - The show had a lot of action scenes. The guy on the show smashed the car.
Example: The action sequences were perfectly staged with explosions. The main character crashed his car. This was a spectacular special effect.

Code: **REF12EX**
Short Desc: Video Transcript - exploration
Full Desc: The subject attempts to construct meaning by developing initial thoughts or ideas.
Use For: Video transcripts - discussion where subjects bring forth new ideas or thoughts.
Don't Use For: Journals/Notes
Example: We should begin to look at a needs analysis. or It might be important to consider the audience. Or Did anyone see (name of show) last night?

Code: **REF13CL**
Short Desc: Video Transcript - Clarification
Full Desc: The subject attempts to clarify initial thought or idea.
Use For: Video Transcript - any reference or linkage to other programs or further definition
Don't Use For: Journals/Notes
Example: I think that in the show they also use a lot of movement. Do you think our audience analysis needs more work? I think POV shots are where the point of view is changed.

Code: **REF14NE**
Short Desc: Video Transcript - Negotiation
Full Desc: The subject attempts to negotiate initial ideas or thoughts with peers or instructor.
Use For: Video transcript - discussion with peers about initial ideas.
Don't Use: For journals/notes
Example: Look, I think we should be a lot more organized. Last time, it seems no one really knew what was going on and we wasted so much time.

Code: **REF15CO**
Short Desc: Video Transcript - Conclusion
Full Desc: The subject constructs meaning by drawing conclusions about initial ideas or concepts.
Use For: Video Transcripts - discussion where conclusions about initial ideas or thoughts are drawn.
Don't Use: Journals/Notes
Example: So using a variety of shots is important, or Next time, only the director should be talking during a shoot.

APPENDIX G

Video Transcripts

Please note that in order to maintain anonymity, all of the participant's names have been changed. Also note that in cases where the interaction was not evident or established by the video recordings, the notation, Respondent Did Not Answer is entered.

Respondent ID: 11
Group: Treatment
Engagement: Mindful
Interaction Total: 24

Question No. Video 1
Video Transcript

Response to Question Video 1
Tape # 4 - Transcription form Feb 14, 2000

James: Did anybody see Get Real last night?

Patrick: That's a boring show. Don't tell me you like that shit?

Kristen: Are you kidding? That's a great show!

Patrick: Yea for girls.

Pamela: A lot of people like that show. But I think it's fake!

James: What do you mean?

Pamela: It's not realistic.

Patrick: Yeah, it's stupid. I can't believe you watch that!

James: I know it's stupid, but I like the way it's filmed. You know, you kind of feel like you're in it.

Kristen: I think the teacher said it's a point of view shot when they do that.

James: That's what I mean. We should have more shots like that in our video. It's better than just the usual crap.

Patrick: What do you wanna do copy?

James: Yea, when something is good. You're not copying by the way you're borrowing and using the techniques you idiot. That's a little different.

Assigned Codes to Question Video 1

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer - Tape # 4 - Transcription form March 8, 2000

Absent

Question No. Video 3

Video Transcript

Response to Question Video 3

Tape # 4 - Transcription form May 23, 2000

No evidence

Respondent Did Not Answer

Respondent ID: 110

Group: Treatment

Engagement: Mindful

Interaction Total: 24

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Tape # 4 - Transcription form Feb 28
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Tape # 6 - Transcription form March 7

Nysa: I've already done a lot of research on teenage pregnancies. Here and here are the statistics. Wait no those, there.

AMY: Oh these are good!

Nysa: Yea, but we still need a lot more.

Jarrold: That's enough. Why should I look up stuff? You got a hundred pages there.

Amy: It's only three pages. But it's good because it proves there's a need for our video.

Nysa: No, that only proves that in the States a lot of teens get pregnant. I think we better check on Canada cause I couldn't find it, and our video is for Canadian teens.

Amy: Yea, but I think it's still pretty good. We can prove our point.

Nysa: Well, it only proves that there's a problem. But aren't there a lot of PSA's on this already? Because if yes, then there's no need for ours.

Amy: Unless ours is different.

Nysa: Yea because in a needs analysis you have to ask, "Do we need this video?"

Jarrold: Sure we do.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Question No. Video 3

Video Transcript

Response to Question Video 3

Tape # 5 - Transcription form April 23

Nysa: Let me handle all the organization. Too many people are just hanging around.

Amy: Fine that's your job and also the take sheets.

Nysa: Another thing is the schedule. We need set up times, shooting times and strike time. The bell rang and you and me were stuck cleaning up.

Amy: Yea but they didn't know; it wasn't written.

Nysa: I know. This time we should give everybody a schedule. I'm sure that's the way it's done for real. Then everyone knows what's happening, and no one can say I didn't know. So that's what I'll do. I'm also gonna bring the talent in the other room. There's no need for them to hang around while the grips are setting up; they just get in the way. So if we do all that, we'll be okay.

Amy: Yea, cause I don't want to repeat that mess of the other day.

Nysa: That's what I mean when you're getting ready to shoot, you got to be organized.

Assigned Codes to Question Video 3

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Respondent ID: 111
Group: Treatment
Engagement: Mindful
Interaction Total: 30

Question No. Video 1
Video Transcript

Response to Question Video 1
Feb: 17 - 2000

Allison: What do you think we should do it on?

Andrea: Well, we could do it on drugs?

Beverley: Too many people did that last year.

Andrea: How do you know?

Allison: He showed us the tape.

Beverley: Yea he showed us the tape.

Andrea: I don't remember. I must have been absent for that.

Geoff: So what! We can do something cool on drugs. Like this is your brain on drugs.

Allison: That's been done before. I've seen it on television. That sucks.

Andrea: Yea that's dumb.

Lesley: How about on smoking? You know like all those ads on TV.

Andrea: If it's already on TV, why do it?

Allison: Well, we could look at the most effective ads on smoking. Then we can choose all the parts that we find really good. Then we can come up with an original idea but that has all the strong points from the other shows. We can come up with our own style on the topic. That's not boring because you're changing it.

Lesley: Maybe we should choose something that hasn't been done.

Assigned Codes to Question Video 1

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript – Conclusion

Question No. Video 2 Video Transcript

Response to Question Video 2
March 3

Allison: We can do some work on violence on TV.

Beverley: No the other group chose that topic. How about ratings?

Andrea: You mean like PG and things like that?

Beverley: Okay that's good, but I meant you know how many people are watching.

Allison: Yea we could do it on that. Like which is the top rated show. Like Friends compared to Everybody Loves Raymond.

Andrea: I think the other types of ratings are more interesting.

Geoff: Do we get to rate things like sex?

Andrea: Well we could ask the class.

Allison: It works for both. We could bring clips of different shows and ask the class to rate them. Then we could check on the Internet and see how close they are to the real ratings. Then we can reshow the clips in the order of this rating.

Beverley: Sounds boring.

Allison: Yea but checking the ratings is important because a show like Friends stays on the air if the ratings stay up; if not, it goes off.

Lesley: Friends is my favorite show. Did you see last night? It was great Chandler got..

Allison: Hey, Lesley, that doesn't mean anything; it's if people watch it, that's important.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration

REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation

REF15CO Video Transcript - Conclusion

Question No. Video 3

Video Transcript

Response to Question Video 3

Respondent Did Not Answer

April 12 Transcript

Respondent absent

Respondent ID: 112

Group: Treatment

Engagement: Mindful

Interaction Total: 25

Question No. Video 1

Video Transcript

Response to Question Video 1

Tape # 1 - Transcription from Feb 17

Andrea: I can make an appointment with the school nurse. Allison, wanna go with me?

Allison: Yea, we can go at lunch.

Andrea: I can also get some information on the Internet.

Lesley: How about the guidance councilor?

Andrea: No I think the nurse is the person to talk to. She must know about health and stuff. We can even add her to the credits and give her a copy of the video. She can be our expert on health.

Assigned Codes to Question Video 1

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer

March 3 - Transcript

No evidence

Question No. Video 3

Video Transcript

Response to Question Video 3

April 12 - Transcript

Andrea: Let's consider what went well and what didn't go well with the shoot before our next shooting day. I think by looking at our good points and our bad points, we'll be better prepared. I'll go first. I think first of all, we should all get here before the bell rings.

Allison: I can't. Miss Kinak never let's us out early.

Andrea: No but next time, it's recess, and we can get here early. The first thing we need to do is set up a schedule on the board so everyone knows what's expected. I think too we need to rehearse the actors a lot more. Then we should do those take sheets more clear because from what I see here, it's going to be hard for the editor to figure what's what. I also want lighting on set even though we may not use it. Last time, it took forever to set up the lights, and we don't have that much time. You know he's marking us on the set up too. Anyway, the idea is to be totally organized so that if anything goes wrong, at least we know how to handle it.

Assigned Codes to Question Video 3

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation

Respondent ID: 113
 Group: Treatment
 Engagement: Mindful
 Interaction Total: 25

Question No. Video 1
 Video Transcript

Response to Question Video 1
 Tape # 1 - Transcription from Feb 17

Beverly: Maybe. But if we did it for kids, what can we talk about?

Lesely: It depends on the age but anything, like safety crossing the streets.

Andrea: Not talking to strangers.

Allison: How about nutrition?

Geoff: This sucks. I don't want to do on kids.

Beverly: Well, they have a lot of shows on TV for kids. It's sounds pretty good. But think if we do something like that, we really have to get informed because you don't want to give the wrong information especially about stuff like nutrition. We would have to ask someone like the nurse if she has some information or pamphlets so that we make sure we get the facts. You know on shows like that for little kids, you have to be careful or you can get sued.

Geoff: Yea who's gonna sue you, the teacher?

Beverly: Shut up. He said we should take it like real and in real productions, they do research to get the facts before they write the script.

Assigned Codes to Question Video 1
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF12EX Video Transcript - Exploration
 REF15CO Video Transcript - Conclusion

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

March 3 - Transcript
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
April 12 - Transcript

Beverley: No Andrea is right. We need to get more organized. I was telling the grips but they weren't really listening.

Allison: Yea well your job as key grip is so they have to listen. Next time give them shit!

Beverley: Well I think in a way it was my fault because I wasn't really sure what to do and I'm sure they knew I wasn't sure. They didn't say anything but you know how guys are?

Lesley: Maybe we should get girls to be grips.

Beverley: No that sucks. Anyways, this time I'm going to be more confident because I know what I'm doing and I think if you're going to be in charge, people have to know that you're in charge and that you have control.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript – Conclusion

Respondent ID: 114
Group: Treatment
Engagement: Mindless
Interaction Total: 9

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Tape # 1 - Transcription from Feb 17
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Tape # 1 - Transcription from Feb 17
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer

Tape # 1 - Transcription from Feb 17
No evidence

Respondent ID: 115
Group: Treatment
Engagement: Mindful
Interaction Total: 24

Question No. Video 1
Video Transcript

Response to Question Video 1
Tape # 1 - Transcription from Feb 17

Lesley: Maybe we should choose something that hasn't been done before. Like I know there are many things on smoking but why don't we do it on something else?

Beverley: Like what?

Allison: Let's see. What do teens like?

Lesley: Why does it have to be teens?

Geoff: Who do you wanna do it for adults? People who like country and western music?

Lesley: No but if you change the audience, let's say we do something for little kids, then we would have to change the whole thing so it would make sense for them. It would kind of force us to think differently like what would little kids like and more than that, what can they understand? Now that would be original. We can even have puppets.

Geoff: That's lame.

Assigned Codes to Question Video 1
REF12EX Video Transcript - Exploration
REF13CL Video Transcript - Clarification
REF14NE Video Transcript - Negotiation

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

March 3 - Transcript
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
April 23 - Transcript

Lesley: Geoff, when you shoot, keep the editing in mind. First of all, you need to pre-roll so that you don't tape over the stuff we've already shot.

Geoff: I know that, genius.

Lesley: Then remember continuity problems make sure everything always looks the same.

Geoff: That's not my job.

Lesley: Well whatever, I can't fix bad continuity problems in editing. What we have to do is make sure you shoot some cover shots and a lot of close ups so that if we get in trouble, we can always go to another shot. Remember what he said that even professionals have problems with that. Remember editing can help or really screw up the video. It depends on what you guys shoot and how it all fits together.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Respondent ID: 12
Group: Treatment
Engagement: Mindful
Interaction Total: 26

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Tape # 3 Transcription form Feb 14, 2000
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Tape # 4 - Transcription form March 8, 2000
Absent

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer

Tape # 8 Transcription form May 23, 2000
No evidence

Respondent ID: 13
Group: Treatment
Engagement: Mindful
Interaction Total: 27

Question No. Video 1
Video Transcript

Response to Question Video 1
Tape # 4 - Transcription form Feb 14, 2000

Kristen: Does everybody agree with the jobs? I'm AD, Pam's director, James does camera, you, PA and you're the editor.

Patrick: Whatever, but I need more workshops on that.

Kristen: He said you can have as many as you need.

Patrick: Why can't I be director?

James: Fine, I don't care as long as I do camera.

Pamela: Well, I'll leave it up to the group to decide. I don't mind editing it looks interesting.

Josée: We can take a vote.

James: Oh no not another vote this sucks.

Kristen: I still think Pam should be director.

Patrick: Yeah cause you're friends.

Kristen: No, the point is to get the best person for the job. Pat you're good with equipment, but you have no control when it comes to people. People don't listen to you but they listen to Pam.

Pam: What does that mean I'm super bitch?

James: Yeah.

Kristen: It means you have what it takes to get the job done. That's the important thing in production right?

Patrick: Fine.

Assigned Codes to Question Video 1

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

Tape # 5 - Transcription form March 8, 2000

Kristen: I think like Pam said our audience is important so I think we should make sure we get the right people this time.

Josée: What was wrong with Chelsey? She did a good job last time?

Kristen: Chelsey was fine but I think the audience would have a hard time relating to her.

James: Why?

Kristen: Don't get me wrong, but Chelsey is a very alternative looking type with her pink hair and piercing.

Patrick: Why you got something against piercing?

Kristen: No, but you wouldn't want the audience to be turned off. They might think the video is not for normal teens but only for kids who are alternative.

James: Who cares? I like the way Chelsey Looks.

Pam: No I think Kristen is right.

Kristen: We got to think who's the audience. If you want to do video for people who are alternative and that's okay, but our audience is more than that. It includes rappers and hip hop people...and

James: Okay I get it.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration

REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation

REF15CO Video Transcript - Conclusion

Question No. Video 3

Video Transcript

Response to Question Video 3

Respondent Did Not Answer

Tape # 6 Transcription form May 23, 2000

No evidence

Respondent ID: 14
Group: Treatment
Engagement: Mindful
Interaction Total: 24

Question No. Video 1
Video Transcript

Response to Question Video 1
Tape # 4 - Transcription form Feb 14, 2000

No evidence:
Respondent Did Not Answer

Question No. Video 2
Video Transcript

Response to Question Video 2

Pam: I thought that maybe we could make a video on health and fitness.

James: That's boring. It's gonna be our final production, let's do something cool.

Patrick: Like what? Something about drugs?

James: Yea.

Pam: Look he said (meaning the teacher) that we have to do something that meets a need?

Kristen: So we can do meeting a need and talk about drugs.

Josée: What does he mean meet a need?

Kristen: That someone can use the video for a class, like a teacher needs it.

Pam: Not drugs, that's been done before. What's wrong with health and fitness? You know the gym teachers could use a video like that.

James: It's boring.

Pam: No I think with right script and the right shots you can make any topic interesting; besides, everybody's done something on drugs. Let's do something original.

Kristen: How about if we interview some kids on how they feel about fitness and health?

Pam: Yea, we could. Last time we had interviews. You don't want too many though; that's boring. Why don't we make it more interesting? You know we can have some scenes about anorexia and the way extreme diets affect you. We're gonna need good acting though.

Patrick: That sucks. Who's going to like that?

Pam: Girls would be interested in that. We're always worried about getting fat, right? They should be our target audience.

James: Girls?

Pam: Yea, teenage girls who are worried about their weight, and the way their bodies look.

James: I'm going to do camera again. I think last time I did a pretty good job. Okay don't answer.

Josée: I think that would be really good. Not too many have done it on this.

Pam: Okay, so we all agree. I think it's gonna be cool like I said, we need a good script, good shots, good acting, and now that we know that it's gonna be for girls we can really focus on that. Tomorrow come in with some stuff. Who's got the Internet?

James: I do.

Kristen: Me too, I can look for some stuff tonight.

James: What are we looking for?

Pam: Let's start with some facts about health and then we should start thinking about what our audience would like to see and then we can get some more stuff and start on the script. I think knowing your audience is really important. I think Mr. Macdonald could really use a video like this for his class. I'll ask him tomorrow. I

have gym first period.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Question No. Video 3

Video Transcript

Response to Question Video 3

Pam: I'm not really pleased with the way the host speaks.

James: Why not?

Patrick: I can re-edit that sequence and paste some shots of people exercising on top of her while she talks.

James: I think it's pretty good.

Pam: No, the problem is not the editing. She speaks too fast, and I think at that point, she's saying something very important that the audience needs to hear.

Patrick: I can't slow down her speech. What do you wanna do?

James: Just leave it.

Kristen: No Pam's right. You can hardly understand what she's saying. She speaks too fast. You guys couldn't pick that up during the shoot?

James: Hey, don't look at me; I'm just the cameraman.

Josée: That wasn't my job. I was key grip. Anyways, just leave it.

Pam: No it's my fault. I'm the director. I was concentrating too much on the shots that's why. I didn't pay attention to the way she was saying it.

Patrick: So what do you wanna do?

Pam: Last production we didn't correct our mistakes, now every time I see that tape it 'pisses me' off. If the gym teacher is gonna use this tape, it's got to be good. We're gonna re-shoot that whole sequence with the host. This time we're gonna make sure that she's saying it properly.

Kristen: That means we need an extra shooting day, more money off our budget.

James: Forget about it.

Pam: I don't care. I'll explain going over budget during my presentation, but we can't just leave it like this. It's our final production and I want it to be good. Besides, if they do use it in a class, I want the audience get something out of it.

Kristen: Okay, you're the director. Go for it.

Josée: You better tell the teacher that we need an extra day.

Assigned Codes to Question Video 3

REF12EX Video Transcript - Exploration

REF14NE Video Transcript - Negotiation

REF15CO Video Transcript - Conclusion

Respondent ID: 15

Group: Treatment

Engagement: Mindful

Interaction Total: 28

Question No. Video 1

Video Transcript

Response to Question Video 1

Tape # 4 - Transcription form Feb 14, 2000

No evidence:

Respondent Did Not Answer

Question No. Video 2

Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Tape # 9 - Transcription form March 8
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3

Pam: What about using a transition there? From the cafeteria shot to that scene.

Kristen: We're gonna need it because it's a scene change.

Pam: Try those things you showed me.

Patrick: What the vertical blinds? You should use a simple dissolve.

Pam: Why? You can't do the other ones?

Patrick: I can do a lot of things. Why do you want blinds?

Pam: Like you showed me I think that's a cool transition.

Patrick: Wrong answer.

Kristen: Okay how about no one uses those so they're original?

Patrick: Really wrong answer.

Pam: Okay out with it.

Patrick: A dissolve tells the viewer you're changing scenes. So that's effective. You want to use a transition only because it's cool or because it's there. That's stupid because there's no point to that.

Pam: Fine give me the dissolve.

Assigned Codes to Question Video 3
REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Respondent ID: 16
 Group: Treatment
 Engagement: Mindful
 Interaction Total: 28

Question No. Video 1
 Video Transcript

Response to Question Video 1
 Tape # 2 - Transcription form Feb 28

Amy: Something is missing from this script.

Nysa: Now you don't like it?

Amy: Yea I like it but do you think that we should add more scenes?

Jarrold: Just leave it the way it is. Or else we're gonna have to start over.

Nysa: Like you did any of the work.

Jarrold: Shut up you idiot. The camera is on besides I gave lots of ideas.

Dayna: Me too. I gave ideas.

Amy: Okay so what do you think?

Iyoshia: I don't know. Okay keep it. It looks good that way.

Nysa: You haven't even read it.

Iyoshia: Yes I did.

Amy: No I think we need to add some scenes. Right now it's very boring just seeing a person talking we could add a scene where we see the girl running out of the classroom and then going to see a counselor.

Nysa: Yea and then we can have a phone number at the bottom of the screen

where they can call for help or advice.

Jarrold: Can we do that?

Nysa: Yes he said all that's done in postproduction.

Amy: Yep that's what we'll do. It's important that there is enough stuff at the beginning so that the viewer doesn't get bored and changes the channel.

Assigned Codes to Question Video 1

REF12EX Video Transcript - Exploration

REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation

REF15CO Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

Tape # 8 - Transcription form March 2

Amy: Now everyone is responsible for doing the research. Then when you bring it in, we can put it all together.

Dayna: Who's gonna presented in front of the class?

Nysa: Doesn't bother me.

Amy: We can all go up because we all contributed to the oral, but we should let the best speaker say it.

Jarrold: I'm just telling you I don't have a computer.

Iyoshia: Me either.

Amy: There are computers in the school with the Internet. Just ask Miss Prokosh in the library. Look I really want this to go well because it's gonna affect our marks. Besides, like he said, this is a production class and people have to produce. So get busy people.

Jarrold: I don't see why we have to do all this.

Amy: Because even professionals do it. You have to research your material to see if there's a need for what we're trying to do.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Question No. Video 3 Video Transcript

Response to Question Video 3 Tape # 5 - Transcription form April 23

Amy : Okay that shoot yesterday was total crap.

Nysa: Well, he yelled at me for not getting the grips organized but that was her job.

Iyoshia: Look I was late okay. I had to come all the way from gym.

Jarrod: Forget it. He yelled at me too..

Nysa: That's because a cameraman doesn't make suggestions to the talent..

Jarrod: Ah shut up.

Amy: Look, I don't care. It's too late to worry about that. What I'm worried about is Friday. Does everyone know what they're doing?

Iyoshia: What do I have to do with those grips?

Amy: You have to supervise the set up. And Nysa always tell me the time so we don't get behind schedule.

Nysa: I told you last time.

Dayna: No you didn't.

Amy: Yes she did but I just want to make sure. If things are going to go well, then everyone's got to know what they're jobs are and don't worry about the other people, and no more suggestions to the actors. I'm the director so I should be telling them.

Jarrod: Yea but when you don't tell them..

Amy: That's not you're problem. It's mine. Just worry about taking the right shots.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Respondent ID: 17

Group: Treatment

Engagement: Mindless

Interaction Total: 11

Question No. Video 1

Video Transcript

Response to Question Video 1

Respondent Did Not Answer

Tape # 6 - Transcription form Feb 28

No evidence

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer

Tape # 5 - Transcription form March 2

No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer

Tape # 5 - Transcription form March 2
No evidence

Respondent ID: 18
Group: Treatment
Engagement: Mindless
Interaction Total: 10

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Tape # 6 - Transcription form Feb 28
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Tape # 6 - Transcription form Feb 28
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer

Tape # 6 - Transcription form Feb 28
No evidence

Respondent ID: 19
Group: Treatment
Engagement: Mindless
Interaction Total: 10

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Tape # 6 - Transcription form Feb 28
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Tape # 6 - Transcription form March 7
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer

Tape # 6 - Transcription form April 23
No evidence

Respondent ID: 21
Group: Treatment
Engagement: Mindful

Interaction Total: 22

Question No. Video 1
Video Transcript

Response to Question Video 1
Transcript - Feb 11

Angie: Do you have any ideas on topics?

Sarah C: I don't know.

Angie: How about you? Well, we've got to get going or else we're gonna fall behind.

Sarah K: Do you have any ideas?

Angie: I have a few but it's stupid just to go with my ideas. I think everyone should contribute. We're five. If we at least list two ideas each that's ten ideas that we can choose from. How about we all list down a bunch of ideas on paper, then we make a master list and then we can look at each suggestion and look at which one we wanna do?

Daniel: We can look at each one and list the pros and cons.

Angie: Yea like something may be a great idea but it's impossible to produce because you know we may not have the right equipment or it may be way over our budget if we do it. But I think looking at the pros and cons of each idea really helps us get organized and focused. That's the way to do it I think if we're ever gonna finish this production.

Assigned Codes to Question Video 1
REF12EX Video Transcript - Exploration
REF13CL Video Transcript - Clarification
REF14NE Video Transcript - Negotiation
REF15CO Video Transcript - Conclusion

Question No. Video 2
Video Transcript

Response to Question Video 2

Pre-prod Tape # 9 - Transcription form March 17, 2000

Angie: Don't forget we need to get information about body piercing.

Daniel: Maybe we should ask some people in the class how they feel about it.

Sara C: Well, we shouldn't ask these people cause they're part of the class.

Daniel: No. Right now they're just people; they're not working in our production so who cares? They're not gonna be fake.

Angie: Yeah, but some of them are going to be working for us as talent and grips; I don't think it's a good idea to get them involved with what the video is about. Not now anyways.

Daniel: I can ask people at lunch or in my other classes if you give me the questions.

Angie: No let's not get everybody's job mixed up like we did in our first production.

Kevin: What do you mean?

Sara C: Angie is right; everyone should do their own job; last time it was all confused.

Angie: Daniel, you're cameraman right? So just worry about that.

Daniel: Yeah, what about Sara? She's supposed to do the research so let her do it.

Sara C: Yeah, but she's absent today.

Angie: So what. She could do it tomorrow.

Angie: Let's make sure everybody knows what their job is so we don't get mixed up. I want this production to go smooth.

Daniel: Just because you're into body piercing.

Sara C: Shut up! You have more piercing than me.

Kevin: Okay ,okay, listen just assign two good grips to me. I don't need anymore. Last time when I was best boy, you had too many people just hanging around. I'd

rather have only two people who know what they're doing cause I don't have time fool around during the shoot to explain it to them. It gets on my nerves.

Daniel: And another thing, Sara's the A.D. right? It's her job to keep us on time. Last time she didn't even have a watch. That sucks.

Sara: That's because she was busy with the take sheets.

Angie: So that's her job too. Anyways, I don't care. That's part of her job and it pisses me off too when people don't do their job.

Daniel: Like you're perfect?

Angie: That's not what I'm saying. All I'm saying is that during a shoot, everyone should know what they're responsible for and do it. I don't want to worry about other people's stuff; I got my own stuff to worry about.

Assigned Codes to Question Video 2

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Question No. Video 3 Video Transcript

Response to Question Video 3 Pre-prod Tape # 10 - Transcription form April 28, 2000

Angie: Tomorrow I have to present the video. What I am going to say?

Daniel: I didn't even see it. Is it good?

Kevin: It's pretty good considering.

Daniel: Considering what?

Sarah K: Just explain that we ran out of time, needed more money and more shooting time.

Kevin: Who cares? What do you think the other groups are going to say?

Angie: No I'm proud of our video, aren't you?

Daniel: I didn't even see it. Is it good?

Sara C: I like it.

Angie: Me too. It's too late to make excuses. But I am going to mention that given more time and money, the video could have been much better because the teacher said that those two things affect any production. But I think I'm gonna also talk about the important stuff like needs, audience, and whether our message met the objectives that we wrote. I think that's important. What do you guys think

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Respondent ID: 22

Group: Treatment

Engagement: Mindless

Interaction Total: 9

Question No. Video 1

Video Transcript

Response to Question Video 1

Respondent Did Not Answer

Transcript Feb 11

No evidence

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer

Transcription form March 17, 2000

No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Pre-prod Tape # 10 - Transcription form April 28, 2000

Daniel: I didn't even see it so bug off. I'm not going to say anything.

Kevin: Don't be a pussy. Just do it.

Daniel: You do it. Look I was cameraman, not the director. The director is supposed to do that. I never saw an award show where the camera guy gets to go up and talk about the show. Right? My job was to take the shots. Fine, that's what I did. So don't bug me with all that editing stuff and those after school meetings. You said everybody's got to do their own job right? So I did my job so now let her do hers.

Assigned Codes to Question Video 3
REF14NE Video Transcript - Negotiation

Respondent ID: 23
Group: Treatment
Engagement: Mindless
Interaction Total: 10

Question No. Video 1
Video Transcript

Response to Question Video 1
Respondent Did Not Answer

Transcript Feb 11
No evidence

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer

Transcript March 17
No evidence

Question No. Video 3
Video Transcript

Response to Question Video 3
Transcript April 28

Kevin: Look I admit I didn't do much for this thing. But when I saw the video, I was really impressed. It kind of reminds of those after school specials on TV. You know those programs that try to teach you something. Yea I didn't think we could do it. Actually, all the videos we're pretty good. Andrea's was amazing but those guys weren't bad either. Anyway, ours is pretty good. Do I wish I had done a bit more work? No maybe but at least now I know how shows are done.

Assigned Codes to Question Video 3
REF14NE Video Transcript - Negotiation
REF13CL Video Transcript - Clarification

Respondent ID: 24
Group: Treatment
Engagement: Mindful
Interaction Total: 25

Question No. Video 1
Video Transcript

Response to Question Video 1
Transcript Feb 11

Sara C: Have you thought about the audience? Who's gonna be our viewers?

Angie: All teenagers.

Daniel: Yea all teenagers. They all worry about problems and having sex and that shit.

Sara C: All teenagers don't you think that's like a big range?

Angie: What do you mean?

Sara C: Well if it's for all teenagers, what you're saying is that this message goes out to teens, that's thirteen to nineteen. I'm seventeen and the way I take things is different than my thirteen-year-old sister.

Sara K: That's because she a girl?

Sara C: Yea, but it's both. She's a girl and she's younger than me. So I think we have to be more specific about our audience.

Angie: She's right.

Assigned Codes to Question Video 1

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer

Pre-prod Tape # 9 - Transcription form March 17, 2000

No evidence

Question No. Video 3

Video Transcript

Response to Question Video 3

Tape # 9 - Transcription form April 28, 2000

Sara C: There's one thing that bothers me about the video. You know the part where we're changing point of view going down the stairs.

Daniel: That's a POV shot. I know that.

Angie: Yea, what about it?

Sara C: At one point, we see the part of your leg.

Daniel: Not my fault.

Sara C: I don't think the audience is going to pick up on it. And I've seen those mistakes even in movies, but we could have fixed in editing I think.

Angie: We tried, remember? But we didn't have another take and when you tried to fix it, it was taking too long.

Sara C: I know but now every time I see the video that shot bothers me, and it seems to last forever, and I tell myself, " You idiot, why didn't you fix when you had the chance". Anyways, maybe even professional editors feel that way.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Respondent ID: 25

Group: Treatment

Engagement: Mindful

Interaction Total: 24

Question No. Video 1

Video Transcript

Response to Question Video 1

Transcript - Feb 11

Sara C: What do we have to do with this needs analysis?

Angie: I dunno.

Sara K: I think it's like if someone needs it. You know does someone need to watch this Video? What's the purpose?

Daniel: Cause it's gonna be good.

Sara K: No I think we have to look at, "Do we really need this video?"

Daniel: No, but who cares?

Sara K: If there's no need for it, then let's change topic, or we won't be able to fill out our proposal.

Angie: I don't get it.

Sarah C: Look you've seen all those don't smoke commercials on TV. Well, if we put in our proposal that we want to shoot a commercial like that, the first thing he's going to say is why bother there are so many of these ads already on TV.

Sara C: Yea but ours is going to be different.

Sara K: Well then that's how we do it. If we can explain how ours will be different, then we'll be meeting a need.

Assigned Codes to Question Video 1

REF12EX Video Transcript - Exploration

REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation

Question No. Video 2

Video Transcript

Response to Question Video 2

Respondent Did Not Answer

Tape # 9 - Transcription form March 17, 2000

Absent

Question No. Video 3

Video Transcript

Response to Question Video 3

Transcript - April 28

Sara K: I am finished with the budget and we're way over.

Angie: How much?

Sara K: Well, with that extra shooting day and all the editing, we're about \$5.000 over.

Angie: Shit that's a lot.

Sara K: Yes and no I mean we needed everything we spent.

Daniel: Yea we went over. Andrea's group is way under.

Angie: You see.

Sara K: But what if there was a real need for the stuff. I mean we didn't say I need this transition or this song because it's cool. It went with the message.

Angie: Yea but five thousand?

Sarah K: Look all the real directors ask for more money; it's part of the job. How much do you think the guy who did the Titanic spent? Millions.

Angie: Not exactly the same.

Daniel: That movie sucked.

Sarah K: Shut up. I don't think it matters about the type of show that it is. I think it's how you deal with the budget and can you explain why we went over that's important. He said you don't lose marks if you go over only if you can't say why. Well, everything we spent is written right here and it all makes sense. That's why we do budgets.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Respondent ID: 26

Group: Treatment

Engagement: Mindful

Interaction Total: 27

Question No. Video 1
Video Transcript

Response to Question Video 1
March 18 Transcriptions

Amy: Okay we need to decide who's going to do what because it's already too late. First of all, do you feel we did enough workshops?

Chelsey: I don't think he's giving anymore cause shooting has already started.

Dina: Well, I think I like to edit because I'm pretty good with those machines. I was anyways during the workshops.

Lisa: Jonathan said he wanted to the camera.

Chelsey: Forget it, he's never here.

Amy: So what's he gonna do?

Chelsey: Give him production assistant.

Amy: Well I think every job is important. How about if we put it to a vote?

Lisa: That's not a good idea because you might get stuck with something you're not good at.

Chelsey: So what? We all have the same chance of getting something we like except Jon and that's his fault.

Amy: No I changed my mind. Lisa's right. We should put the crew together based on talent not chance. That's the way it's done in real life.

Assigned Codes to Question Video 1
REF12EX Video Transcript - Exploration
REF13CL Video Transcript - Clarification
REF14NE Video Transcript - Negotiation
REF15CO Video Transcript - Conclusion

Question No. Video 2
Video Transcript

Response to Question Video 2
April 21 Transcription

Amy: I think what we did this period was very good. It's important that we all meet after each shooting day and discuss what went wrong.

Chelsey: Too bad Jonathan is never here.

Amy: Yea but the thing is that this way we can prepare. If Jon comes back, he'll have to catch up. You know we have to be professional over this. These follow-up meetings are important I think all the groups do them at least that's what the other directors told me, and Mr. A. said in the business, it's always done to see how they're doing each step of the way. So from now on every time we shoot, the next day, we discuss what went wrong and how to improve it. It'll make it more realistic too.

Assigned Codes to Question Video 2
REF12EX Video Transcript - Exploration
REF13CL Video Transcript - Clarification
REF14NE Video Transcript - Negotiation

Question No. Video 3
Video Transcript

Response to Question Video 3
May 28 Transcript

Amy: Well I'm still very happy with the video even though we didn't win.

Chelsey: At least we were nominated.

Amy: It doesn't matter. I guess that's how directors feel at the awards. Anyways, I like what we did and Dina won for best editing so that's good.

Lisa: I think we should get pretty good marks.

Dina: What's Jonathan gonna get; he wasn't even there.

Amy: I don't care. I got a copy of the video and I can't wait to show my parents. They'll never believe that we did this. It looks really professional and they won't believe that I directed. Anyway, I'm happy with it even if we didn't win.

Assigned Codes to Question Video 3

REF12EX Video Transcript - Exploration

REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation

Respondent ID: 27

Group: Treatment

Engagement: Mindful

Interaction Total: 26

Question No. Video 1

Video Transcript

Response to Question Video 1

March 18 - Transcript

Chelsey: Okay, I think I want to keep a log of all the work that's being done on a daily basis. That way we can keep track of what we have to do. Also, I'm going to need all of your phone numbers and e-mail addresses.

Dina: I don't have e-mail.

Chelsey: Okay just your phone number because if I have to get into touch with you, it's important. I think I also have to do those take sheet things.

Lisa: That's during the shooting only.

Amy: Also, you have to keep me on time all the time during the filming.

Chelsey: What do you mean?

Amy: Well, like he said if the director gets fixated on one shot or doing more and more Takes, you can just remind me that we need to move on.

Chelsey: I think I'm going to check on the Internet on all the things an AD does so I'm sure. I don't want to screw up.

Amy: You won't.

Chelsey: Yea well I better make sure because I'm in charge of the shoot.

Assigned Codes to Question Video 1

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

April 21 - Transcript

Chelsey: The thing is that they were more organized.

Dina: Yea but they always had all their crew. We were always missing one and then Pam got sick so we lost a day there.

Chelsey: Yea but honestly theirs was better. I like ours and everything but I found that they were better organized. Maybe it was my fault, but when we worked on their production, everybody knew what they were doing. The AD got rid of the talent until they were needed. The set up and the strike was clean and I don't know, they seemed more professional. I am not saying that ours was no good, but they deserved too win especially Patrick's group.

Assigned Codes to Question Video 2

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation

Question No. Video 3

Video Transcript

Response to Question Video 3

Transcript

Chelsey: The thing is Jonathan is never here so I had to do his job too. I had to supervise the set up, check on the grips all that stuff so that I was too busy to do my own

stuff.

Dina: Jonathan is always absent.

Chelsey: Yea but I was stupid. I should have given that job to someone else rather than trying to do all myself. Now I know you can't try to do everything because then you can't do anything. Besides, we have a lot of people from the other groups just hanging around. We have to try to give everybody something to do so we can do our own stuff. The whole thing has to do with being more organized.

Assigned Codes to Question Video 3

REF12EX	Video Transcript - Exploration
REF13CL	Video Transcript - Clarification
REF14NE	Video Transcript - Negotiation
REF15CO	Video Transcript – Conclusion

Respondent ID: 29

Group: Treatment

Engagement: Mindful

Interaction Total: 22

Question No. Video 1

Video Transcript

Response to Question Video 1

March 18 - Transcript

Dina: No that's stupid! You can't use that.

Amy: Yea that thing where one picture pushes the other out like he showed us. I think that would be cool.

Dina: They don't use those. You don't see that on television.

Chelsey: Looks cool.

Dina: But it's the wrong thing. When you want to change from one place to another. You should use a dissolve because that's how the audience knows the scene has changed. The other thing is called a wipe. That's only used if you're going to change the subject.

Amy: Well I was absent during that workshop.

Assigned Codes to Question Video 1

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification
 REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Question No. Video 2

Video Transcript

Response to Question Video 2

April 21 - Transcript

Dina: You know when the take sheet are messed up it's going to be hard to edit?

Amy: Yea that was your job, Chelsey.

Dina: The thing is no one wrote what was wrong with the take. You have take three with nothing. No explanation.

Chelsey: The thing is I was too busy. Everything was going on at once. Anyways, Lisa screwed up too. I don't see why I should get bitched out.

Dina: I'm not. I'm just saying.

Amy: Well, actually it was my fault. Too many people were talking when it should have been just me. Tomorrow only the director should talk. The thing is I got so stressed out. I let Chelsey make a lot of suggestions like the teacher said. I realize now that if we're both talking to them; they get confused and you don't have time to do your job.

Dina: What's important is that you shoot with editing in mind because if you don't have all the right shots, I won't be able to edit the thing. You know editing is one of the most important jobs.

Amy: Next to directing.

Assigned Codes to Question Video 2

REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification

REF14NE Video Transcript - Negotiation
 REF15CO Video Transcript - Conclusion

Question No. Video 3
 Video Transcript

Response to Question Video 3
 April 21 - Transcript

Dina: Well, I was really surprised that I won. I mean I didn't even think it was that good.

Chelsey: Yea but he said the transitions and the pacing really flowed. I don't know. The others were pretty good too.

Dina: Well I think I understand now how important editing is. First I hated it but now that I did it, I really like it. It's like a puzzle you have to find all the pieces and put them together and see if it makes sense. The only thing I don't like is when you have to start over. That's what I liked about the non-linear stuff when we edited on computer, the first production, even if you made a mistake you just go back and fix it no problem, but with the editors it's a lot of shit but I really had fun. Anyways, maybe I'm thinking to continue in college if I still like it.

Assigned Codes to Question Video 3
 REF12EX Video Transcript - Exploration
 REF13CL Video Transcript - Clarification

Respondent ID: 30
 Group: Treatment
 Engagement: Non-engaged
 Interaction Total: 8

Question No. Video 1
 Video Transcript

Response to Question Video 1
 Respondent Did Not Answer
 Absent

Question No. Video 2
Video Transcript

Response to Question Video 2
Respondent Did Not Answer
Absent

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer
Absent

Respondent ID: 31
Group: Treatment
Engagement: Mindful
Interaction Total: 28

Question No. Video 1
Video Transcript

Response to Question Video 1
March 18 - Transcript

Lisa: Okay I think I know what we want. Did you ever see that show Get Real?

Chelsey: I love that show. Did you see that episode of where he gets thrown out of School?

Lisa: Yea but did you notice sometimes how the camera moves? It makes you feel like you're part of it. That's pretty realistic.

Amy: You think we should do that?

Lisa: Yea especially when Pam runs out of the gym. We can film her as she's running, then I can film her going down the stairs. Then I can shoot while I'm going down the stairs so that it feels like you are going down with her. I mean the viewer is

going to feel that way.

Question No. Video 2
Video Transcript

Response to Question Video 2
April 21 - Transcript

Lisa: I had a bit of trouble holding the camera steady. The shots with the tripod were good but the rest it was really hard.

Dina: You don't think they came out all right?

Lisa: Yea but they're definitely going to be a little shaky. I tried to hold it steady as much as possible but when you're moving, it's hard. You need that thing he said.

Chelsey: A steady cam.

Lisa: Yea that keeps the camera steady so your shots aren't all shaky.

Amy: You think we need to re-shoot that whole moving scene?

Chelsey: Well, we still have two shooting days. So if everything goes well, remember I scheduled a little bit of free time just in case we ran into trouble.

Lisa: I don't think we should waste that time because have you ever seen those shows like NYPD. It's a police show or Cops sometimes their shots are also shaky. It's kind of good because it makes it more real and that's the feeling we're trying to get across that she's running away and it's the real thing so I don't think we should re-shoot it. Sometimes those shots are necessary.

Question No. Video 3
Video Transcript

Response to Question Video 3
Respondent Did Not Answer
April 21 - Transcript
No evidence

APPENDIX H

Field Notes Summary

Respondent ID: 11
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 24

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 7 - 11

Pre-prod

James seemed quite interested in developing ideas for the video. During the week, he has been contributing to discussions and has submitted the work on the proposal that he was responsible for.

James made requests that he should be cameraperson because he mentioned previous work with a home camera.

During the week, James often went off task talking about programs he saw at home.

Although he often teased the girls about their ideas, James was firm and supplied reasons for his thoughts on production.

By the end of the week, James seemed to have been interacting with the group (at least he was very involved in group discussions often making reference to shows that he had seen) and was pleased with the results of the proposal.

Week of March 20-24

James has been working consistently this week (absent one class) He has contributed to discussions and has prepared research for the seminar presentation

During production James worked as cameraperson - he employed the language and the techniques learned in class -

James did not argue with other group members as he often did in the past - his contributions this week were very focused on getting the product out.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 20-24

James has been working consistently this week (was absent for one class). He has contributed to discussions and has prepared research for the seminar presentation.

During production, James worked as cameraperson - he employed the language and the techniques learned in class - and did his work seriously without comment or talk back.

James did not argue with other group members as he often did in the past - his contributions this week were very focused on getting the product out.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of April 24-28

James was very proud of the final product - he thought that some of the changes that he had suggested in previous discussions might have helped and should have been included but he did not press this point as he had done in the past. Perhaps he felt it was too late for that.

James discussed with other members of the group how to present the final product although he was not really involved in the final editing decisions - he assumed full responsibility and ownership of the camera work and at times compared this work to material seen on television.

He appeared to be very pleased with his achievement.

Respondent ID: 110
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 24

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 14-18

Nysa attended the workshops and seemed anxious to do hands on work. She contributed eagerly to group discussion and often tried to clarify objects of the tasks. She worked closely with Amy to tease out the work necessary to produce the video.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of March 27 - 31

Nysa submitted her research complaining that it was not fair that only she and Amy had to do all the work. Absent - Wed. On Friday she organized the material and assigned different segments to be studied by all group members. She worked with Amy and argued that Amy was trying to control everything and that she should be allowed to present the material she had researched not Amy's material.

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 1- 5

Nysa contributed to group discussion this week and often made reference to work she had seen on TV compared with what work they had accomplished. She was intent on making connections ignoring Jarred's comments and actually stated that she might take the course

again the following year in order to direct a project that she had in mind. She seemed proud and attentive during Amy's presentation.

Respondent ID: 111

Engagement: Mindful

Group: Treatment

Interaction Total: 30

Question No. Notes 1

Field Notes Summary

Response to Question Notes 1

Week - Feb - 21-25

Allison contributed nicely to the work on the storyboard. She is pretty much of an artist and has an easy time with this creative endeavor. While working, Allison talked about television in general and would often link back the classroom production work with the work of professionals.

Question No. Notes 2

Field Notes Summary

Response to Question Notes 2

Week of April 3-7

Allison worked as assistant director. She interacted nicely with the crew and was organized enough to allow for the production to run smoothly - Allison had some difficulty filling in the take sheets but the instructor helped her and she then seemed fine. Some members of the group rebuked Allison on Thursday for arriving late.

Question No. Notes 3

Field Notes Summary

Response to Question Notes 3

Week of May 8-12

Allison participated fully in the post-production process helping the director with the decisions although at times she did not seem too sure or comfortable with the vision shared by the group's director.

Respondent ID: 112
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 25

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 21-25

Andrea seemed totally in control of the production crew; she assigned various storyboarding tasks to different members and then met with other directors to schedule production time - during the discussion at the end of the week, Andrea showed a sense of maturity and commitment to the final product.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of April 3-7

Unlike other directors, Andrea seemed pretty relaxed during the production. (Perhaps because things went pretty smoothly and unlike the others, she did not have to make quick decisions). She interacted nicely with the crew and was firm enough to get the job done.

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 8-12

Andrea worked diligently with the editor on completing the work. She often ignored suggestions from Allison and had a clear idea about what she wanted. She spent much time after school and although I was unable to observe her at this time, during class she fully interacted with the medium and tried to explain what went on during the after school sessions.

Respondent ID: 113
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 25

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 21-25

Beverly was absent Monday to Wed. - She tried to catch up with the script and was interested in how the group had progressed so far.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of April 3-7

Beverly worked as production assistant and assumed a variety of tasks during production she seemed comfortable with her roles and followed Andrea's commands - however, she contributed in limited ways in follow up discussions

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 8-12

Beverley did not attend post-production sessions but seemed especially excited with the final product and actually volunteered to present it to the rest of the class but she was told by Allison that that was not her function.

Respondent ID: 114
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 9

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 21-25

Geoff spent most of his time talking about other things - when told to work - he complained that he was not told what to do - he volunteered to make copies of the final script for the other group members.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 3-7

Geoff worked the camera during the production - however, even though he attended the workshops, he still needed quite a bit of coaching from the instructor Geoff - was absent on Thursday and was replaced by a cameraperson from a different group - during the production he continued to make suggestions to the actors even though he was told by Andrea that his job was solely to operate the camera.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 8-12

Geoff did not attend the post-production session - most of the time this week he spent talking to friends from other groups interacting seldom with his own production team.

Respondent ID: 115
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 21-25

Lesley was very enthusiastic because the group chose her suggestion for the topic - she seemed also excited to be elected as editor although she stated that she was anxious about being able to manipulate the equipment - at the end of the week, she made some suggestions about transitions and special effects that could be used - she had attended the editing workshop

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 3-7

Lesley, being the editor, did not participate in the production but was very attentive to what was going on - she was absent Friday (called to the office)

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 8-12

Lesley worked the editing equipment during the post-production session - most of the time she attempted to provide transitions and effects that Andrea called for - she assumed a matter of fact, professional attitude but at one point, she became especially frustrated with the assemblage of one particular segment - she sought help from the instructor

Respondent ID: 12
Engagement: Mindful
Group: Treatment
Interaction Total: 26

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 7 - 11

Pre-prod

Josée is very shy so it is difficult to assess her interaction - however, she seemed totally focused with the task and eagerly submitted her contribution to the proposal. Much of her contribution this week was in written form contributing very little to the discussion.

While she attempts to make some suggestions - she quickly withdraws when others in the group seem to over-power her.

It seems she lacks the confidence to interact verbally but observing her comportment and body languages indicates interaction.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 20-24

Josée worked very diligently this week as production assistant - she seemed to feel that her contribution (although limited) still added worth to the group - again she responds only when asked and does her work but she interacts very quietly with the group - she did not submit her work for the seminar and was rebuked by Patrick and Pamela - she said she would bring it on Monday.

Josée has made some progress but still her verbal interaction is limited. However, the subject readily works and interacts with the medium.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of April 24-28

Josée was left out of the editing decisions as the director felt it was not her job to attend these sessions even though she indicated that she would not mind remaining after school.

However, she did manage to get together with James and Kristen and for the first time, discussed what changes might have improved the product. For the first time since the beginning of the class, Josée seemed animated and vocal about her suggestions and tried to supply evidence from television to support her views.

Respondent ID: 13
Engagement: Mindful
Group: Treatment
Interaction Total: 27

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 7 - 11

Pre-prod

Kristen was particularly involved all week in her project. She came up with several suggestions about possible topics to choose from and avidly argued her position. She actively sought the opinions of others and often clarified or organized discussion. She was also tolerant of all suggestions made by the others and tried to gently explain why some of them were quite unworkable.

Her contribution to the proposal was a fully completed research on the topic of unwed mothers - perhaps even too lengthy for the actual intent of the group.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 20-24

Kristen worked as assistant director to Pamela and Pamela seemed to rely on her organizational skills - during the production, Kristen kept everyone on time, paid attention to continuity problems and consulted with the director. She would often take the actors aside and work with them on their delivery.

She remained behind after the shoot to make sure everything was returned to its right place and discussed at length with the instructor some of the techniques to employ next production date.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of April 24-28

Kristen sat through the post production work making very few comments about the decisions being made - often, she would be upset or remark at some of the choices, but would not pursue her argument - or confront Pamela directly. At times, she openly stated that she was not pleased with the final product and that she could have done better as director - this student was totally involved throughout the course.

Respondent ID: 14
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 7 - 11

Pre-prod

Pamela seemed to take over the group with definite ideas all week about what to produce

she would get into heated arguments with Kristen and often James - the group seems to respect her authority or at least, her semblance at control because they all eagerly voted that she should be director. Pamela agreed and consistently interacted at high levels of control and ideas.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 20-24

Pamela started out on Monday very confused about her production - the delays with the battery seems to have shaken her confidence and most of the time, she seemed lost relying on everyone to make decisions - on the second day after the teacher had coached her, Pamela seemed much more in control paying more attention to the shots and the acting and leaving the other jobs to her crew - she was very happy by the end of the production - near the end of the week, she seemed more in control and stating clearly and with authority when she was not pleased with something.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of April 24-28

During post production Pamela relied on Pat's technical knowledge of the editors to get what she wanted from the footage- she seemed to have a clear idea of her vision and often ignored Kristen suggestions about certain transitions - she was not pleased with some of the footage and insisted that they re-shoot some tape - she seemed very much an owner of this product.

Respondent ID: 15
Engagement: Mindful
Group: Treatment
Interaction Total: 28

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 7 - 11

Pre-prod

Pat was fairly quiet throughout the week making some suggestions when asked. He did submit the work that was required of him and seemed pleased when group members suggested he become editor - although it was apparent that he wasn't too sure what that entailed and stated he wanted to direct.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 20-24

During production this week Pat did very little- he told me he was the editor and only needed to worry about things when the shooting was done - on Wed he filled in for the slate person who was missing - he was absent on Friday.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of April 24-28

During post-production, Pat seemed to interact with the machines at very competent levels - he only did what Pamela wanted and only made a few statements like I don't think that's going to work - He seemed to have some difficulty making some transitions, but seemed happy when things worked out - he would often go back and re-do a cut even though Pam suggested that they should move on - Pat seemed determine to do things right.

Respondent ID: 16
Engagement: Mindful
Group: Treatment
Interaction Total: 28

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 14-18

Amy worked well all week attending various workshops on camera and editing. During the workshops, Amy seemed anxious to try some hands on tasks. She seemed a little awkward working the camera and when Jarred made a comment about her mistakes, she reminded him that she preferred being director and that anyone could handle cameras - absent on Thursday.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 27 - 31

Amy was upset and spent all week arguing that most group members had not submitted their work for the seminar. She reminded them that the production was coming up and that they weren't prepared. On Thursday Amy submitted most of the work for the presentation although Nysa had done quite a bit herself. The group tried to organize the material but Amy and Nysa did most of the work complaining that the others were getting grades for doing nothing.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 1- 5

Amy presented her and was quite pleased with her final product. She admitted that the teacher had helped a lot so that the work would be finished. She told the class that next time, she would spend more time getting organized during pre-production. She told the class that now that she had experienced the production process, she understood the need for organization and creativity. She mentioned that she might take the course again next year even though she passed.

Respondent ID: 17
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 11

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 14-18

Dayna attended the workshops this week but spend a lot of time talking to Iyoshia. Her discussions with the group were usually off task and often directed to Jarrod or Iyoshia. She became upset with Amy's insistence that they do work and called her a name. She contributed a few suggestions about the upcoming production but did not follow up with reasons or arguments when Nysa challenged her suggestions

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of March 27 - 31

Dayna was absent at the beginning of the week and when she returned did not submit her work for the seminar - she stated that she didn't have time to do it but attempted to help organize the work brought in by Amy and Nysa

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 1- 5

Dayna seemed proud of the final product although she seemed very unsure on how it was put together. When Amy tried to explain editing to her, she went on to other things. Later in the week, Dayna said that she was interested in the field of production but on the

acting side of things - although during the course she refused to act for another production.

Respondent ID: 18
Engagement: Mindless
Group: Treatment
Interaction Total: 10

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - Feb - 14-18

Iyoshia seemed to enjoy her workshops this week although she spent much time off topic conversing with Dayna. She complained that she had to always wait to be chosen for hands on demonstration - Absent Friday

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of March 27 - 31

Iyoshia spent much of the week brooding after an argument with Dayna and Jarrod. She wandered from group to group not really interacting very much. She would come back when asked but did not contribute to discussion or help organize the material - none of which she had submitted.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 1- 5

Iyoshia was only present one day this week during Amy's presentation - she seemed to like the end product - although she did not seem sure on how it was put together.

Respondent ID: 19
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 10

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - Feb - 14-18

Jarrold attended the workshops this week and stated his preference for editing. Absent on Wed. During his workshops, he was attentive and worked well although he would often go off task and tease other members of his group or go and talk with his friend from another group.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of March 27 - 31

Jarrold did not do the work for the seminar stating it wasn't his job. He was the editor and it was the director and assistant director who had to do the work. When he was threatened by Amy that he would not get the marks, he said he didn't care because this was an option course. On Friday he did help a little with the organization of the material and studied his part for the presentation.

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 1- 5

Jarrold talked through Amy's presentation dismissing the work and that he could have done much better as director. He did make some positive comments about his work during editing and at the beginning of the week, he actually tried to coach Amy on how to present the work.

Respondent ID: 21
Engagement: Mindful
Group: Treatment
Interaction Total: 22

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 6-10

Angie contributed much to the pre-production meeting for the final product - she tried as much as possible to convince the others that her opinions were solid and she would often back up her suggestions with comparisons and linkage to shows she had seen on television.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 17 -27

Angie worked as editor for the production so this week she did not interact very much with the actual shooting but on Wed reminded Sarah to do a good job with the take sheets so that her editing task might be made easier.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 15-19

This group was behind schedule and they booked many classes after school to edit - I could not attend these sessions. Angie was upset that she and the director were the only ones to attend and felt that the boys were not pulling their weight. However, Angie and the director did their best to keep the group of what went on in editing.

Respondent ID: 22
Engagement: Mindless
Group: Treatment
Interaction Total: 9

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 6-10

Daniel was absent on Monday - during the week he contributed little to the discussion claiming that he wasn't feeling up to it - but did discuss many other topics with Kevin - often they teased Sarah for working hard - Kevin complained that he was bored.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 17 -27

Daniel worked as cameraperson this week - he seemed very unsure of himself and would get very upset when Sarah corrected the shots or asked for a complicated zoom.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 15-19

Daniel did not attend any of the post-production meetings - Absent on Friday - when he did sit with the group, he contributed little stating that he was the cameraperson and this stuff was not his job.

Respondent ID: 23
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 10

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - March 6-10

Kevin did not really contribute much to the discussion - often responding with "I don't know" or "How am I supposed to know?" When Sarah confronted his lack of involvement he would just stop talking completely. A couple of times during the week, he made a few suggestions but did not really interact.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of April 17 -27

Kevin worked as production assistant this week - he seemed very unsure of himself and what his responsibilities were - when asked to do something, he did so very slowly complaining that he wasn't a slave.

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 15-19

Kevin did not attend any of the post-production meetings - during follow up discussion on Thursday, he doodled and complained when forced to respond to any query.

Respondent ID: 24
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 25

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - March 6-10

Sarah contributed a great deal to this pre production meeting - she often clarified the objectives of the tasks and volunteered to ask teachers about possible needs - she also came in on Wed with a great deal of research on the topic she had gathered on the Internet.

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of April 17 -27

Sarah worked as director this week - she assumed a professional tone with the crew and did her best keeping the situation under control - her frustrations with Kevin and Daniel were often felt and verbalized causing a rift in the production process

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 15-19

Sarah seemed fairly pleased with how the editing went - she booked various after school sessions which were not observed - during discussion, she talked in a business-like fashion about transitions and assembly that needed to be done for that evening session - she often ignored Kevin and Daniel even when Daniel did try to make a serious suggestion, Sarah moved on with her own vision of the final product.

Respondent ID: 25
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 6-10

Sarah also contributed a great deal to this pre production meeting - she talked about the need to totally understand the editing process so that the group would do a good job - she also talked about target audiences and the need to screen test the actors rather than just choosing them at random.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 17 -27

Sarah worked as assistant director this week - she worked professionally and was diligent in organizing the crew - unfortunately; she spent a lot of time yelling at Kevin and at times, over-stepping her role when she felt that the other Sarah was getting confused.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 15-19

Sarah attended only some of the editing sessions after school claiming that she was behind in work from the other classes - she contributed to discussions even though she felt at times that the other Sarah had ignored her suggestions and that the video had suffered because of that fact.

Respondent ID: 26
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 27

Question No. Notes 1
 Field Notes Summary

Response to Question Notes 1
 Week - March 13-17

Amy was very into the discussion and delegating work for both the production and seminar - she was very organized and assumed much of the responsibility of the group dynamics almost trying to compete with the other production teams. Absent on Tuesday

Question No. Notes 2
 Field Notes Summary

Response to Question Notes 2
 Week of April 24-28

Amy worked as the director this week - as usual, her tone was professional but not threatening and she seemed to get the most out of the crew - she ran into trouble on Thursday when Lisa did not show up on time but quickly replaced her with a cameraperson from another group - when Lisa did show up (half way through the class) Amy refused to let her work

Question No. Notes 3
 Field Notes Summary

Response to Question Notes 3
 Week of May 22 - 26

On May 24 the group wrote the posttest - on the other days, the discussion followed how to present the video to the class and resolve the problem of going over budget - Amy suggested that she take full responsibility for that and that it wouldn't be a problem because she had valid reasons for spending the extra money - a discussion also arose on

how to deal with Jonathan who had been absent most of the time and had really not done any of the work - no decision was made

Respondent ID: 27
Engagement: Mindful
Group: Treatment
Interaction Total: 26

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 13-17

Chelsey as usual contributed a great deal to this discussion and talked about the need to divide the work equally - she felt that on the previous task, she had done much of the work herself and that it was not fair - she continued in this vein most of the week even though others argued the opposite

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 24-28

During the production Chelsey worked as assistant director - she was worried about the need to break for the test and whether they were over shooting and would not have the required time to complete the editing - She was visibly upset when Amy would dismiss her fears.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 22 - 26

On May 24 the group wrote the posttest - Chelsey seemed pleased with the final product and that they were able to complete the work - she suggested that Jonathan fail the course because he had done none of the work

Respondent ID: 29
Engagement: Mindful

Group: Treatment
Interaction Total: 22

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 13-17

Dina did not contribute very much to the discussion - as she is generally very quiet - however, she seemed attentive and would respond politely if asked her opinion - the suggestions she made seemed reasonable but would often be dismissed by the others because they seemed to lack conviction

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 24-28

During the production Dina did not work as she was working later as editor - she stood by and observed the crew - she seemed mentally involved with what was going on often asking the teacher about a particular equipment such as key lights etc.

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 22 - 26

On May 24 the group wrote the posttest - Dina also seemed pleased with the final product and her work as the editor - she made a brief remark that everyone in the group should be graded similarly -

Respondent ID: 30
Engagement: Non-engaged
Group: Treatment
Interaction Total: 8

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 13-17

Jonathan was absent at the beginning of the week - during this discussion Jonathan contributed little but did make a weak attempt to relate the upcoming production to a show that he had seen on TV.

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 24-28

During the production Jonathan was only present on Tuesday and Wednesday - he was upset that he had not been assigned any work to do so he just stood around complaining to others - his group seemed to ignore him

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 22 - 26

On May 24 the group wrote the posttest - Jonathan was present for the test - during discussion he stated that he didn't really care what his final grade would be in this course because he didn't really need the credits

Respondent ID: 31
Engagement: Mindful
Group: Treatment
Interaction Total: 28

Question No. Notes 1
Field Notes Summary

Response to Question Notes 1
Week - March 13-17

As most members of this group, Lisa was enthusiastic and stayed on task often contributing to the discussion and making reference to professional work and need to address a specific audience

Question No. Notes 2
Field Notes Summary

Response to Question Notes 2
Week of April 24-28

During the production Lisa operated the camera - she took this role seriously and was totally focused on getting the right shots - she did not talk during the production - unless responding to commands such as "roll tape"

Question No. Notes 3
Field Notes Summary

Response to Question Notes 3
Week of May 22 - 26

On May 24 the group wrote the posttest - Lisa was pleased with the work and pointed to her contribution -she didn't really care about what to do with Jonathan as she was elated about showing the video to the class —

APPENDIX I

Journal Submissions (Treatment Group)

Respondent ID: 11
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

That 70's Show is one of my favorite programs due to the fact that I like hippies and comedies. Something unique about this show is that the characters are stoned or drunk and act like real teenagers. They have so much fun on the show that I wish I would live in the time of the hippies. They have problems too just like us but when they're stoned, the parents' voices come out all muffled and they seem fuzzy just like when you are really drunk. So they have to solve these problems by the end of the show. I love this show and watch it every week. The characters on this show are very down to earth and are a lot like everyday teens with everyday teen problems. Therefore, I really like this show.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

A Report on a TV Show

The other day I watched a show called, The X-Files. The show has been playing for many years and it is a story about two FBI agents who go and try to figure out the truth about aliens. This is a good show because even though they talk about strange things, the acting is super and it makes you think that the situations are realistic. My favorite episode was when Mulder has to face the cigarette man. This guy is an evil guy and I

think he is involved in all the secret work that the government is doing behind the people's backs. He is pretty disgusting always smoking a butt but it seems that he knows a lot more than Mulder and Scully and I have a feeling that he is somehow related to Mulder. Like he had an affair with his mother. Anyway, I really love this show but I think it is going off the air because it is the last year but I'm not sure.

Assigned Codes to Question Journal 2
REF1ACT Media Reference - Acting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

The Kids in the Hall

Commenting on sketch comedy is not the same as analyzing a sitcom or primetime drama. Production is not the same so right away I realize that the writing for different type of shows must be different. The production quality is also different. In a comedy you don't need to worry about special effects or quality of acting or the camera work. Actually, I shouldn't say this because the camera work and editing in this show are quite interesting. The pacing is fast which gets the audience out of one sketch and into another without actually realizing that maybe the previous scene wasn't that funny so I think the director is really on top of things. The Kids in the Hall airs at 10:30 p.m. The fact that it airs so late is probably because it is not a show for children. It has some dirty jokes and language. The nature of the jokes includes sex, violence, homosexuality and drugs. The show is aimed at a middle class audience, and popular with teenagers. I find this show is quite interesting to watch because it has a lot of variety.

Assigned Codes to Question Journal 3
REF10PR Media Reference - Process
REF2SCR Media Reference - Scripting
REF9FXS Media Reference - Special Effects
REF1ACT Media Reference - Acting
REF5CAM Media Reference - Camera
REF6EDI Media Reference - Editing
REF4AUD Media Reference - Audience
REF7DIR Media Reference - Directing
REF11AE Media Reference - Aesthetics

Respondent ID: 110
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Passions

I watched the soap opera Passions. I watch this show often. I like the look of this show. When you compare Passions to another soap opera like General Hospital, Passions doesn't really seem to have so many details. The characters are good and realistic but some are witches so they are not so realistic. However, there are a lot of situations that are very believable like the episode where there was a snow avalanche. These things happen in nature and often people have to find solutions to survive. In the show this is exactly what happened. I like this show and watch it whenever I have a chance.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Dawson's Creek

Dawson's Creek is a very interesting show. It's presented on Global Television and has many unique characteristics of some sort. Good acting and good camera work are obvious on the show. One of the shots was obviously taken in the water because it showed two of the characters sitting at the edge of a pond and it shows their feet swishing around in the water. I liked it. Another was a shot taken from a closet. Dawson was looking for something in the cupboard and instead of taking the shot from the back, it was shot through the closet showing all the shelves and Dawson's face.

I like the camera work and noticed it because that's what I tried to do when I shot our first video. I think that's what I did. Anyways, this show was pretty good and the camera work was brilliant.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF5CAM	Media Reference - Camera

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Friends

Now that I have taken a media studies class, I have noticed that the show does not seem real anymore. It's all lights, camera angles and you can cheat certain shots. Also before I took media, I used to think that it took no time to do a show, you put the camera in front of the room and film. Now when I watch a show like Friends, I know the lighting has to be just right, the actors have to be really good to deliver their lines, and then it has to be all edited together so that it makes sense.

The episode I decided to watch was from the show Friends had to do with one of the characters finding out that his wife was pregnant. This show is aimed at young people. This episode dealt how people deal in uncomfortable situations. Of course, the director used a lot of reaction shots to show how the lead characters felt about the whole situation.

The show got its humor across simply by the way it was written and produced and because of that I found that it did a good job. I wish one day I would have the chance to direct a show with such gifted talent.

Assigned Codes to Question Journal 3

REF8LIG	Media Reference - Lighting
REF4AUD	Media Reference - Audience
REF10PR	Media Reference - Process
REF1ACT	Media Reference - Acting
REF7DIR	Media Reference - Directing
REF2SCR	Media Reference - Scripting
REF6EDI	Media Reference - Editing
REF5CAM	Media Reference - Camera

Respondent ID: 111
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 30

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Dawson's Creek

The television show that I chose to analyze was Dawson's Creek. Dawson's Creek is a popular series about high school kids dealing with the stress of teenage relationships and the problems of school.

The first thing that struck me about the show was the emotional scenes between Dawson and Joey and Pacey and Joey. All these characters have to deal with their feelings in different ways. Dawson has not only to deal with his feelings about Joey but also with the fact that his parents are getting a divorce. Joey has to deal with her feelings for Dawson and Pacey. All in all, the show is quite realistic and fun to watch.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Wrestling

I chose Wrestling as the show to analyze. I've chosen this program because wrestling is very popular especially with guys. Most of it is special effects. And quick camera movements and the editing make the high-flying stunts look even better than real life.

The wrestlers are really entertainers who have fantastic entrances on to the ring with beautiful women and say a lot of macho things to get the crowds cheering.

Besides the entrances, you have a lot of stage effects like music, smoke and explosions.

These episodes are exciting, silly and always very entertainment.

Assigned Codes to Question Journal 2

REF4AUD	Media Reference - Audience
REF9FXS	Media Reference - Special Effects
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Get Real

Target Audience: Teenagers 13-22. This show is quite good not only because of pretty good scripts but also because of the great editing and camera work. The director has a weird way of calling the shots making the audience feel like they are always part of the action. This is good because it attracts you to the characters.

Get Real tries to show what a family goes through and it does it by interesting storylines and very good acting.

I think this type of production attracts young people and this is evident by the high ratings that the producers are getting.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF2SCR	Media Reference - Scripting
REF5CAM	Media Reference - Camera
REF7DIR	Media Reference - Directing
REF1ACT	Media Reference - Acting
REF10PR	Media Reference - Process
REF6EDI	Media Reference - Editing
REF3AGE	Media Reference - Agency

Respondent ID: 112
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 25

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

ER

I watched ER, a medical drama obviously. It has the usual stuff but it's a good show. The story surrounds the characters in an emergency center. We find out about all the doctors and the nurses and the problems that they have to face every day. It is very interesting to see what really happens in a hospital. The doctors have only so much time to save lives and unfortunately, you can't save everyone. You also have the problem of your own relationships with the nurses and divorce and so on. I was considering becoming a doctor, but now that I've seen what it's really all about I'm not sure I want to go into that profession.

Anyways, the show has the right feel for a medical drama and you get to like the characters that is if you like to watch a show about sick people. If you do, tune in you'll like it.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Friends

For this assignment I chose Friends, a very popular sitcom about a bunch of friends hanging around together. The show has great, funny scripts and storylines and great acting.

In one show there is more than one conflict because each character goes through their own problems. This show has great camera work simply in terms of close ups because every time someone does something funny, the director puts in a reaction from one of the other characters. This helps a lot to see their reactions.

I used to think it was very easy to put on a show like friends and exciting for the actors, but after working on my own production as director, I realize the amount of work and responsibility that is involved in this.

Assigned Codes to Question Journal 2

REF2SCR	Media Reference - Scripting
REF1ACT	Media Reference - Acting
REF5CAM	Media Reference - Camera
REF7DIR	Media Reference - Directing
REF10PR	Media Reference - Process

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

WWF

I chose WWF the wrestling program to analyze because this show is very popular and aimed directly at teenage boys. The first thing you notice on this program is the quick use of camera work and quick cuts in editing to make the flying stunts look even more spectacular than in reality. Actually watching wrestling on television is probably more exciting than seeing it live simply because of the different camera shots and the way the producers put the whole thing together to attract the viewer.

By that I mean all the technical stage effects like smoke, explosions and music when the wrestlers walk on to the ring. Adding a hot looking woman also helps. Just like on the theatre entrances are everything and the director of WWF sure takes advantage of this fact.

Of course, the show must be even scripted and the wrestlers are really actors or entertainers with oiled bodies that look much better under the right lighting. They yell and scream and do all these macho things. Really stupid. I don't know why guys go for this stuff it's so fake.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF9FXS	Media Reference - Special Effects
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting

Respondent ID: 113

Engagement: Mindful

Group: Treatment

Interaction Total: 25

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Dawson's Creek

Dawson's Creek is about a group of teenagers who are about sixteen to seventeen years old. They live in an average small town called Capeside. They are normal teenagers with normal everyday problems just like real teens. They have to solve these issues every week.

In the episode I watched, there was a lot of conflicts. First Pacey kissed Joey and she got mad at him. Jack and his father got into a fight over him having a gay friend over to the house. Jen and her boyfriend Henry got into a fight because he lied to her. Dawson knows nothing about what happens with Joey and Pacey.

The acting in this show is really good because the characters act normal. So if you're bored, this is a good show to watch.

Assigned Codes to Question Journal 1

REF1ACT	Media Reference - Acting
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Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Two Girls a Guy and a Pizza Place

The show I watched was Two Girls a Guy and a Pizza Place. It plays on channel 12 at 8:00 p.m. I had never watched this show before but I must admit, it was pretty good. Anyways, the story is about three friends who work at a pizza place while trying to go to college.

In every episode, things happen to the characters to test their friendships. The acting is very good and I like the close ups that show a character's reaction to what's happening. Sometimes, though the jokes are far-fetched and I hate when the producers use a laugh track even though the show sucks. But all in all this show is not bad.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF5CAM	Media Reference - Camera
REF10PR	Media Reference - Process

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

ER

Last night I watched ER. I like this show especially for the camera work. It's like you're always following the action and you get to feel the suspense of the operations as the camera goes around the operating table. You wonder will the patient survive? The camera work is made to look easy, but it must be difficult to that especially in this one episode. The editing must be also hard to do but when it's all put together, the whole show has a certain look, and the lighting makes it look like a real hospital.

There was a lot of location shooting. The actors had to deliver their lines under rough conditions because it was happening in real places inside and outside the hospital. People

my age don't usually like this program, but I do because the scripts are really good, and the way Michael Creighton writes each episode proves that he is a good writer. He also writes novels and two or three other shows. So I would consider him an expert in his work.

Assigned Codes to Question Journal 3

REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF11AE	Media Reference - Aesthetics
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF4AUD	Media Reference - Audience
REF8LIG	Media Reference - Lighting

Respondent ID: 114

Engagement: Mindless

Group: Treatment

Interaction Total: 9

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Simpsons

The show that I want to talk about is the Simpsons. The Simpsons represent a typical family, which is always fighting, and sometimes, they get along. There is Homer, the father, Marge, the mother, and the children, Bart, Lisa his sister and the baby Maggie.

The episode that I saw, Bart gets in trouble at school and then thinks he has sold his soul to devil. Then he gets scared and he has to be friends with Lisa and tries to be good. This episode was silly but sometimes this cartoon can teach a lesson in life. That's why so many people are watching them. Even though they are cartoons, they act realistic and that makes a lot people watch.

Therefore, this show is really not for kids because they would be too young to appreciate the humor and the realistic situations.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Friends

The show that I'll talk about is my favorite show called Friends. Friends is a show about people in realistic conflicts and that's why I like it because each character has to work on a problem and the way they do is funny.

My favorite character in the show is Chandler. I like him because of the way he acts. He always makes me laugh especially when he gets involved with the girls and that causes problems between him and the other friends.

I also like the fact that they all hang around together at the coffee shop. Phoebe is the funny one of the girls cause she's kind of dumb, but the others are ok. The thing is you can really relate to these people even though the show is a comedy cause they come across as real.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Friends

I know I talked about Friends before, but it's a show I like a lot so here I go again. It is a very interesting program with lots of good actors and good stories. Unlike other shows, I find that the characters on Friends are very realistic. This attracts my attention because it is very alike many people's lives today. On the show people fight, people love each other, hate each other and finally end up living together as friends just like in real life.

Another reason why I enjoy this show so much is cause the show is about young adults. They are people who act and often think just like us teenagers. They are what some people call, "cool". The characters are very open with each other and have an easy time expressing their feelings.

Oh and of course, I cannot forget all of the humor. All of the jokes on the show can really make you laugh.

Assigned Codes to Question Journal 3

REF1ACT Media Reference - Acting
REF2SCR Media Reference - Scripting

Respondent ID: 115
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1 .

Dawson's Creek

The show that I like is Dawson's Creek. I like this show a lot because I can relate to the characters. The show has our everyday problems; like, drinking, school, family problems and more.

I can't really compare this show to any other TV show because I hardly have a chance to watch TV during the week only on weekends.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Get Real

I watched this TV show called Get Real. I watch this show every Wednesday because it deals with different problems that kids go through every day. The actors do a good job to remember all their lines so they can catch their audience usually girls between 13 and 19 years of age.

The girls love this show because it talks about situations like sex and if some girls are shy, and don't have anyone to talk to about these issues then, this show can tell them some answers to these important problems.

I think this show is great to watch and sometimes, you can learn something from it.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF4AUD	Media Reference - Audience

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Twitch City

I chose to watch the show Twitch City. The show is about a man in his mid twenties and his girlfriend. He sits at home and he watches television and never leaves the house, while his girlfriend works to pay her share of the rent. They both rent out one room to whoever comes along, all the time its some freak, Nazi or someone who gets creeped out and leaves.

I chose this particular program because of the way they portray the scenes. For instance, I watched two episodes of the show and in one there was a child who lived with his parents in the other room. Everything at that point would be shot from the child's point of view. The lights created the effect of fear and the sets were also dark and spooky with little lighting to give a scary impression. But when they would show other scenes, the lights were bright and the sets were colorful this is so the producers can show a contrast.

Also the use of camera angle is quite good. I tried to copy the style for our production. For example, a low angle shot makes everything look bigger than it actually is while a high angle shot makes every thing looks smaller. But a good production also requires good editing and good acting and this one seems to have it all. In this show, they also use a lot of special effects to create the feeling that there are little creatures in the room.

I felt that this particular show had a lot to offer on the way it looked, its originality, its good scripts and directing and for a Canadian show, aimed at young people, it's actually worth watching.

Assigned Codes to Question Journal 3

REF11AE	Media Reference - Aesthetics
REF5CAM	Media Reference - Camera
REF8LIG	Media Reference - Lighting
REF10PR	Media Reference - Process
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF4AUD	Media Reference - Audience

Respondent ID: 12
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 26

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Dawson's Creek

The show that I watch the most is Dawson's Creek. I really enjoy this show mostly because the scripts are well written. The stories are about these two young people Joey and Dawson who are very much in love but don't know it. The reason they don't know it is because they have known each other ever since they were kids. Dawson has a friend named Pacey and in the later episodes he falls in love with Joey and the whole thing becomes a love triangle. Anyways, I love this show and I think you should watch it for yourself.

Assigned Codes to Question Journal 1

REF2SCR Media Reference - Scripting

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Soap Operas

Like most girls my age, I enjoy watching soaps. My favorite soap is The Young and the Restless and also Passions. Passions is a new show, and although it has all the elements of a good soap, like romance, divorces and catfights, it also has elements of the supernatural. There is a witch on the show who carries around a doll that comes alive. Together they cast spells and create havoc for the other characters. I know what you're thinking that the whole thing is pretty silly; well, you are right. You see soaps don't really have to make sense. They are produced in such a way as to capture their audiences day in and day out. The way the show is edited going back and forth from one situation to another makes you want to watch. So I do and don't care how stupid it gets.

Assigned Codes to Question Journal 2

REF4AUD Media Reference - Audience

REF6EDI Media Reference - Editing

REF3AGE Media Reference - Agency

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

NYPD

Last night I watched NYPD Blue. I had watched this show a couple of times before mostly cause my parents watch it but I never really paid attention to the way it was put together. Ever since I took the Media Studies, I now try to pay attention to the way the show looks rather than just the stories. The show is very well filmed. The camera moves very quickly from one scene to another from one close up to another from one reaction shot to another. This effect gives the whole thing gives the impression that

something important is going on. Because the characters (I don't know them too well) are police, the quick movement of the camera goes well with their movement giving the show a sense of danger. I don't know if I explained that well, what I mean is that the actors, action and filming are all in sync. Anyways, it seems like a good written show even though it's for adults and I don't watch it much.

Assigned Codes to Question Journal 3

REF10PR	Media Reference - Process
REF11AE	Media Reference - Aesthetics
REF5CAM	Media Reference - Camera
REF1ACT	Media Reference - Acting
REF6EDI	Media Reference - Editing
REF2SCR	Media Reference - Scripting
REF4AUD	Media Reference - Audience
REF9FXS	Media Reference - Special Effects

Respondent ID: 13

Engagement: Mindful

Group: Treatment

Interaction Total: 27

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Get Real

One of my best shows is Get Real. I really think this show is great because it deals with reality. What I mean by reality is that in every episode the characters have to go through a real life problem. The real life problems that most teens have to face in every day life are described during every show. This adds a sense of, "Yea, I want to watch this because I can identify with these people". In a way, their problems are my problems because I get really involved in what is going on. I guess that's why they call the show Get Real.

The audience for this show is definitely older teens because some of the things that they talk about like sex and divorce are not appropriate for young children. So if you're old enough, but not too old, you'll love Get Real.

Assigned Codes to Question Journal 1
 REF4AUD Media Reference - Audience

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Charmed

Have you ever watched charmed? Well, don't bother. This show is aimed at an audience of let's say 12 to 15 and mostly females. The scripts are very lame and based, I think on another movie (which was pretty bad) about teenage witches with magical powers. Worst than the script is the acting. Did these people just graduate from drama 201? Please. Here's some advice. Come up with a better idea because teenagers with magical powers is just plain dumb. If you're flipping through the channels and stop at Charmed, just keep flipping.

Assigned Codes to Question Journal 2
 REF4AUD Media Reference - Audience
 REF2SCR Media Reference - Scripting
 REF1ACT Media Reference - Acting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Ally McBeal

Well, since I directed my own production, I have a different outlook when I watch TV now. I am now very critical of every production that I see. I can tell when there's a problem with the shots or the continuity or with the lighting. Actually, I've become quite annoying when I watch TV or films that people keep telling me to shut up.

Well the show that I will discuss is Ally Mcbeal a sort of 'dramedy'. The show is most likely aimed at working females between the ages of 25 to 39 although I'm sure a lot of guys also watch this show. One of the reason is the acting is very good, but the big deal with this show is not so much the lame scripts, but the special effects used to get to the audience, the pacing of the show, and of course the music that is always catchy. There is always some form of computer animation included in Ally's imagination sequences. Often they use dream sequences and of course the director uses soft light and again music to makes us in the mood. Soft shadows on the actors, and quick reaction close up shots always add a sense of romance in these scenes. And I guess I would do it the same way if I were directing this show. Anyways, that's why the ratings are so high.

Ally always comes out of these dream sequences a little confused often the cameras is on a close up of her face, and zooms out to show the rest of the characters confused with Ally's confusion. You would think that with all these flashbacks and special effects, the show would bad by being too jumpy, but the editing and the pacing in the show flows so smoothly that it all ties in together. I wish I had such good editor for my own productions.

Anyways, like I said, I guess after being involved in a couple of productions, you become pretty annoying when you're watching TV, but if I would have to comment on this show I would say it is a winner not by chance but because of all the talent and hard work that goes into producing it.

Assigned Codes to Question Journal 3

REF6EDI	Media Reference - Editing
REF8LIG	Media Reference - Lighting
REF4AUD	Media Reference - Audience
REF2SCR	Media Reference - Scripting
REF9FXS	Media Reference - Special Effects
REF7DIR	Media Reference - Directing
REF5CAM	Media Reference - Camera
REF10PR	Media Reference - Process
REF1ACT	Media Reference - Acting
REF3AGE	Media Reference - Agency

Respondent ID: 14
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Party of Five

Party of Five is my favorite show and there are several reasons why. First of all, the acting is great! Party of Five is about five siblings whose parents were killed by a drunk driver. The older brother, Charlie is the legal guardian. Bailey is the second oldest and then there is Julia, Claudia and Owen.

This show has been on for six years and I think it is the best because I like the idea that children can take care of themselves. Anyways, every show is about how one of these characters is going through a conflict so it makes it very realistic. By the end of the show, the conflict is fixed and everybody's happy until the next episode where there is another conflict that needs to be solved by the ending.

At first, I wasn't crazy about Party of Five, but when I started watching, I realized what the characters were going through and I began to think about my own life and all the problems I'm going to have during my teenage years. I like this show so much that I feel that I am part of the family because I know so much about the characters, and they help me with my own life.

Assigned Codes to Question Journal 1

REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Get Real

The last show I saw was Get Real. I like this show, well what I mean is I like the way the show is shot. Even though the situations are stupid, but what is really interesting is the way the show is produced. The camera seems to always follow the action and creates the impression that the viewer is part of the scene. In one episode the camera seems to shoot the scene from the ceiling, which is kind of cool then switches over to a regular point of view. Seeing that this show is mostly aimed at teens, that's a cool way of doing it. Another good thing about the show is the acting. Like I said, the scripts and storylines are pretty boring, but I can see that a lot of work goes into this production and that the actors do their best to affect their audiences.

Assigned Codes to Question Journal 2

REF10PR	Media Reference - Process
REF5CAM	Media Reference - Camera
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF4AUD	Media Reference - Audience

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek

The television program that I viewed was Dawson's Creek. Dawson's Creek is directed towards teenagers between the ages of 16-19. Adolescents who are still trying to find their roles in life. The characters like Joey, Pacey and Dawson face problems every episode and somehow must overcome these difficulty. The program is obviously directed towards teenagers but everyone can get something from it.

Although the scripts are often childish, one can realize the amount of work that must of go on behind the scenes. It must require a great deal of people and time to build the sets, get the shots, and get these characters to portray all those emotions every week in order to reach their audiences. After all they're only actors and they have to pretend that

they are really feeling all these things plus remember their lines. Plus there is all the extras. I mean in one scene they're talking at their lockers, which were probably shot at a real high school, and in post production, they made it look like the hall was crowded although they probably used only 20 extras and shot the scene very tight so you wouldn't notice that they had only twenty people there.

Anyways, I like this show even though it is mostly directed towards girls, and it has no special effects, but it's still fun to watch and I'm sure I'm not the only guy watching cause the ratings for this show are quite high.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF2SCR	Media Reference - Scripting
REF10PR	Media Reference - Process
REF1ACT	Media Reference - Acting
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF9FXS	Media Reference - Special Effects

Respondent ID: 15

Engagement: Mindful

Group: Treatment

Interaction Total: 28

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Falcone

This time I'm reporting on a show called Falcone. This show is pretty good but it has a lot of bad parts in it too. The actors resemble true to life Italian mobsters with their foul language and tough guy attitudes. What I like most about the show is where it takes place. The character hang out in real-life mobster places like private clubs, bars, and fancy restaurants. One original thing about the show is when a new character appears; the screen turns gray and freezes. I like that because it makes it easier for me to get to

know the real-life mobsters because then the character's name and role appear on the screen.

The show is about an FBI agent named Joe Falcone who goes under cover to make connections with the mob. But this story is too hard to follow because it has too many problems such as wife problems, financial problems, and others. It seems that Joe's job is getting in the way of his marriage and people might find out Joe's a cop and there's also this thing about immigration but that's also confusing. In conclusion, this show is too complicated and won't be on the air again next year.

Assigned Codes to Question Journal 1
REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Beverly Hills 90210

Last night I watched Beverly Hills 90210. I liked this episode because it was about young adults who live their lives in Beverly Hills. It's a group of friends who share all their experiences. Just like my friends and me. I like this show because it is always interesting with good acting and camera work but mostly because I can relate to the real-life situations presented every week.

I never experienced these situations myself, but I've heard or seen similar stories with other people. I think this show is really good because it has been around for many years so they wouldn't keep it on if it sucked. I hope they keep it for a long time because we teens need shows we can relate to. I find there are too many shows for old people or little kids but not too many for teens. It's unfair.

Assigned Codes to Question Journal 2
REF1ACT Media Reference - Acting
REF5CAM Media Reference - Camera

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek

The television program that I viewed was Dawson's Creek. A very popular program whose ratings are blowing up the charts everywhere. But a television show isn't mainly a hit because of the actors, or the special effects, it's mostly because of good storylines, great camera work, and all of the hard work put into by the individuals behind the scenes. I'm glad I took the media class because it's really opened my eyes to what takes place in the making of a media production.

Dawson's Creek is aimed at teenagers between the ages of 16 to 19. Adolescents who are still trying to find their role in life. Which live in the suburbs that have money. The characters on the show each have their own things that can relate to. Dawson's going through a divorce from his parents. Pacey having an overbearing father figure. Joey living with her sister, her mother passed away and her father is in prison. Even Jack is a teenager struggling with the fact that he is a homosexual. The show is obviously directed toward teenagers but each person who watches it, takes something different from it.

As I watched, I became involved in the lives of the characters, but I also notice how beautifully produced and edited this show is. The production company sure knows how to reach its audience. Sure the show is one hour but it must have taken many people many hours to produce.

Assigned Codes to Question Journal 3

REF1ACT	Media Reference - Acting
REF10PR	Media Reference - Process
REF4AUD	Media Reference - Audience
REF11AE	Media Reference - Aesthetics
REF2SCR	Media Reference - Scripting
REF6EDI	Media Reference - Editing
REF9FXS	Media Reference - Special Effects
REF5CAM	Media Reference - Camera

Respondent ID: 16

Engagement: Mindful

Group: Treatment

Interaction Total: 28

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Felicity

The show that I watch all the time is Felicity. It airs at 10.00 p.m. on Fox 44 on Wednesday. This particular episode was about student elections at their college. Felicity's boyfriend Gregg was running for president. She didn't believe in any of the things he wanted so she decided to run for president herself. Gregg got really mad at her at first, but then accepted it.

All of Felicity's posters ended up being vandalized. Ben, a guy who was helping her and who was also her ex boyfriend said that he saw one of Gregg's friends do it, but he said he knew nothing about it. Ben got mad at Gregg so he went to see a guy to make flyers against him because he used to be on drugs. That's because Ben wanted Felicity. But the scheme backfired when Felicity stood up for Gregg.

The characters in this show are very believable and the stories are what happens in real life situations so if you need some advice in life watch Felicity.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Drew Carey

The show that I watched was the Drew Carey show. The show is shown at 7:00 p.m. on channel 36. Although this show has high ratings, I found that it is a poor show because the acting is not so good, and the jokes are not that funny at all.

The character that is not so bad is Mimi at least she comes across as pretty funny. It looks like someone has poured a can of paint all over her face, but even her scenes are pretty stupid. Actually, I shouldn't be complaining about the actors because they are just

delivering the lines. It's the scriptwriters that are no good. Maybe getting better writers would help this show even though it doesn't need help because so many morons watch it.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek

I watched Dawson's Creek last night. I hate this show because it is so popular with teens it makes me sick. It's as if they think all teenagers act that way. It's ridiculous.

Anyways, ever since I took media class I started noticing things. The major thing that struck me last night as I watched the show was the use of advertising.

In the script, as Joey Potter sat in the cafeteria there were several close ups of her drinking as she spoke. Then they cut to the soda can so it clearly showed the company mark "COKE" on it. An obvious sign of advertising to get the viewers to buy the coke. I wonder how much the company paid to have the actors do that therefore making millions of kids purchase it?

I strongly believe media studies made me more aware of these things. Media is everywhere we go. Many times they use special effects to get our attention. We can't escape it so why not learn how to use it rather than have it consume you.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF6EDI	Media Reference - Editing
REF9FXS	Media Reference - Special Effects
REF3AGE	Media Reference - Agency
REF5CAM	Media Reference - Camera

Respondent ID: 17
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 11

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

The Simpsons

The Simpsons is a show about your typical American family. Even though it is cartoons, it talks about the everyday problems that real families have to go through.

The episode I watched was when Homer became a music producer for a western lady he met in a bar and found that she was talented. But the lady gets in love with Homer and Marge is jealous. Homer had to pick between his wife and the girl, he finally realizes that the girl does love him and he feels bad about what he did to his girlfriend. In the end, Homer and Marge make up.

This is one episode that wasn't so real because there are not that many times that these things happen but usually it's real especially with Bart and Lisa. They're like real teens.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Malcolm in the Middle

I chose the show Malcolm in The Middle because I think this is one of the funnier shows on air today. It has everything a good television show should have. It has a family that has real family problems, which makes the show funny. It has strong stories. The show takes place in the suburbs of an unknown city. There are six characters in the show Malcolm, his three brothers, and his parents. In each show each character deals

with his or her own problems and the others try to help, but it usually doesn't work out. I don't think I would change a thing with this show to me it's perfect.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Charmed

Charmed is a show about three sisters who are constantly getting into trouble. I like this show because it has a lot of action from all the fighting. I especially like the special effects where the girls get all these magical powers they can move things around and everything around them freezes. All in all, I like this show because it is good entertainment and there is always something interesting happening.

If you want a show with plenty of action, good acting and true to life characters, this show is for you.

Assigned Codes to Question Journal 3

REF9FXS	Media Reference - Special Effects
REF1ACT	Media Reference - Acting

Respondent ID: 18

Engagement: Mindless

Group: Treatment

Interaction Total: 10

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Beverly Hills 90210

The television show that I chose was Beverly Hills 90210. The reason I chose this show is because this show is about real situations and it helps teenagers to grow up and show what life is really all about after high school.

The show was about Donna when she lost her virginity with David. She only wanted to have sex after marriage, but because she loved him and he wasn't willing to wait, she did it. But she felt bad. It's situations like this that makes me want to watch because I can learn the solution if I am in a similar way.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Drew Carey

The show that I watched was the Drew Carey Show. I love watching this show because it is unpredictable; they often use improvisation, which show the true talent of the actors. The type of humor they use is different than other shows because they never give a lesson and the endings are unexpected. That's funny.

Also, I enjoy when they have contests like how many mistakes you can find in their shows. I find this adds to the show.

Assigned Codes to Question Journal 2
REF1ACT Media Reference - Acting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Guiding Light

One of the most awesome shows is the Guiding Light. I know people say it's just a soap opera, and soap operas suck, but I can really identify with the characters on this show because everyday, they face a major life crisis like sex, divorce and breakups.

The acting is very good on this soap opera and the storylines are very realism. They have this girl that is being set up for murder, and there is this whole princess thing that's going on in an island called San Cristobel which is my favorite part even though it's a little far fetched. Then there's the scene where this young woman thinks she's going crazy and that prayer can cure anything. That's a little more realistic. Then there's this typical divorce story which I find seriously annoying, and then there's is this woman in a coma but the audience can hear her thoughts so that you won't get lost about what is happening to her. Well the mob has planted a killer in her hospital room. I think someone should wake the poor woman because everyday I get so nervous she's going to be killed. Anyway, it's a pretty twisted soap opera but its one of the best.

Assigned Codes to Question Journal 3

REF1ACT Media Reference - Acting
REF2SCR Media Reference - Scripting

Respondent ID: 19

Engagement: Mindless

Group: Treatment

Interaction Total: 10

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Beverly Hills 90210

There are a few different reasons why I chose this particular show. One is because even though it's been on for over 10 years, the scriptwriting has never gotten boring. There are

usually new characters on every few shows so it makes it different. There are 6 major characters so there are always new stories to follow. Also, I like the fact that it's not that predictable and they live pretty rich. The show can be funny too sometimes so I like that it's not all serious. I like the way it is pretty realistic in the way that all the characters live on their own or with expensive cars and things like that.

Mostly I like the show because of the way the characters act and solve their problems.

Assigned Codes to Question Journal 1
REF2SCR Media Reference - Scripting

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Student Bodies

A show that I really like to watch is Student Bodies. It plays on TV at around 9:00p.m. I watch it because it's a really funny show and I love comedies. Another reason I like to watch it is because the main characters are all teenagers. This show shows real conflicts that happen between you and your family, friends, teachers, and relationship etc. I can really relate to it. There are some cool episodes. Some really suck and should even be on but most I really enjoy watching. Apart from that, I have nothing to say about it.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

In Too Deep

In Too Deep is a movie about an under cover cop. He is a policeman that is trying to bust a big drug ring. So no one can find out who he is. The movie is good because of its action and special effects and because it shows how difficult it is to be a cop. Your life is always in danger every minute and you have to kill many people even if you really don't

want to. But what can you do that's the way life is on the streets. Anyway, the cop does his best to break the drug ring and because he is very brave and courageous, and by the end of the film, he is successful. I really enjoyed this movie cause I thought it was very realistic and it got good acting.

Assigned Codes to Question Journal 3

REF1ACT Media Reference - Acting

REF9FXS Media Reference - Special Effects

Respondent ID: 21

Engagement: Mindful

Group: Treatment

Interaction Total: 22

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Beverly Hills 90210

I like the show Beverly Hills 90210 because it's about real people who deal with real situations that some people have to face these days sooner or later.

In this episode that I watched, and will be discussing, is about the brother of a drug-dealer who kidnaps Noah and sends a note to Dylan demanding a lot of money. If he doesn't get it, he says that he will kill Noah. Donna was coaching Kelly and Matt because they were going to be contestants on a show called Lover's Lane to see if they were a good couple on Valentine's Day. If they win, they get \$25,000. But at the last minute, Kelly decided that she didn't want to go on the show. Kelly suggested that Donna should go in the show in her place. So they decided to clue Donna in on all the facts. On the last question, the question was "Who is Kelly's best friend?" Donna answered Donna. So they didn't win.

After the show, Matt got into a fight with over the fact that he wasn't the best friend. As you can see the show is pretty confusing but so is life so it is very realistic.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Buffy the Vampire Slayer

The television show that I watched is Buffy the Vampire Slayer. I am a weekly watcher and if I'm not working, I'll watch it even more. I started watching this show because of the movie but the television series is of ten as good except lately, it has become a bit of disappointment. They have changed the look of the show. It used to be that Buffy, being a slayer in a high school, which was interesting, but now she and her friends are in college. Now, not only Buffy has her slayer powers, but also her friends have newfound talents of their own. This is not as realistic.

Angel is out of the show but they exchange him with a teacher who is in a cult that kills vampires. Now Buffy and the teacher are partners, but conveniently, they are also in love. This makes the show too complicated and the love part is unrealistic. They changed so much in so little time, how do they expect to keep the audience to tune in with what's going on.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

ER

One of the best television dramas that I have seen lately is ER. This medical show is directed towards an older audience but I'm sure many teens would like it because of the great scripts and the fantastic acting and great effect to show the medical team in action. The show must be made up of superior cast including all the people needed to make a perfect show.

Basically, the whole show has a look and feel of an emergency room. Because everything happens in the emergency room. The camera techniques they use are fast shots and then quick editing. This is the way the director creates the feeling of excitement. Constantly jumping from one shot to another.

ER is an interesting, good show because the action is so quick. However, the producers should do more thought to attract a younger audience like including more teen issues but in conclusion, I have to say that this is a good show.

Assigned Codes to Question Journal 3

REF2SCR	Media Reference - Scripting
REF1ACT	Media Reference - Acting
REF10PR	Media Reference - Process
REF11AE	Media Reference - Aesthetics
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF7DIR	Media Reference - Directing
REF4AUD	Media Reference - Audience
REF9FXS	Media Reference - Special Effects
REF3AGE	Media Reference - Agency

Respondent ID: 22

Engagement: Mindless

Group: Treatment

Interaction Total: 9

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

The Simpsons

I watched this TV show last night called the Simpsons. I can really relate to this show even though it's cartoons. The family on this show is just like any other family very realistic. For example, when Bart and Lisa fight it reminds me of my sister when we fight. Another example is that Homer drinks beer all the time just like my father. Marge is like my mother always cleaning or cooking. Also this show teaches a moral.

I really like the episode because it was really funny and it was the way Bart drank a drink that made him dizzy and he woke up the next morning and found that he was in the boy scouts. Then he had to go in the woods with Homer and they got lost. At the end they found an island with a burger place and were saved.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Get Real

I like this episode a lot. I watch it every week. But I particularly liked the episode that played last week. Why? Because I was in the same situation as the oldest son in that particular episode, and it reminded me when I went through it. The episode was when the oldest son smashed a pick-up truck into his school and he was told he might get expelled. His parents were very caring and were mad at him, but were not really mad because they understood him and knew it was a mistake and that he would never do it again.

I liked this episode because early this year, I don't know if you were aware of it, but I was supposed to be expelled. Not for drugs but for something stupid I did. My parents came to school and reasoned with the principal, as did the parents of the guy in the show. In the show, the guy ended up getting expelled and his Dad was getting mad because the son didn't seem to care.

My Dad too thought that I wasn't taking it seriously enough and got mad at me. But after all, I didn't get expelled but only suspended for a week and it was my last chance. Well that's why I like this show it is very realistic.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Two Guys and a Girl.

The show that I'm going to talk about is Two Guys and a Girl. I like this show because it demonstrates real life situations. For example, one of the characters was training in medical school, and his girl friend Ashley was also in medical school. And she kept telling him that he would never make it as a doctor and that he should give up but he

didn't listen to her and tried even harder and now by the end, he is becoming a doctor so the problem is solved. It's a good story because it has a moral and tells you some lessons about life.

I think this show is very funny and for a comedy, it's pretty good that it can teach you about life and the type of decisions you're going to have to make when you grow up.

Oh yeah the acting is pretty good too.

Assigned Codes to Question Journal 3
REF1ACT Media Reference - Acting

Respondent ID: 23
Engagement: Mindless
Group: Treatment
Interaction Total: 10

Question No. Journal 1

Submit a one-page response to any program.or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Beverley Hills 90210

The show that I watched is Beverley Hills 90210. It is quite a good show and the acting is very good. This show shows many ideas about what it is like to be young because the characters are all young college students who have many issues to deal with. This show is dramatic and realistic but sometimes it includes comedy and of course, a lot of love and sex scenes in it. The best part is that it is not fake like Get Real or Dawson's Creek.

So if you're into this type of program, watch it you may get some tips on life.

Assigned Codes to Question Journal 1
REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Get Real

Get Real is the show that I watched. This show sucks. The acting is bad and so are the scripts. The worst thing is that although at times it is realistic, it has a narrator. The narrator ruins the whole show. Because when you are really in trouble like the son who was going to get suspended, you don't expect the narrator to tell you what's going on.

I'm sure the show is going to be taken off the air because teens don't want to watch it. Unless it changes because some of the things are real but all in all I would say don't waste your time on this show.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Charmed

Charmed is a show about three sisters who are witches. The three sisters have to fight demons and warlocks. The show plays on Friday night at 10:00p.m. The show consists of comedy, drama and romance. It has pretty good acting. I find that the show is interesting because the sisters have to get used to being witches. The show has been on the air for only a couple of months but I'm sure that this show will continue because it talks about how teenagers are so that makes it interesting. This is one of my favorite shows I just hope they don't take it off the air.

BTW, some people think it's a show for girls, but guys can get to see these hotties.

Assigned Codes to Question Journal 3

REF1ACT	Media Reference - Acting
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Respondent ID: 24
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 25

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Get Real

Get Real is a really great show with a different look to it. I like this show because the characters and the problems and issues raised are very realistic. The characters are very easy to relate to. They have a large family, and each mother has their unique problem to deal with, and they don't always handle it in the same manner, which is why the show is realistic.

In the real world, almost nothing works out 100% just like on the show. For example, the oldest son Cameron, pulled a prank and got caught and got expelled from school. His parents tried to convince the school board to keep him in school but he is actually kicked out. His mother tried but his father realizes the school is right. That is not something you normally see on television show. I like seeing these types of families it is more realistic.

Assigned Codes to Question Journal 1
 REF11AE Media Reference - Aesthetics

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Hits from the Streets

I like this show called Hits from the Streets. What makes this program interesting is that you never know what is going to happen. For instance, this guy goes into the streets and interviews a whole bunch of people and they get to do the funniest things. Of course,

sometimes, you know they are just performing for the camera and don't really act like that. But even so the fact the crew goes on location makes it a nice change from just playing music videos although this show plays some awesome music as well.

If you like great music, mostly Hip Hop and Rap and enjoy on the spot interviews this is the show for you.

Assigned Codes to Question Journal 2
REF5CAM Media Reference - Camera

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

ER

With the knowledge that I got in Media class and my own production I can truly say that ER is a great show with great storylines. This program has a certain look about it everything shot fits. The acting is superb and the director uses special lighting and editing to create a certain feeling. The producers of the show have created something that makes the audience feel like you are part of the scene. This special effect is created with the cameras. Instead of the cameras staying still, the cameras are constantly moving. You can feel the movement as you are going through the emergency of a patient or just following the characters through their daily routines. Did I mention the good acting?

When I was watching the show on Thursday, you could feel the sympathy that the characters show for the patients. These actors do a great job, but it is the director that puts it all together. Just like I had to do for our productions. He is the one to capture all the great shots from one close up to another.

The lighting is also interesting because I find that sometimes, the lights used on the set, let's say for an operation are the actual lights that are used to film. This gives the whole thing an interesting appearance, very realistic.

I also read that actual doctors are used as consultants for the show especially when pretending to do an operation. Having doctor as part of the crew makes sense especially for a show that is aimed at a mature audience. You couldn't expect them to believe anything.

So all in all, ER is a great show.

Assigned Codes to Question Journal 3

REF2SCR	Media Reference - Scripting
REF11AE	Media Reference - Aesthetics
REF1ACT	Media Reference - Acting
REF7DIR	Media Reference - Directing
REF8LIG	Media Reference - Lighting
REF6EDI	Media Reference - Editing
REF4AUD	Media Reference - Audience
REF9FXS	Media Reference - Special Effects
REF3AGE	Media Reference - Agency
REF5CAM	Media Reference - Camera

Respondent ID: 25

Engagement: Mindful

Group: Treatment

Interaction Total: 24

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Beverly Hills 90210

The television show that I chose was Beverly Hills 90210.

This is a very popular show that is a series that plays every Wednesday.

I find that this TV show is a good example of a teenager's real life. They show teenagers' real problems on this show. The problems are about real life and what to expect and what to do if you get into trouble.

I enjoy watching this show because the characters help me understand things and how to deal with them. They also show that friends are always gonna be there and never give up on life.

This TV show is very well done and it has morals and it's not fake.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Everybody Loves Raymond.

I watched Everybody Loves Raymond. This show has very good acting. I find the stories funny. The people who produced the show know how to get an audience. This is a sitcom about a guy who has a family and his parents bug him.

In many shows like this, it seems like the comedy is manipulative by the director but in this show, it seems the actors are allowed to do improv and I like that because that's when the show is funny.

I think this show should get better ratings. I don't think it's watched much even me I only started to watch it a few times but all in all it's a funny show that deserves better ratings.

Assigned Codes to Question Journal 2

REF1ACT	Media Reference - Acting
REF4AUD	Media Reference - Audience
REF7DIR	Media Reference - Directing
REF3AGE	Media Reference - Agency

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

That 70's Show

The show that I watched is That 70's Show. I like this show because you can relate to the characters. It shows realistic problems about real life except in the time of hippies.

The scriptwriters take every day problems and turn it into a comedy. They take family problems and turn it into something you can handle. This is because the show has good acting, good pacing, and the producers know teens like things about themselves. There is a lot of slapstick comedy but no special effects. It must take a lot of people to work as the crew because the show is so good.

Every week the show makes me laugh especially when I see the reaction shots when someone does something funny. In conclusion I love this show.

Assigned Codes to Question Journal 3

REF2SCR	Media Reference - Scripting
REF1ACT	Media Reference - Acting
REF4AUD	Media Reference - Audience
REF9FXS	Media Reference - Special Effects
REF10PR	Media Reference - Process
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF3AGE	Media Reference - Agency

Respondent ID: 26
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 27

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Charmed

Charmed is a show about three teenagers. What makes this show unique is that these three girls have very special powers. They can cast spells and do all sorts things. As I said the show is about teenagers and some of the things they go through are real like sex, school and getting into trouble so that you can really relate to these characters.

Charmed is on once a week and each week there is a new episode about what the girls have to go through. At first, I thought this show was pretty lame I'm mean teens with

special powers but then when you see it you realize that it's pretty realistic because they act like you and me.

So if you like a show that's really fun with a lot of action, tune into Charmed.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Friends

One of my favorite show is Friends. This program is on once a week and it's the story of a bunch of Friends that hang around together and deal with life's problems. The show is aimed at teenagers and young adults who watch it to get some tips on real life issues like work, dating and of course how to deal with your friends.

The show teaches us that friends will always be there in your time of need. Don't give up because when things seem to be going wrong, you can rely on your friends to get you out of trouble.

The acting on this show is really good and it must take a long time for everyone to know how to deliver all those funny lines that the script calls for every week. My favorite characters are Phoebe and Chandler. They're really funny.

In conclusion, Friends is a very popular program.

Assigned Codes to Question Journal 2

REF4AUD	Media Reference - Audience
REF1ACT	Media Reference - Acting

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek.

The TV show that I will be talking about is Dawson's Creek. This show is aimed right at teens. I used to always watch this show normally, but since I did my own production now I can see many of the mistakes that the professional producers make on the show especially with the continuity, and the use of effects. In one episode I noticed that Pacey wearing a jacket within a scene then the camera cuts to Dawson and then back to Pacey and he's not wearing the same jacket. It sounds stupid but I notice things like that now. Maybe the AD or director did not pick up on it until they went into editing and it was too late. You figure these people would pick up on it but I can understand because when you are concentrating on the script, acting, the cameras, the lighting, and the shots, everyone is stressed out because you are trying to get the best show out of it.

Anyways, Dawson's Creek is watched by a lot of people, it has high ratings, and I'm sure not too many can pick out mistakes with the show because they can't get beyond the characters that they love.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF6EDI	Media Reference - Editing
REF7DIR	Media Reference - Directing
REF5CAM	Media Reference - Camera
REF8LIG	Media Reference - Lighting
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF9FXS	Media Reference - Special Effects
REF3AGE	Media Reference - Agency

Respondent ID: 27

Engagement: Mindful

Group: Treatment

Interaction Total: 26

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Just Shoot Me

Just Shoot Me is a television show that I enjoy very much. The reason it is very good is because it's funny. It all has to do with people working on a magazine for fashion and they all have to deal with this boss, Jack. The boss's daughter, Mia also works for the magazine. She tries to the best job but the other members always put her down. For example, there's Nina who only thinks about herself. There's Eliot he is pretty cool. He is the photographer for the magazine. Dennis is the secretary. He is the funniest guy cause he's so short and skinny and cracks the funniest jokes.

Just Shoot Me is a very funny show that shows you what really goes on in the everyday life of a big fashion magazine publishing company. Another reason I like this show is that one-day I'd like to work on such a magazine and this show has given me some tips on what it's all about.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Party of Five

The show that I watched was Part of Five. This is a very good show because it is aimed at young people. The show is about five young people whose parents died and they must now take care of themselves. Charlie is the oldest and he is in charge of everyone. The show describes how difficult it is for each of these young people. During each episode the characters have to go through a series of conflicts. Sometimes, they must fight against each other because like in real life not everyone sees everything eye to eye. However, at the end of the show, they usually realize that the family and their love for each other is the most important thing.

I like Party of Five because it is a powerful dramatic series with great acting. The director uses many techniques to make us feel and relate to the characters who are very likable.

Assigned Codes to Question Journal 2

REF4AUD	Media Reference - Audience
REF7DIR	Media Reference - Directing

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

ER

Last night I watched ER. This is a very good example of a show that has everything including great effects and great acting. Every episode of ER is filled with compelling medical action. The scriptwriters really know how to tell a story.

I specifically like the episode where a mental patient stabs one of the doctors and another doctor is killed. This is done at the end of the show so that the director can keep his audience watching. Everything builds up to the ending by that I mean that the camera makes you feel like you're there because it always uses POV shots and then the editing is fast-paced so that you can feel the danger approaching.

The producers must be proud of this very talented crew because like I said on ER everything seems to fit. At the end of every episode, you want to continue to watch because they keep you at the edge of your seat like you don't know if the doctor's dead or not.

Assigned Codes to Question Journal 3

REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF4AUD	Media Reference - Audience
REF7DIR	Media Reference - Directing
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF9FXS	Media Reference - Special Effects
REF3AGE	Media Reference - Agency

Respondent ID: 29

Engagement: Mindful

Group: Treatment

Interaction Total: 22

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Beverly Hills 90210.

The show that I watched is Beverly Hills 90210. This is a great show because it is very realistic. It deals with real problems and you really can relate to the characters. For one, they are all good looking, they all have cool attitudes and even though they have many issues, they seem to know how to handle themselves.

If you like a realistic show that has hot guys on it then this is the show for you. I have been watching this show for many years, actually since it began. At one point I didn't like it anymore, but then I really like Dylan so I kept on watching and now it's really good so I don't miss it anymore. I always watch it every chance I get.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Buffy the Vampire Slayer

I watched Buffy the Vampire Slayer. Buffy is the slayer. She has special powers and can tell if you are a vampire. I really like this show because it is full of action with great special effects.

Buffy is extremely strong she can fight the demons and she is also good looking. She is also a typical teenager so you can relate to her. One of the characters on the show, Angel now has his own show. This is because this show is so popular with teenage audiences that they had to create a separate show for all the people.

However, I still prefer the original because that is probably the type of show that the producers had in mind originally

Assigned Codes to Question Journal 2

REF4AUD Media Reference - Audience

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek.

I chose to analyze the show Dawson's Creek. I chose this show because it is very popular with teens. One of the reasons that it is so popular is because the people who produce this show use music just at the right moment in the script to attract their audiences.

They pace the show so that every time Joey is sad a popular song plays in the background. The song fits perfectly with what the director tried to do, to have the actors get our emotions going. So if there is a happy scene then the lighting, the music and the close up shots all work together again to create that feeling the director wants.

Ever since I took a media class, I find I can pick up when the director tries to capture the audience's emotions. Mostly it's done with the right music because they know that the teens, especially girls, like that. So when you're watching this show pay attention to the scenes in the scripts where the music plays an important part.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF6EDI	Media Reference - Editing
REF8LIG	Media Reference - Lighting
REF5CAM	Media Reference - Camera
REF11AE	Media Reference - Aesthetics
REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF3AGE	Media Reference - Agency

Respondent ID: 30

Engagement: Non-engaged

Group: Treatment

Interaction Total: 8

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Respondent Did Not Answer

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Respondent Did Not Answer

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Above the Law

The movie that I picked is Above the Law with Steven Segal. This movie has great acting and effects. It is the story of Nico, a New York cop who has to protect his family against the mob. Nico knows martial arts so he can kill anyone even if he is outnumbered one to hundred. In this show there is a lot of realism about life of drug dealers and the cops have to go after and then they come after you to kill your family so you have to kill them.

Above the Law has a great storyline I even bought it.

Assigned Codes to Question Journal 3

REF1ACT	Media Reference - Acting
REF2SCR	Media Reference - Scripting
REF9FXS	Media Reference - Special Effects

Respondent ID: 31
Engagement: Mindful
Group: Treatment
Interaction Total: 28

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Charmed

The show that I like is Charmed. Charmed is a show where there are three teenage girls that are witches. I know that sounds pretty stupid, but if you watch this show, you'll also agree that it is pretty cool. These girls have special powers even though they talk and act like real live teenagers so you can really relate to them. For instance, they go to school, go after guys and everything. The only thing different between them and real teens is the powers. Anyways, it's really good and it plays every week at 7:30.

Question No. Journal 2

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Simpsons

The show that I really enjoy watching is the Simpsons. The Simpsons represent your typical American family. There is Homer, the father who is not too bright, Marge the mother, who is caring, Bart the son who is always getting into trouble and Lisa the sister who is a genius. She is the only one who can really tell what's happening. There's also a younger sister but she doesn't talk on the show because she's a baby. Of course, the Simpson's live in a typical neighborhood, and work in a typical place with a mean boss.

The funny thing about this show is that the characters have real conflicts that are what makes it interesting and funny. Some parents don't like their children watching this show because they feel that Bart might be a bad influence on them but I think that's stupid because this show presents us with many solutions to family problems.

Question No. Journal 3

Submit a one-page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

NYPD Blue

I am going to talk about the show NYPD Blue. This show is not for kids, the producers made it for a mature audience because sometimes there are some naked parts. Mostly, what's good about this show is the camera techniques. If you ever saw this show the camera let's say is on a medium shot of a person then it moves fast to a close up then it cuts to an exterior shot a car driving away then there's a quick cut to the murder scene. What I like most is when you see a body or someone who was killed, the shots are edited so that you get just peeks at the blood. The camera is also a little shaky like you said Sir this adds to the realism.

Anyway, since I was cameraperson for our production, I chose to talk about the camera on this show. There are other things that make this show good. For instance, acting, directing and the scripts are always good.

Assigned Codes to Question Journal 3

REF4AUD	Media Reference - Audience
REF5CAM	Media Reference - Camera
REF6EDI	Media Reference - Editing
REF1ACT	Media Reference - Acting
REF7DIR	Media Reference - Directing
REF2SCR	Media Reference - Scripting
REF3AGE	Media Reference - Agency

APPENDIX J

Interview Responses

Respondent ID: 11
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
Well I think I did all my work so I answered that way. I'm not very organized so I didn't help the group that way but I gave ideas and I did all the camera stuff so I think I did pretty good.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Yea I agree because it says that I participated and I think I did.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
Well I think if the teacher isn't an expert, then you don't get all the information on how to do something. Like he can help you but not as much. I think it's important to have good equipment because if you learn on old stuff then it's no good because when you graduate well that stuff is really outdated so you get a job and you don't know what you're doing. Yea. I think I learn when I'm doing stuff because when the teacher explains it like you need that but you don't learn from that. Yea because you should learn how people do it in real life.

Respondent ID: 110
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 24

Question No. Response 1
 Interview

Could you discuss your response on the summary form?

Response to Question Response 1
 I did get involved because I love this course, but sometimes I wished I would have chosen to be director because I didn't like the director did it sometimes.

Question No. Response 2
 Would you agree or disagree with your classification?

Response to Question Response 2
 Yes I do.

Question No. Response 3
 Could you clarify your response on the factors form?

Response to Question Response 3
 I think everything works together but the most important is that the teacher knows what he's doing because that helps and not too many lectures because that's boring. Real life experiences I wasn't too sure what that meant but I think like real, yea that's important and also hands on is good because you to actually do the activity not just learn about it.

Respondent ID: 111
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 30

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I thought I did interact with both my group and the work. Yes I really like working in groups.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes I do agree with the observer.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well I think the most important is group work because when you're working alone, you can't share ideas or you can't get anyone to help you're like on your own. The real life activities I think is important and that I had my own job to worry about. Yes because if the teacher doesn't know the material, you're in trouble.

Respondent ID: 112

Engagement: Mindful

Group: Treatment

Interaction Total: 25

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Yes I was very involved. I loved this class and well I think all the videos were pretty good but I'm glad mine was nominated.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

I guess if she feels that way. Yea I did interact.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

I think they're all important for me to interact. Yes it's important that the teacher is an expert because you need someone with experience because it makes it more real and it's also important to do like real life activities. Yes, it's good to work in groups because there's a possibility to share your ideas.

Respondent ID: 113

Engagement: Mindful

Group: Treatment

Interaction Total: 25

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Yes I was involved with the task because I really love production and when I love something I really participate well.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2
I agree.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
For me, they're all important. Maybe, the most important is to work in teams because then you know who's responsible for what, but basically, they're all important.

Respondent ID: 114
Engagement: Mindless
Group: Treatment
Interaction Total: 9

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
Well I did my best.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Well I guess if that says I did work, oh interact? I guess I didn't.
Yea, I agree but I did hand in the journals.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3

I just put anything cause I really don't know if those things are good. Well, yea cause lectures are boring so that's why.

Respondent ID: 115

Engagement: Mindful

Group: Treatment

Interaction Total: 24

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I worked hard because I liked editing and I liked the fact like that everyone had their own job.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes it's accurate. Actually, it's just like well some of the answers I put on my form.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well, lectures are the worst because you tend to sleep when a teacher talks so it's good to do stuff and it works good in a group cause you can share your ideas. Like I said, I also like to be responsible for my own job so that you know who's doing what. The teacher as an expert? Well, I guess all teachers are experts in what they're teaching or else it would be stupid.

Respondent ID: 12
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 26

Question No. Response 1
 Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Well yea I'm a little shy so I didn't talk much but I did my work. Well it's because the others knew each other. I didn't know them very well so I thought they'd laugh at me. Well once we started shooting everybody was busy so I didn't care anymore I wasn't as shy.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Well yea because I tried to do my work but it's true what it says that I didn't speak much, but like I said, I'm very shy. And also because I'm French, I can't say some of the words in English so I get shy cause sometimes I have an accent.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well all of them are important. Yea I put that because lectures are not as important because mostly they're boring and people fall asleep and then they don't learn. The teacher, yea they have to be...they have to know their stuff because that makes me feel comfortable cause if I don't know something I go to them. The technology is important, but we have that. Yea it's better when it's real life because that's like reality. I think so everyone knows his or her job and it's not so confusing.

Respondent ID: 13
 Engagement: Mindful

Group: Treatment
 Interaction Total: 27
 Question No. Response 1
 Interview

Could you discuss your response on the summary form?

Response to Question Response 1

The thing is I tried hard to get involved. Sometimes, it was hard cause the guys would tease me or they wouldn't work, but all in all, I really liked the course and I got really involved in the work. I think it's one of the best courses I ever took. I think it should be made compulsory.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Well you said that I was really involved and I was so I agree with it.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well I don't mind lectures but do I think they help me to interact I don't think so. Real life experience is important because it might help you later on. Yes I think that the teacher has to be an expert or else what you're getting is not very good instruction, what I mean is that the teacher is limited in what he can show you. Hands on activities? Yes because I learn better if I can actually work with things. Technology doesn't have to be the latest but having the latest equipment would be great because it would help to get out better video.

Respondent ID: 14
 Engagement: Mindful
 Group: Treatment
 Interaction Total: 24

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
I loved this course because it was the only course that was teaching something that I might want to do later on so I got totally involved.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Yes. No I don't have more to say. Like I said, I really got involved.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
Teacher expertise, I guess like that's the most important because I feel more, how can i say it, more secure when I know you know your stuff so if I get into trouble I can see you. It's easy to see when the teacher doesn't know very much. No, that's sad. Lectures are necessary but not important to interaction. I agreed with the others because like hands on and real life activities are important. I think the division is good especially in production because that way everyone does their own job and I think that's pretty much like in reality.

Respondent ID: 15
Engagement: Mindful
Group: Treatment
Interaction Total: 28

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Well I did my best and I loved this course so I got involved. I think I might want to go into editing in college.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well what do I say? Yes, the teacher has to be an expert so he can show you things. You know things that are not in a book. The other stuff is all-important and affects me to interact. No I hate lectures cause they're boring. Yea because I knew I was the editor so I tried to concentrate on that job.

Respondent ID: 16

Engagement: Mindful

Group: Treatment

Interaction Total: 28

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I worked hard in the class but I think I could have done more during pre-production and I should have been a lot more organized during the shoot.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

I agree but again I could have done more.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well I think all those factors are important and they influence me to get involved. Yea even lectures are needed most kids hate listening to the teacher but you need that information before you can start. I really liked that everyone was responsible for one task.

Respondent ID: 17

Engagement: Mindless

Group: Treatment

Interaction Total: 11

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Well what do you want me to say? I think I did some work, but not that much.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes. Well I answered like that because I thought it was for marks.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Yes, they're all important but I'm not sure what some of them mean.

Respondent ID: 18
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 10

Question No. Response 1
 Interview

Could you discuss your response on the summary form?

Response to Question Response 1
 What do you want me to discuss? Yes I did my work and I really liked this class.

Question No. Response 2
 Would you agree or disagree with your classification?

Response to Question Response 2
 It's true I guess. I didn't really feel like filling it up. Anyways, Dayna said it was marks. That's why. I don't want to fail the course because I did do some work.

Question No. Response 3
 Could you clarify your response on the factors form?

Response to Question Response 3
 I think that they are all good. No they're all important. I didn't know what you meant by real life activities.

Respondent ID: 19
 Engagement: Mindless
 Group: Treatment
 Interaction Total: 10

Question No. Response 1
 Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Yes I was really involved with all the activities and I did my best. Well, I gave suggestions mostly and I did the editing. No I don't think I could have done more.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

No I don't know what you guys saw but I was totally involved. Yea, well I the video tape well maybe the days you filmed I was fooling around but after that no. I don't know what she saw. Maybe I could have done more but I think I did enough.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Yea they're all important except the ones I wrote because you don't need that.

Respondent ID: 21

Engagement: Mindful

Group: Treatment

Interaction Total: 22

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Yes I got involved especially with editing but I'm not very good with organizing myself so no I didn't try to organize the others either.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2
Pretty much.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
Well working with groups and trying to produce something like we did that's the best but listening to the teacher no, sorry, Sir. Yea, all those are very important.

Respondent ID: 22
Engagement: Mindless
Group: Treatment
Interaction Total: 9

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
Actually I just marked anything cause you said it wouldn't affect the marks.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Yea but I didn't want this class that's why; they gave it to me.

I did well on the test cause I studied the notes in the booklet and I listened when you talked.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3

I don't know what some meant but I just put anything because...I didn't know what they meant.

Respondent ID: 23
Engagement: Mindless
Group: Treatment
Interaction Total: 10

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
Well, I contributed to the group and worked as what you call it? PA during the productions.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Well I guess. Oh I responded that way because I really didn't understand what that meant.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
They're all important but lectures suck. It's very boring to listen to somebody talk all period.

Respondent ID: 24
Engagement: Mindful
Group: Treatment
Interaction Total: 25

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
Well I like being in control and doing my own job so I think that's why I loved this class and worked hard at it.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
Yes I do.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
Well I think it's important that everyone does a specific job and then gets together with the group and share the work. I think that's like real life. I think the teacher should be an expert because if he or she is not really familiar with the subject, then it would be hard for anyone to trust him or her when they say something. Lectures I think they're needed but boring.

Respondent ID: 25
Engagement: Mindful
Group: Treatment
Interaction Total: 24

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I love this class especially working on production but next time I think I'm going to be director.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes I do. I think I worked hard, but I loved it so I didn't care. Except I hated two people in the group.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

I believe all those things are important to interact except for lectures. They're important but you can't interact when you're listening to the teacher.

Respondent ID: 26

Engagement: Mindful

Group: Treatment

Interaction Total: 27

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I did my best. Yes I really got involved mostly because I enjoyed the class so much.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yea, it's pretty accurate.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

I thought all the factors were important except lectures and division of labor (that's what I put) these two are important but don't influence how you interact cause you can't if your just sitting and listening and dividing the work is good but I found I did more than others like you know, Jon was never there.

Respondent ID: 27

Engagement: Mindful

Group: Treatment

Interaction Total: 26

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I really loved this course and all the activities - sometimes I think some of my group members were upset with me because I was trying to organize them but I think all in all, it was pretty much fun.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Pretty much - yea

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

No I think it was important to divide the work I don't think I really was sure of what it meant when I answered that test.

Respondent ID: 29
Engagement: Mindful
Group: Treatment
Interaction Total: 22

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1
I really like my job as editor and I really got involved in that but I didn't get too involved in the other stuff.

Question No. Response 2
Would you agree or disagree with your classification?

Response to Question Response 2
I agree.

Question No. Response 3
Could you clarify your response on the factors form?

Response to Question Response 3
Well they're all important like I said I think it's good that you each have your own job, and that you work in groups. Oh is that what you meant by division of labor? Okay no that's important, the lectures not so much and the rest yes.

Respondent ID: 30
Engagement: Non-engaged
Group: Treatment
Interaction Total: 8

Question No. Response 1
Interview

Could you discuss your response on the summary form?

Response to Question Response 1

Well, I couldn't get involved because I was absent a lot and when I came they all had their jobs so there was nothing for me to do.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

Yes but that's because I missed so much school that's not my fault.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Well I think they're kind of important all of them but I'm not so sure that's why I answered unsure on the form.

Respondent ID: 31

Engagement: Mindful

Group: Treatment

Interaction Total: 28

Question No. Response 1

Interview

Could you discuss your response on the summary form?

Response to Question Response 1

I worked very hard in this class because I love this class and I'm thinking about going into Creative Arts at Dawson.

Question No. Response 2

Would you agree or disagree with your classification?

Response to Question Response 2

I agree pretty much.

Question No. Response 3

Could you clarify your response on the factors form?

Response to Question Response 3

Pretty much I feel that everything motivates me to get involved but mostly I like that each has a job and that you work in group. I think it's very important that the teacher is an expert cause it doesn't make sense any other way.

APPENDIX K
Journal Submissions (Control Group)

Respondent ID: 221

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

NYPD BLUE

My Favorite show is NYPD blue. In it there is a young cop and an old cop trying to tame the streets of New York.

The older detective is kind of fat but he has all the experience. I like it when they have to question a prisoner. Usually, Andy the older cop gets tough and starts slamming him around while the younger cop just watches and acts like the good only to fool the crook into a confession.

There used to be another detective Simone but last year he died. I don't know with what. I don't think he got shot. Anyways, the show shows you exactly what life is for a New York City cop. It's dangerous first of all and then you have to go into the slimy areas and arrest all these drug dealers and killers.

So if you like this sort of thing, and good acting, you'll like NYPD BLUE.

Assigned Codes to Question Journal 1

REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Cops

Cops is a real show not fake about how officers arrest criminals. It's real because there are no actors on this show. What you see is what is really happening at that time. For instance, you get to see how cops cruise around the streets of L.A. and get called in. They go to investigate and sometimes they got to break up a fight, or pick up a drunk etc.

However, they never really show like a robbery or a killing while it's happening. Once they get to the scene of the crime, you kind of have to figure out what went on as they ask the questions to all the witnesses who are usually a bunch of low-life freaks.

All in all, Cops is pretty good because, it's not fake, it's real TV. So if you like a lot of action and realism, then this is the show for you.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Everybody Loves Raymond

Everybody loves Raymond is a very funny show. It's about Raymond who is a guy who writes a sports column. He is married and has two kids. The problem is that his parents and his brother who is a cop are always over the house cause they live next door. And that's when the funny stuff happens because Raymond always has a good line for the father or his wife, and everybody gets involved in the conversation.

Sometimes Raymond gets into trouble because he does something stupid, but by the end of the show he solves the whole problem and everybody ends up happy.

Everybody loves Raymond is a very fun show to watch and Ray Romano is a funny actor.

Assigned Codes to Question Journal 3
REFI ACT Media Reference - Acting

Respondent ID: 222
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Will & Grace

Will & Grace is the best program on TV if you like comedies. It is the story of this girl and her best friend is a gay guy. The guy is Will. He is a lawyer. His Friend is also gay and then there is this rich, lazy friend of Grace but I forget her name.

Anyways, every episode is filled with lots of laughs and hysterical situations. In this episode, the main characters volunteer to help in a kids show but then they get tickets to a concert that they wanted to see and have to decide if they will continue to help or just go to the show. At the end, they do the right thing and stay with the kids.

If you like good comedy, then check it out.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Get Real

The show that I always watch is Get Real. Get Real is a great show made for us kids. By that I mean that the characters in the show are like real teenagers and have to face real life issues.

Because the show is so realistic, you can really identify with the

characters. The family is your typical family that has to solve a conflict by the end of the show. I like the fact that sometimes it doesn't end happy because that makes it more realistic. So sometimes, I feel that what they're going through is exactly what I'm going through so the show is also pretty good for some advice because sometimes, your friends are not around.

So if you want to see a show that doesn't suck, choose this one.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

7th Heaven

The television show that I like to watch is 7th Heaven. Especially the episode where the girl is dating a teenage father and her parents are afraid that he will get her pregnant.

At the beginning, the parents never trusted the guy because they weren't sure if their daughter liked him, and they were also afraid that they would have unprotected sex.

Throughout the show, the girl tried to convince the parents that she should be trusted and that the boy was really nice and that nothing would happen so the parents allowed them to go to the movies. When they were out, the parents got a phone call from the family doctor telling them that their daughter was pregnant. They freaked out!

When the daughter came home, they started yelling at her and asking her to confess. She said "No!" But then the doctor called and said that it was all a big mistake so they were all happy and the daughter was allowed to date the teenage father.

This show is excellent because it is very realistic. It shows what all families have to go through everyday in their normal lives. When you watch this show, it gives you a lot of information that you're going to need in everyday life. So you can make the right decisions.

Respondent ID: 223

Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Third Rock From the Sun

My favorite show is Third Rock From the Sun. This is a comedy about aliens who come to earth and have to learn how to do things our way.

Dick is the leader and he is always going after another professor, named Allbright. But the funniest character on the show is Harry. Harry goes around with his eyes almost shut and he always gets into trouble. Then there's Sally. She's the strong one in charge of security, but she goes out or used to with a fat cop who used to be on Seinfeld.

The show is always funny because they have to get used to earth ways and can't.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Respondent Did Not Answer

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Dawson's Creek.

The TV show I almost never miss would most definitely be Dawson's Creek. This show is famous for its real-life situations and great acting. The

entire storyline is based on two sixteen year olds who have grown up together, Dawson and Joey. These teenagers are just like us. Joey grows up and falls in love with Dawson who is definitely in love with her but he can't tell her. Then his world collapses because his parents get a divorce, the mother is sleeping around, he loses his best friend and so he pushes Joey further away. She stays away the whole summer but then she goes to his house and they both tell each other that they like each other. But it doesn't end there.

This show is amazing because it is like a lesson in life. I can relate to every character because they are so realistic that they always show what goes on with a teenager's life. They discuss their problems and always come up with a great solution just like in real life. Actually, this show can also be a lesson to the parents, "teenagers may seem mindless, but in fact we can solve our own problems".

Assigned Codes to Question Journal 3

REF2SCR Media Reference - Scripting

REF1ACT Media Reference - Acting

Respondent ID: 224

Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Will & Grace

Last Night I saw Will & Grace. This is a very funny show with great acting and lots of comedy.

In this episode Will is very upset with the way he's being treated at work so he quits. Then his gay friend needs a place to stay and has to move in with him. This guys is nuts. He also has a dog and a bird. Then grace keeps coming over and talking about her friends. By this point, Will can't take it and decides to escape to an island where he will be left alone, but even there his old boss calls him and wants to give him a job.

He gives him a raise and tells him that it's no big deal; he can work on the island because the client is there on vacation. Then will finds out that the new client is the woman who was being rude from the beginning.

If you like comedies, this show is very funny.

Assigned Codes to Question Journal 1
REFLECT Media Reference - Acting

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Friends

Friends is my favorite show because it is about young people like us who just hang around and talk and have problems with relationships and sex so it is very realistic even though it's funny.

There's Russ and Monica and Chandler, but the funniest character is Phoebe cause she never knows what's happening. It kind of reminds me of my friend Maria. You ask her something and it takes her two hours to answer you and then it's not even on the same topic. It's like she's in the moon. Well, Phoebe is like that.

Anyways, there's always something happening on Friends both funny and realism.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Respondent Did Not Answer

Respondent ID: 225

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Just Shoot Me

Just Shoot Me is a TV show that comes on Tuesday nights. It is about 5 people who work in a magazine-editing place. Jack is the boss and his daughter Mia is a storywriter. She goes out with the photographer Eliot. Denis is the secretary for Jack and he is very weird. Nina is an old model and I don't know what she does. Together they are very funny.

The setting is mostly in the office of Blush magazine. Jack is a multimillionaire with a young wife. He has a big office but he doesn't do much work. I guess that's the way it is in real life. He spends most of his money on toys and gadgets. Denis was married to a model but they split up. He is very weird and he acts kind of gayish but he isn't at all. Mia is a lady who likes to be perfect. She has strong opinions that clash with the model biz. Nina is clueless in a way and likes clothes. Eliot takes the pictures of the models. It is a funny show.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Who's Line is It Anyway?

This is one heck of a comedy roller coaster ride. This show has me laughing and smiling for a whole hour. I love this show for its humor and best of all, the actors.

Wayne, Collin and Ryan are the three artists on the show. This trio guarantees entertainment. Wayne can improvise songs easier than he can

recite the alphabet. The other two can always be expected to participate in the dumber scenes. Not only do they do a good job acting, they also have to imitate many sounds and characters. They use their bodies to show many objects or mime animals. These guys are so good, if you watch them, they become like your best friends cause you know them so well on a weekly basis.

Best of all I like the games.

Assigned Codes to Question Journal 2
REF1ACT Media Reference - Acting

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
Buffy The Vampire Slayer

The TV show that I always watch is Buffy The Vampire Slayer. I enjoy this show because I like the characters in the show, and the acting is great. In every show, Buffy has to fight some evil force and luckily, she always wins. Like I said, this show has great acting. Buffy's character is the best because she is a slayer and a good fighter. The thing that is good is that when they fight, they don't seem to get hurt; I mean no cuts or bruises which is good so you don't feel sorry for them.

I like this show because they act like real live teenagers and show some of the problems that you go through so the only thing that is fake is that they are demons other than that, it's pretty realistic and it doesn't suck and has good special effects.

Assigned Codes to Question Journal 3
REF1ACT Media Reference - Acting
REF9FXS Media Reference - Special Effects

Respondent ID: 226

Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Party of Five

Party of Five is my favorite show and there are several reasons why. Party of Five is about five siblings whose parents were killed by a drunk driver. The older sibling, Charlie, is their legal guardian. Bailey is the second oldest sibling, then follows Julia, then Claudia and last Owen. This show has been on for six years and I believe it is the best show.

When it first started, I never watched. I thought it was a dumb show and never bothered watching it, but one or two years ago, I decided to take a look and haven't missed an episode since. Of course, a lot had happened over the last four years, so I didn't understand much that was happening, and one day, as I was flipping channels, I realized that the old episodes were playing and then I watched and learned everything about each character. Every character has a conflict so that makes it very interesting because you see the characters go through those things and it makes me think of my own life and how easy I have it.

I like this show so much, I feel I'm part of their family too because I know so much about them. I understand their pain and weaknesses; I understand them.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Charmed

This show is about three sisters who are witches. The three sisters have

to fight monsters and demons and warlocks. The show plays on Friday night at 10:00 p.m. to 11:00 p.m. on Channel 36. The show has drama, comedy and romance in it.

I find that the show is interesting cause you see how these three sisters have to get used to being witches. I've seen the show from the start and it's only getting better. The actors do a good job. They can really pull it off. Their names are Pipper, Prue and Fibby. These are the main characters.

The show has only been on the air for a couple of months. It only recently has come on Thursday nights at nine, but only repeats play on Thursday.

Charmed is a show that you can't really get bored with because the action keeps you awake. The show always leaves you wanting more. This is one of my favorite shows on TV. I just hope they don't take it off the air.

Assigned Codes to Question Journal 2
REF1ACT Media Reference - Acting ·

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Maury

The television show I watch is Maury. It is a talk show about mothers who are afraid of their daughters. This show is for a mature audience.

These teens have started drinking and smoking before the age of 12. One of the girls was having sex with older men, and she said that if her mom didn't let her do what she wanted, she was going to kick her butt. She's 12 and she shouldn't be acting like that.

Another girl had a big attitude and said she liked looking like a prostitute. She's the one that started the fight right on the show. I liked her because even though she was a slut, she made sense. It's your life.

I like this show because the guests are realistic and almost always end up being happy at the end. It's better than Jerry Springer because his shows were fake.

Assigned Codes to Question Journal 3
REF4AUD Media Reference - Audience

Respondent ID: 227
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
That 70's Show

The show that I'm going to talk about is That 70's Show. I was watching it last night when an interesting topic came on. The subject was sex. An interesting subject. You can't hide from it.

I liked how they added realistic subjects into the show. Because a lot of teens are pressured into having sex, and if they do, they might regret it. That was the subject of the show.

I also like the way they emphasize the effects of getting high. They show people doing stuff and then it went to another scene. This show is good because you can relate to the characters because they are just like us teens.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
3rd Rock From the Sun

The show that I like is 3rd Rock From the Sun. In one episode, I liked how the guy had to pretend that he was in an invisible box. And in another episode, the characters moved in slow motion. There's Harry. He is the funniest and Sally and Dick who is in charge.

If you like good comedy, then tune in to this funny show.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
Beverly Hills 90210

The show that I watch is Beverly Hills 90210. The show is a good example of the many ideas that happen in the real life of teenagers everywhere in the world. In this show, the characters are faced with a lot of problems that they have to solve. Every episode has a very good storyline that affects the characters and they must go through it. It really shows what teens are faced with.

I like this show because the acting is really good and it has a lot of things like comedy, drama and a lot of love in it.

So I think I'll keep watching Beverly Hills because it's a great show and not boring like Get Real

Assigned Codes to Question Journal 3

REF2SCR	Media Reference - Scripting
REF1ACT	Media Reference - Acting

Respondent ID: 228
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1 Friends

I watched Friends. This is an excellent show because there's great acting. Unlike other shows, I find that the characters are very realistic. They all have very interesting personalities. The show attracts my attention because it is like many people's lives today. On the show people hang around with their friends and have a good time mostly in their apartment or at the coffee place where they all meet. Sometimes, they fall in love, hate each other and fight but that's all part of real life.

Another reason why I like the show is that the stories are not phony. You can tell that the characters really mean what they are saying and sometimes, they get into trouble, but by the end of the show, they're still friends. So remember, friends are the most important thing in life so don't be stupid, and stop arguing.

Assigned Codes to Question Journal 1
REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2 The Fight Club

About two months ago, I watched the tape, the Fight Club. I really enjoyed this movie very much. It's one of the best movies I've ever seen. It stars Ed Norton and Brad Pitt.

Fight Club was very suspenseful and very unpredictable. The ending of the movie is a shock to me which I really liked. One other thing about the movie is that it is very violent. They have a club where they have to fight each other. This is very realistic because in the world there is a lot of violence. Usually, I don't enjoy watching violent movies, but let's face it, that's life.

This movie really makes you think about life and shows you that the most important things in life are not things. I would really recommend this movie.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Charmed

Charmed is a show about three witches who are constantly getting into trouble. I like this show because of all the action from all the fighting. I especially like the special effects when the girls use their magic powers. Then things move around very fast.

All in all, I like this show because it is always entertainment, and there is always something interesting happening. I like the way they act and the way the way it's filmed.

Assigned Codes to Question Journal 3

REF9FXS	Media Reference - Special Effects
REF5CAM	Media Reference - Camera

Respondent ID: 229

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
The Rainmaker

One of the movies that I saw on TV was The Rainmaker. It's about a young lawyer who has to go up against a big firm. At the end of the movie, the lawyer wins.

I thought the movie was really good except it could have been much longer and we could have more details about the case. Overall, though I thought the movie was pretty good since it was original (Compared with other movies that I've seen).

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Greed

I saw a show called Greed last Tuesday and I thought it was the most retarded show that I have ever seen. The show is a game show about 5 people who have to answer questions for money. It starts at a thousand but you can go to 2 million.

So in this particular show the people reached 200,000 and that's when most teams try to stop, but these idiots went on, but then it took so long for them to answer the questions because they explained the way the question went and then they went to a commercial when they came back, there was no more time which I think is pretty stupid. So I'm not watching this show anymore, I mean why would they stall so much at the best part when you're trying to find out if they would win?

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
Dawson's Creek

Dawson's Creek is a show based on the life of four main characters. They are real teenagers attending school going through breakups and the typical teenage things.

The four main characters are two girls and two guys. In the last particular episode, a guy asked Jen, one of the main characters, to go out with him, but she had to say no because she hardly knew him at all. They had just met because Jen was the head cheerleader of her school and the guy was a football player. But they kept on bumping into each other, and it just happened that the guy that liked Jen was a neighbor with an old lady that Jen knew. So maybe they were meant for each other; who knows. We'll find out the next episode.

Remember for great acting Dawson's Creek is your best bet.

Assigned Codes to Question Journal 3
REF1ACT Media Reference - Acting

Respondent ID: 230
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
WWW

I love wrestling and I watch it all the time. My favorite wrestler is Stone Cold. Wrestling is fun to watch because it's a big fight. Usually the guys walk in with beautiful girls and then there is a big entrance with music one guy gets mad and then the fighting starts. Sometimes, another wrestler comes in the ring and beats up on the guy who's wrestling his friend. This wrestler wasn't even part of the match and the ref can't do anything to stop him. Sometimes, the two friends gang up and beat up on

one guy, and sometimes, even the ref or the audience gets hurt.

Wrestling is a great sport for its action and flying stunts and famous holds. Some people say wrestling is fake but that's not true. Maybe some but not all because I saw a guy throw a chair that an actual spectator was sitting in. Another time, a wrestler got hit with a bat and you really saw the blood in his face. They wouldn't fake that so then it's mostly real

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

The Drew Carry Show.

This is the funniest show. Drew is a real funny guy who works in an office and has to deal with a fat bimbo called Mimi. Mimi is fat and wears a lot of makeup and often plays a practical joke on Drew. Drew tries to get back at her and sometimes he wins, but it's mostly Mimi that wins and Drew becomes such a loser.

In this episode they actually become friends for a while because they find out that they are both good bowlers and decide to hustle people in the bowling alley and make some money. But even this doesn't keep them together because by the end of the show they hate each other's guts.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

X Files

I watched X Files. This is a show that is sometimes considered scary and not for children. The acting is very good. There are two detectives Scully, the girl and Mulder, the man. These detectives have to go out and figure out these X Files which I guess are cases that no one can figure out.

In this episode, they find an old lady under the bed. She had been kept there for years by her children who were retards. She was all dirty and eaten up and disgusting. Actually, this episode made me puke it was so disgusting.

So if you like horror or science fiction with effects, this is a pretty fun show.

Assigned Codes to Question Journal 3

REF1ACT Media Reference - Acting

REF9FXS Media Reference - Special Effects

Respondent ID: 231

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Friends

Friends is a comedy series that airs every Thursday night based on three girls and three guys living in a New York apartment. The show is made up of a great bunch of actors.

These characters are in their late 20's going through marriages, breakups, dates and real life things. This show is also filled with jokes, and hilarious comments. It doesn't really reflect my life, but it must for a lot of people living that situation.

Friends has always made me laugh and it's a great show with great actors.

Assigned Codes to Question Journal 1

REF1ACT Media Reference - Acting

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

That 70's Show

The show that I watched was that 70's Show. It's about a group of friends and their parents living in the 70's. It's a comedy. In this episode, the show starts off with Eric in bed. Then his girlfriend Donna climbs through the window and they fall asleep.

The next day, Eric talks to his friends and they all pressure him to sleep with Donna so the same night, he asks her to come over again. She agrees. When she ends up in his room, he starts talking off his clothes. She stops him and that's when she tells him she wants to cuddle now and that when she is ready to sleep with him, she will tell him. He agrees and they both fall asleep beside one another.

I like this show because everything that happens on it is very realistic and you can learn from it.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Beverley Hills 90210

The show that I watched was called Beverley Hills 90210. It's about a group of people who have been friends for so many years. Each of them are facing different events. The one that I decided to talk about is love between the couple of Gina and Dylan.

Gina and Dylan are one of those couples that fit so well together. Gina is always getting into trouble, not realizing she is hurting others all the time. And Dylan is one of the bad guys who is always trying to do good. During the show, Gina tells Dylan that she wants her parents to meet him but he doesn't want to. Gina gets very upset and tells him that

he is selfish and that she will leave him. Gina then talks to David who is Dylan's best friend and says that she wished that Dylan would be more like him. Before you know it, she sleeps with David and that's how it ends. It's a typical relationship and a typical solution to that relationship that they tried to show.

Respondent ID: 232

Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

The Simpsons

The show that I like is The Simpsons. It's a show based on fighting, intelligence, and lying. It's a show where Homer keeps getting mad at his son Bart. And while Lisa is always studying, and Marge does the housework, Bart continues to have fights at school. It's a funny show and everyone watches it because it represents your typical Canadian family. Also there isn't a lot of violence or swearing so a lot of children should watch it. It shows them a family like theirs in real life. Girls are more intelligent, wives usually work and the men got to work but they drink beer and are lazy. So it's all normal.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

That 70's Show

Last Tuesday I watched a program called That 70's Show. It's about two families living in Wisconsin in the nineteen seventies. This episode was about the pressures you get if you're deciding whether or not you should sleep with your boyfriend or girlfriend, Eric is the name of the character. He is lying in bed when out of nowhere (the window) pops in

his girlfriend. His girlfriend is Donna. They begin to kiss but it doesn't go further.

The next day, Eric tells his friends that he slept with her but did not do anything.

For some reason, that night I began to think of this situation. What would I do in that situation? Well, in the end Donna tells him that she is not ready for sex. So the show always offers good advice for everyday life.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3 Seventh Heaven

Last week, I was sitting in the living room watching TV. I was sick with a 24 bug. I came across a show called 7th Heaven.

It's about a family that encounters real life problems. This episode was about a girl who suffered from depression. She hated her life and she began cutting herself in places that weren't noticeable. Her best friend's sister Marie caught her doing it in a bathroom with a razor blade. Megan begged her to say nothing. When Marie told her sister Lucy to stay away from Megan because she was a bad influence, Lucy got angry and told her to mind her own business. By the end of the show Lucy found out about her best friend's problem and told the parents.

This episode was very educational because it shows that your best friends are always there to help you. This show is good because it is very realistic and always talks about the problems we face in our daily lives, drugs, sex and break ups.

Respondent ID: 233

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Who wants to be a Millionaire?

Who wants to be a Millionaire? is a game show. The host is Regis Philbon. The show has only one contestant at the time and he or she has to answer a series of questions on a variety of topics. With every question you get correct, you can go on and try to make more money or you can quit. You can make up to one million dollars. Also there are lifelines, which help you when you get into trouble, call a friend, 50/50 or ask the audience.

This show keeps you in suspense although some of the questions are stupid especially at the beginning but if you like game shows, this one is pretty good.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Seinfeld,

In the episode of Seinfeld, Kramer (the funniest of the characters) gets a great deal on a bureau with three large drawers. He also has three Chinese men staying with him because of a meeting they have with a TV company. The night before the meeting, Kramer lets them sleep in the drawers.

The following day, they can't get out and are screaming and yelling for help. So Jerry hears them yelling and goes for help. The only problem is that the drawers are stuck. Jerry has to ax the thing and finally, they get out.

At the meeting they all say that Jerry is a sick individual who needs help. This show was really funny.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Law and Order Special Victims

The show that I watched is Law and Order Special Victims. This is the same as the old show with the same actors but has a few new characters. What they do on this show is that they normally first show you how the cops go about arresting a criminal. The criminal is always captured in the first half of the show.

The second half of the show is where the criminal has to go to court and defend himself in front of a judge. This is the second half of the show, which is the trial. This show is for older people because sometimes it gets confusing and boring, but sometimes it's good. I watch it because my mother watches it and our other TV is broken. But all in all, this show shows you the reality of a cop and the reality of going to court so it's okay.

Assigned Codes to Question Journal 3

REF1ACT Media Reference - Acting

Respondent ID: 234

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Jonavision

I watched Jonavision. It is a very good show because it is different. For instance, sometimes they have teen bands that have to compete. These bands are not known but at the end, the best band gets an award and moves to the next level towards the grand prize, which is a certificate to record a CD. There are four bands that compete against each other by playing one song. The audience votes for the winner.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Dawson's Creek

There are 6 main characters on this show. Andie used to date Pacey but she went away for the summer. When Andie came back, Pacey found out that she cheated on him. Meanwhile, Joey's boss asked her out and when she refused, she got mad at him. Andie ended up going out with him. Joey tried to warn her that he was a big loser and that she was making a big mistake, but he wouldn't listen. Then at the party, Joey got angry with the boss and punched him, but he said that he hadn't done anything to Andie. At the end, Andie and Pacey ended up together again.

Anyway, this show is always filled with many realistic situations that always happen to these characters and that's is why I enjoy it.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
Charmed

Charmed is about 3 sisters who have powers. The episode I will talk about is when one of them thought that she liked this Warlock. Warlocks are demons that also have powers. So she did a spell that would help her read

minds so that she would be able to tell what he was thinking. But Phoebe just told them to check to see if he bled. If he bled he was a normal person not a Warlock. Pipper listens to his thoughts but he didn't sound like a warlock. She froze him and poked him with a needle. She panicked when he wasn't bleeding; Phoebe said that it was only because he was frozen. When they unfroze him, he started to bleed so he wasn't one of them.

I like this show because of all the action and realistic special effects.

Assigned Codes to Question Journal 3
REF9FXS Media Reference - Special Effects

Respondent ID: 235
Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Simpsons

Last night I watched The Simpsons. This episode was especially good because I had never seen it before. It was really funny and I like funny shows.

I like Homer because he is so stupid and I find that he also has a funny voice.

This show is fun because of all the wild things that happen on it. The old shows weren't as good because not enough things happened but now every character has an event or problem that they must solve in thirty minutes.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Third Rock From the Sun

If you like a funny show this is a good one. It is all about a bunch of aliens who come down to earth to study our behavior. In this episode, Dick wanted to find out what it was like to go to an all woman meeting because he felt that he was left out.

So he dressed as a woman to check on his girlfriend, but when he was there he started acting like a woman and then everyone in the group liked him and his girlfriend got mad and yelled out that he was a man but no one was listening to her.

I think this show is very funny and I watch it every time I can even though most episodes are repeats

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
That 70's Show

That 70's Show is about teens living in the 70's. They talk about everything in life that you can relate to. Sex, their parents and other things. There are four guys and two girls. Both of the girls are going out with two of the guys. One of the couples consists of this flighty girl and a not so bright guy. The other couple is made up of a super girl whose mother is a feminist and a down-to-earth but sometimes very confused guy.

In this episode, the super girl tells the boyfriend that she loves him and he blurts out that he loves cake. He tells his friends what he said and they all laugh at him. Meanwhile at her house, super girl's father is kicked out by feminist mom and is staying at confused boy's house driving his family crazy. This is a real funny show with plenty of realistic situations acted by realistic teens.

Assigned Codes to Question Journal 3
REF1ACT Media Reference - Acting

Respondent ID: 236

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Ally Mcbeal

Ally Mcbeal is a sort of comedy/drama show that is very popular. I like it a lot cause in it you see what happens when you become a lawyer. Ally wears short skirts to the office and she is very thin so sometimes, she's criticized. She is always looking for a guy cause her boyfriend (who's now off the show) married Georgia. Anyways, the show shows some pretty real situations in a comic fashion which make you laugh a lot, and sometimes, they use make you cry.

I think everyone watches this show so there's really nothing to talk about.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

The X Files

This show used to be my favorite show but last season I found that it was really boring. The problem is that Mulder or David Ducovney (I don't know how to spell his name) wants to leave the show. So in the last episodes, the stories became really stupid and they concentrated always on Scully and new characters.

Next season the show is coming back, but I read that Mulder is going to be replaced by another agent and Scully is going to have a new partner. This is stupid. I think if they change a character that is very popular, then they might as well quit the show because people won't be used to the new guy. At least I won't watch because it's going to suck.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3 The Simpsons

I love this show because it is the funniest on television with Homer, Marge and Bart and Lisa what you have is a typical family. This family has a lot of issues like Bart hates school and Lisa loves school. Homer is an idiot who burps and drinks, and Marge is your typical mother, caring loving and always cleaning and taking care of everything.

This show is not only funny, it also teaches you many morals about life. Like when Marge goes into the hospital, they didn't know what to do but Lisa did everything and then they realized how much she did. So if you want comedy and fun, watch this very popular show.

Respondent ID: 237
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1 ER

ER is a fantastic show that I watch every week. It used to star hottie, George Clooney but now is off the show cause he's into movies and not TV. He played on the Three Kings, which I saw on video, which was pretty good.

ER is a show about an emergency room. In it you get to see how doctors really operate on people when they come in smashed up from a car accident or shot. They do a good job usually even though they argue a lot between themselves and have many things to worry about.

A doctor in the ER hardly gets any sleep and they have to work very hard

to save all those people that come injured and this show is about that.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Will & Grace

I watched Will & Grace last night. This is a very funny show about gays. Not everybody on the show is gay. Grace is not gay but Will is. Will is a good looking guy who is a lawyer, and he has a friend who is also gay. Anyways, they always show some pretty funny scenes like the gay friend has a bird and Will accidentally gets rid of the bird. Then he has to tell what happen and pay for all sorts of things. When the bird comes back the friend doesn't want it because he's getting everything from Will.

Anyways, this is a very good show that is on every Friday.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

What's My Line?

This is not really a show but more like improv. The host is Drew Carry, a very funny comedian who has his own show on Monday nights. But that show isn't as good as this one. Here Drew plays the host for these guys on stage who have to do improv on the spot. They never know what the topic is. I don't know how they do it, but they always manage to do a very funny scene.

They're funny and fast so the show always keeps you laughing so tune in.

Respondent ID: 238

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Much Music

I mostly watch music videos so I don't have much to say other than they're cool.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Falcone

I saw this show called Falcone. This is a show about an undercover cop who has to go underground to find out about the mafia. This is a cool show because it tells you what it's like to be in the mob. If you're an undercover cop, you're taking your life in your hands. There's danger everywhere and any wrong move will get you killed.

Falcone is a pretty good show that I like very much.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Drew Carey

The Drew Carey is the best show. This is a very funny comedy starring Drew Carey. He works in an office and in it there's Mimi. Mimi is a disgusting, fat pig of a woman and Drew takes every chance he has to dis her. She gets back at him by squealing to the Boss or catching him when he's trying to do something or embarrassing him when he is trying to flirt

with the good looking women in the office.

All this means is that you die laughing watching this show.

Respondent ID: 239

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Everybody Loves Raymond

I watch this show every week because it is extremely funny. In one episode, Raymond throws away a very expensive card that her daughter owned. She's upset when she comes home so Raymond has got to drive all the way out of town to get her a new one. When he gets there, he meets a real freak that owns the card store and won't sell him the card. Then he has to buy a whole bunch of stuff so that he would also sell him the card. Anyways, it sounds stupid when you are explaining it but there are lots of jokes in it.

The show is very funny with Raymond trying to cope with his family along with his parents, and with his brother, a big, dumb guy. So watch it, you'll like it.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Just Shoot Me

Just Shoot Me is the funniest show. Last night it was an episode where the Boss of the magazine was upset because sandwiches at the local restaurant were named after everybody except him. He got upset with his secretary, Dennis a real funny guy who is a bit weird. Mia, his daughter

warns him that he was getting carried away and that it was no big deal.

Anyway, in order to get something named after him he donates a whole bunch of money to get this park named after him so he finally gets his wish. but when they have the ceremony, he realizes that the park was for gays so he was totally embarrassed.

Just Shoot me is a very funny show.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Sex in the City

Sex in the City is a show about three friends. It stars Jessica Parker and it has a lot of controversy because the show deals a lot with sex, but it plays late at night on Showcase channel. I like the show because it is very realistic but the acting not so good. The girls end up in these weird relationships with guys and sometimes, it becomes real sex scenes but that's reality.

Anyway, no matter what happens between the girls and their dates or the relationships, the girls stick through thick and thin and it is always that friends are always there for you if you need them but guys come and go, and that's life in the big city.

One day I hope my friends and I can also share an apartment in the city, and talk about our relationships and help each other when we needed. So if you're like me and are crazy about great acting, this show is for you.

Assigned Codes to Question Journal 3

REFLECT Media Reference - Acting

Respondent ID: 240
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
The Practice

A show that I sometimes watch is the Practice. This show is about a bunch of lawyers who work together and solve cases. Sometimes, they don't win which makes it more realistic. Other than that, the show is pretty confusing cause they show different things about the different lawyers and then they talk a lot which makes it boring cause there's no action. So this show is not so good.

I watch it only because my parents watch it.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Buffy The Vampire Slayer

Buffy is the best show on TV. Some people think it's lame, but in fact, it's well written with good acting. Buffy is the slayer along with some other friends, and they have been chosen to get rid of all the demons and vampires in the world. So every episode kind of starts out with Buffy and her friends who are like real teenagers and then the action starts. So when they have to fight, there's lots of special effects. Buffy always manages to win over the evil guys,

If you like a pretty good show full of action and special effects this is pretty good.

Assigned Codes to Question Journal 2
 REF9FXS Media Reference - Special Effects

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3 The Sopranos

I watched the Sopranos on TMN. Most of my friends can't get this show and maybe you don't know what it is cause you need a satellite dish to get it.

Well, the show consists of Tony Soprano and his family. Tony is a mafia guy who kills and robs people but he's a pretty good father and a not so good husband cause he sleeps around. He has been seeing a shrink because he was getting heart attacks and she's trying to help him get straight.

This show is not for kids cause there's a lot of nudity and violence, and that's why it's not on the regular channels. What I think is that if you're really going to show the truth about the mafia then you have to show that they kill people and swear because that's what really happens in real life.

My mother gets upset when I tune into this show but then she watches it too because it's so good.

Respondent ID: 241
 Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1 The Simpsons

The funniest show on TV is unfortunately cartoons. It is the Simpsons. Homer is the funniest guy on that show. He is lazy and a good for nothing kind of guy but he's got his good points too. Marge, his wife is a pretty good wife who takes care of the children and tries to keep Homer in line.

They have three children Maggie, the baby. Lisa, who is very bright and Bart who like his father tends to get into trouble. If you watch the show, you'll realize that the jokes are pretty mature and the family is a typical family with real-life issues. Of course, it's exaggerated because it is cartoons or else it would be pretty accurate.

The Simpsons is a very funny show.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

The Practice

A good show to watch is the Practice. This show is about lawyers who are trying to make it big in the business. Often they have to take on weird cases even though they know the guy's guilty.

In one episode, this guy they thought was innocent, they got off in court but then he comes back and tries to kill one of the lawyers, Bobby's girlfriend. So they found out that the guy was a nut case.

Every episode in the Practice is filled with exciting issues and very realistic situations that get you interested in finding out what was going on. Also the acting is quite good.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

That 70's Show

The best show on TV is That 70's Show. This show talks has pretty good actors and talks about realistic issues facing today's youth, but it is set in the seventies when there were a lot of hippies. For example, in some episodes they do drugs and in others they talk about sex. For example, the main character was in bed and his girlfriend comes in and

they end up sleeping together (that's just sleeping).

When he goes to school the next day, he tells all his friends what happened. They end up laughing at him and telling him he should have gone all the way. The next day his girlfriend comes over and he tries to do it but she's not interested saying she's not ready.

That 70's Show has both comedy and reality in it and that's why it's a good show for teens.

Assigned Codes to Question Journal 3
REF1ACT Media Reference - Acting

Respondent ID: 242
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
The Late Show

The Late Show is a show that comes on at night at 11:30. It has the host David Letterman and the show is basically about interviews. Dave jokes around and interviews famous stars or sports people. Most of the time, it's pretty boring especially if you don't know or care about the guests. Sometimes, however, Dave has musical guests and sometimes the bands are pretty good. I hate Paul Shafer. He's really dumb.

The best part of the show is Dave's top ten list which is often very funny and can make you laugh a lot. If you like talk shows, this one is pretty good at least it's much better than Oprah.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

The Simpsons

I think the Simpsons is the best show ever made. It's hilarious. The Simpsons is a great show to watch with the whole family. It's also a great show to watch if you're feeling stressed or depressed because it's guarantee to make you laugh within the first ten minutes. I'm sure you've seen the show so I'm not going to bother explaining all the characters to you. Homer is my favorite because he's so dumb and so innocent. I don't know how he manages to be so well off in life without really trying. My favorite thing about Homer is when he gets scared. I love when he runs into a corner and starts whimpering like a baby.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

ER

ER s a great show about what happens in a real emergency room of a big city. This show is about reality because we see the people come in bleeding and in pain, and the doctors have to do everything they can to help them. Sometimes, they argue about which procedure to use and sometimes it's hard because some of them are going out with each other so it's hard to tell your boyfriend or girlfriend that they are wrong and they should do another way. Sometimes the doctors are tired because they work double shifts but they still do their best to save their patients.

This show is very good if you like real stories about life in a hospital emergency room.

Respondent ID: 243

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Judge Judy

This is a show about real cases that this judge has to solve. This show sucks because instead of solving real crimes like murder or revenge, this judge has to solve who scratched the neighbor's car or broke a window or I'm suing him because his dog pooped in my yard. I'm telling you it's really retarded.

The judge gets angry especially at the women and then makes a decision on who's fault it is, but by this time, you're saying, "Who cares?"

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Party of Five

My favorite show is Party of Five. It has the best actor in the world, Scott Wolf. He plays Bailey Salinger. I used to watch this show regularly but now I have to admit, it's becoming a little annoying. Everyone is always hurting him and screwing around with his feelings, but he always manages to rise above it all.

The thing with Party of Five is that you can really relate to the characters because they show things that happen in everyday life so you can follow their examples when bad things happen to you.

Assigned Codes to Question Journal 2

REFLECT Media Reference - Acting

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Maury

Maury is a different type of talk show. In it you see real people in conflict. Often these people are teens and even younger. They do drugs and sleep around like sluts. If the parents try to stop them, they beat up or swear at their parents. That's why they go on the Maury show to get help.

Maury usually sends them to boot camp where they have mean soldier types. There the kids learn to behave or they get yelled at right into their ears. After a while, they come back on the Maury show and tell everyone how they have changed. They don't dress like sluts anymore and they now love their parents and the whole family thanks Maury.

This is a pretty good show.

Respondent ID: 244

Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Family Guy

One show that I really like is The Family Guy. I don't watch this show very often but the odd time that I do, I laugh my head off. Do you watch it? You should because it is hilarious. My favorite character is Stewie. He's the baby on the show. He's supposed to be a genius, but I don't know if talks or not because sometimes people understand what he's saying and sometimes they don't. But anyways this show is pretty funny.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Family Matters

Everyone enjoys watching television and all of us enjoy one show or another. Some people prefer comedies and other people prefer soap operas. My favorite show is an old show called Family Matters. These are all reruns but it features a nerd who always causes problems at his neighbor's house. Something funny always happens on that show and I enjoy watching it. Also, Steve, (the nerd's name) is in love with the neighbor's daughter, Laura and he tries to do everything he can to win her love. In fact, one time he tried to use a love potion that actually worked. So sometimes even though it's funny the show gets a bit serious and realistic

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3

Beverly Hills 90210

I have two favorite shows, Beverly Hills 90210 and the X Files. I don't watch a lot of TV because my mother forces me to do my homework. They are both completely different shows. One is very realistic, the other is more fantasy. I like the X Files because I like hearing about the paranormal and how some mad man's mind works. I like watching things that are probably happening but no one knows for sure.

I also like watching Beverley Hills because it is very realistic. In it you see how teens solve problems in real life. These problems deal with sex and drugs and going to school. I've been watching this show for a long time and even now I wonder what's going to happen next. Once you've watched a show for so long, it's hard to stop because you get hooked on it.

Respondent ID: 245

Group: Control

Question No. Journal 1

Submit a one page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1

Seinfeld

My favorite television show is Seinfeld. I simply LOVE this show that revolves around stupid ness. From Elaine's dumb jabbing dancing to George's neurotic and selfish behavior, you get a sense of what New Yorkers are really all about. I could go on forever about this show especially when you get to Kramer, but whose got the time. So if you like to laugh, watch this show.

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Emily of New Moon

The television show that I decided to talk about is Emily of the New Moon. It airs on CBC. The main character is Emily Byrd Starr. Emily was faced to move to the New Moon Farm after her father passed away. After her relatives picked straws to take her in. Emily dreams of becoming a writer but her Aunt forbid it but she does it anyway because that is her dreams.

I enjoy this show even though it's dramatic because sometimes it has funny parts too.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
The Simpsons

My favorite shows are Seinfeld and the Simpsons. I like Seinfeld but there's really no point to the show. You find it funny when you watch it, but when you think about it, there's no real point.

However, I like the Simpsons because I find Homer's stupid ness funny. I also like it because it shows a very messed up family that's found in real life. Every single person in this cartoon has his own personality. I also like it because before there was never a real cartoon for teenagers.

Respondent ID: 246
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Charmed

Charmed is one of my favorite shows of all time. I like this show because it deals with witchcraft, but it's not stupid like Halloween stuff like black cats and all that stuff. I like it because the witches in this show act like real teenagers. And they have issues like real teenagers so it makes it more realistic. When they have a problem that needs fixing, they cast these spells and sometimes, it works and sometimes, they all turns bad.

The show has a lot of action and special effects so watch it!

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2

Buffy the Vampire Slayer

Buffy the Vampire Slayer is a very good show. It has great acting and special effects. What is good about it is that they act like real teens except that they have powers. For example, Buffy is a slayer. That means that she has been chosen to rid the world of demons and vampires. This is where the action starts. Even though she's a normal teen, she is much stronger than demons and they are scared of her.

This show is filled with action and suspense and it is not a comedy. So if you like adventure stories this is a good one.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3 Independence Day

This is an old movie that I saw on TV. It features Will, the black guy on Fresh Prince of Belair. The movie is about aliens and how they attack the earth and try to take over, but some people like Will try to stop them and join the army to shoot them down.

The most exciting part is when the giant ship comes down and blows up the place where the president lives. How do they do that? Anyways, Will's wife and child are also in danger so finally near the end of the movie, the humans win and it all goes back to normal.

Assigned Codes to Question Journal 3
REFLECT Media Reference - Acting

Respondent ID: 247
Group: Control

Question No. Journal 1

Submit a one-page response to any program or programs that you would normally watch on television. You may respond in any way you wish.

Response to Question Journal 1
Independence Day

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Assigned Codes to Question Journal 1
REF9FXS Media Reference - Special Effects

Question No. Journal 2

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 2
Will & Grace

Will & Grace is the funniest show. It is about a gay guy and a girl who are best friends. In this episode, the husband of one of Will's client who is rich and works for Grace, has a heart attack. So they all go to the hospital to offer support. When they get there, they begin to bet on who is she going to open up to. When she finds out, she teaches them a lesson by making Grace give blood and she's scared shitless of needles, and the maid has to clean the hospital and Jack has to tear up his credit card and so on.

This is a really funny show and I watch it all the time.

Question No. Journal 3

Submit a one page response to any program or programs that you usually watch on television. You may respond in any way you wish.

Response to Question Journal 3
Star Trek Voyager

This show is very boring. It has a girl captain and it's about a space ship, Voyager, that's trying to make its way back to earth. Meanwhile, they meet all sorts of strange and weird creatures. In this episode that I saw, Tuvak, the Vulcan goes on a planet that kills little kids. They can't figure out how to get him back to the ship, and why they kill kids. At the end, we find out that on this planet people age backwards. You start off old and then you go back to young. That makes a lot of sense! That's why this show is so stupid. And also boring because there's not a lot of action and the people all they do is talk and press buttons. So save yourself the trouble and don't watch this show. It's stupid with cheesy actors.

Assigned Codes to Question Journal 3
REFLECT Media Reference – Acting

APPENDIX L

Inter-Rater Reliability Report

Comparison of Sets of Codes Assigned by the Two Coders to the Responses

Comparison File 1: EXTEXT30/coder1.mdb
Comparison File 2: EXTEXT30/coder2.mbd

Questions Selected for Comparisons:

Journal 1
Journal 2
Journal 3
Video 1
Video 2
Video 3
Interaction 1
Interaction 2
Interaction 3
Response 1
Response 2
Response 3

Respondent ID Numbers in both files:

15
21
22
24
29
31
111
112
113
114
221
228
230
232
233
234
236
237
238
241
243
244

245
246
247

Total Number of Responses:	300
Total Number of Responses where the sets of codes assigned by both coders exactly match:	269
Percent of Total Number of Responses where the sets of codes assigned by both coders exactly match:	89.666

Reliability Report Continued

Summary by Respondent ID

Resp. No.	Matched	Mismatched	Total	Percentage Matched
15	9	3	12	75
21	9	3	12	75
22	11	1	12	91.667
24	8	4	12	66.667
29	8	4	12	66.667
31	12	0	12	100
111	9	3	12	75
112	9	3	12	75
113	9	3	12	75
114	12	0	12	100
221	11	1	12	91.667
228	11	1	12	91.667
230	12	0	12	100
232	11	1	12	91.667
233	12	0	12	100
234	12	0	12	100
236	12	0	12	100
237	12	0	12	100
238	12	0	12	100
241	11	1	12	91.667
243	11	1	12	91.667
244	12	0	12	100
245	12	0	12	100
246	11	1	12	91.667
247	10	2	12	83.333
	269	31	300	89.666

Reliability Report Continued

Summary by Respondent ID

Quest. No.	Matched	Mismatched	Total	Percentage Matched
1	24	1	25	96
2	21	4	25	84
3	12	13	25	48
4	20	5	25	80
5	23	2	25	92
6	19	5	25	76
7	25	0	25	100
8	25	0	25	100
9	25	0	25	100
10	25	0	25	100
11	25	0	25	100
12	25	0	25	100
	269	31	300	89.666