

Unit 5 - Exhibition

**Presenting “Smoothing the troughs of academic downtime
through creative learning approaches”**

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Project overview

The work presented in this document is concerned with the exhibition of my MACME unit 4 major project *Smoothing the troughs of academic down time in secondary education with creative learning approaches*, and covers the research, planning, exhibition and feedback stages of the exhibition. The final section details a critical appraisal of my performance of the course and concludes with an action plan for the future.

Research and Planning

Preparatory work

In the context of this unit I read extracts from *Show or tell? Opportunities, problems and methods of the exhibition as a form of research dissemination* (Robertson, A. & Rust C. 2003). This paper highlights issues with presented research (in a non-paper sense) at academic level but specifically “the idea that conventional texts may not be the best way to record and explain research where creative practice is a significant instrument”. The pertinence to this unit shone through and gave the basis for the subsequent planning that later occurred. With this research section in mind (although not strictly academic material) I had recently been inspired by a collection of presentations on the *TED.com* website, but specifically *Ken Robinson’s* famous educational presentation, [*How schools kill creativity*](#) (Robinson, K. 2006). His genuine insight into the subject left me wanting to emulate this model for my own exhibition. In particular his use of humour and warmth in terms of wide knowledge of the subject in discussion.

Considering exhibition focus

The planning for exhibition five would start by considering the value of the four previous projects undertaken on the MACME course. The potential impact, size and scale of each individual project was key for deciding which to use as my exhibition focus. Due to positioning and the greater potential to affect whole school practice, I decided that my unit four, major project (an action research project that focused upon benefits of developing academic downtime strategies) would be the focus of the exhibition module. (This project can be accessed here: [*Smoothing the troughs of academic downtime in secondary education using creative learning approaches.*](#))

My other projects had less potential to engage a wide audience as they were specific to teaching Media Studies on a micro level. Another factor affecting the decision of which project to present was the amount of material I had to work with. I made the conscious decision in my major project (module four) to document as much as possible and had a wealth of material in which to use (See <http://creativelearningweek.posterous.com> for full archive of online materials).

Audience considerations

I needed to present results of my research in a way that was accessible to what would become my identified audience. Ideally it should be engaging, informative and provide relevant content which neither patronises or bombards the audience in terms of language spoken, visual form and (potentially) convincing rhetoric. I also needed to express the pedagogic value of the research, highlighting benefits of increased engagement in trans-disciplinary approaches and co-constructive collaboration. In *Discourse in the professions: perspectives from corpus linguistics* (Connor U & Hyland K. 2004 p.87) the text highlights that academic discourse is widely considered a “unique form of argument because it depends upon the demonstration of absolute truth, empirical evidence or flawless logic” and in the case of presenting my research I needed to ensure justification for the research was clear and providing a strong case for the benefits of creative learning week.

I considered which audience I could eventually exhibit my work to. This would dictate the content I would have to eventually produce. If I presented to my teacher peers then I could adequately judge which mode of address to use and dictate pace or style if necessary. I could also utilise educational terminology and concepts that should be accessible to individuals within the profession.

The decision to present to staff in my school was ultimately taken as the research from unit four was embedded with conclusions directly from staff and students from Kingswood. I had positive interest derived from the research questionnaires and focus groups and close teacher peers were interested in the research findings (pointing to revelations of benefits of Drama pedagogy effectuating prolonged engagement). The conclusions directly affected Kingswood Staff and could directly affect the end of academic downtime provision.

I was unconvinced that an outside audience without a vested personal interest would find as much value in the exhibition. Time was spent testing webcasting opportunities through a site called ustream.tv. After testing the webcast stream in the presentation location, it was deemed an unreliable option due to the schools wifi being temperamental, frequently dropping the internet connection. I took the decision to keep the presentation internal and planned to film the event instead. This would limit potential problems that might inhibit the overall impact of the presentation although it did limit the outside scope of what the presentation could achieve (I later decided through the accompanying website that an edited version would allow for a slicker presentation)

I negotiated with my head of arts faculty and was able to get a “gig” presenting to all SMT’s, HOD’s, NQT’s, and GTP’s and classroom teachers (roughly around one hundred) within my institution, on the first training day back after the summer break. The negotiation process involved setting up meetings in which the context and conclusions of my research were discussed (There were initial barriers in convincing key management that the research and findings were relevant enough to warrant a space on the training day). It was then suggested by my head of arts faculty that I present a work in progress to representatives of the school’s internal “learning group” as a preliminary “tester” of the presentation and findings from my work perhaps

as a 'proof of concept' exercise. Following verbal feedback and some content amendments, I was given the go ahead to present on the training day. This process helped in cementing the foundations of the later exhibition and also in the dissemination of the research project. I also felt that the presentation was stronger due to the backing of the learning group, giving extra credence to the exhibition. I am confident that without this "bedding" process I may have faced increased opposition to the presentation. However, I still faced some members of management leaving before and during the presentation.

Training day positioning

The presentation would follow the GCSE and A-level results breakdown and would be the closing presentation of the session. It occurred to me that the audience would be fairly "captive" and would have no other commitments or be able to make excuses for not attending. The flip side of this was the possibility that some attendees might be cynical about the presentation itself having not had the choice in attending. (This would be later tested in the feedback stages)

The presentation would take place in the main hall and could utilise the projector and sound equipment that takes permanent residence there. The seating within the hall consists of american styled "bleacher" seating and the audience looks down upon the presenters in a slightly intimidating fashion. I was given between twenty and twenty five minutes in which to present my research.

Content considerations

After being able to define audience and location, research continued by considering effective methods that could demonstrate concepts of my chosen project. A significant part of the session would be a literal presentation of happenings inside creative learning week. This meant selection and refinement of content and materials accrued through the course of the week in order to present effectively to the audience. I had captured a range of video and photographic material which served me well in piecing together the content for the eventual exhibition module five. I planned to shape content towards presenting information with a bias towards the creative learning aspects of the project. I would then permeate findings of the research through the exhibition itself. The Value of complementary deep learning benefits focusing on substance and meaning would be integrated as a further argument in my findings.

I identified the need to filter research undertaken into a presentation format that could engage an audience that had already been subjected to a wealth of statistical information highlighting student GCSE and A-level achievement. I wanted to grab the attention of the audience who could potentially be disengaged from the proceedings so decided I would create a short “highlights” film designed to reengage the audience in the presentation. This would contain highlights from creative learning week that would precede my research findings.

Exhibition construction

Using my findings from my unit four research, I built upon the pedagogical principles and incorporated the findings in a visual format. I needed to convey the value of the project.

The refining and editing processes were lengthy and took a considerable amount of time to put together.

The plan for the film was to make it look as cinematic as possible with the use of colourising video filters, fast edits and transitions. I wanted a complementary science fiction feel and much of the source material lent itself to achieving a cinematic look (activities undertaken and the inherent cinematic nature of science fiction)

After being fairly happy with the highlights film I decided I also needed to use other visual stimulus to highlight my research findings.

From prior experience I decided to use *keynote* (the *Apple* branded version of *Powerpoint*) to help me keep on track of the presentation. I was comfortable with how it worked and knew it was reliable with video integration for use with my planned opening film. I began further planning of what to include in the presentation. My anxiety was a battle between making the content relevant (and engaging) to my identified audience, whilst keeping the level of academia (in terms of research findings) high enough to fulfill the criteria for the exhibition unit. This was perhaps the most difficult in terms of the initial research and planning phase of this unit.

I chose to summarise much of the information in order to make it accessible to the teacher audience. I planned to highlight the project intentions and lead the audience through conclusions of the experience. In terms of further engagement and research validation, I decided to include pertinent video sections from the post creative learning week, student focus group. I considered this to be powerful in terms of presenting to a large group of teachers in which student voice can be persuasive in terms of influencing practice.

I wrote a loose script of content I would discuss in the presentation. I planned this as a fallback mechanism should there be a technical error or I floundered the delivery. The script can be found [here](#).

I also implemented the idea of producing an accompanying website that would serve to elaborate upon anything that was not covered in the training day presentation. Other benefits included;

- An opportunity to extend the concepts highlighted in the presentation.
- A digital version that could stand as a long lasting archive.
- A version of the research findings that could be viewed at any time.
- Could have its own context rather than following examination results on the training day.
- Can be viewed voluntarily rather than being packaged in training day content.
- A valuable means of collecting feedback from the presentation.
- A strengthening piece of evidence that justifies an 'exhibition' rather than an 'extended presentation'

I planned to create the website prior to the presentation and then point people to it afterwards in order to get feedback from attendees. I could then devise questions to obtain a mix of qualitative and quantitative feedback for use in evaluating the impact of my research on the audience. Results could then be collated digitally and analysed later for the evaluative section of this project.

The website was built through a *Wordpress* template and I planned to fill it with content from creative learning week and the results of my research findings. With the aid of *Wordpress* 'widgets' and 'Plugins' I was also able to integrate dynamic feeds from Flickr and Twitter increasing engagement and feedback opportunities.

Refining Key conceptual strands for use within presentation

Whilst the research already existed, I wanted to reaffirm key conceptual strands that I would design the exhibition around. Condensing research into bite-size chunks would help to scale the content into a manageable format for later consideration and the eventual application of the exhibition section (Much of this section is directly utilised in the final presentation but in places is altered for audience clarity)

Project Intentions

A validation of the project intentions was necessary in order to give the creative learning week context inside the research.

- **Spotlight natural rhythm of “Academic downtime”**

- In order to highlight when it occurs and opportunities for action.

- **Address end of term “burnout/fatigue” manifestation**

- To suggest a possible solution to the identified issue.

- **Reinvigorate Student AND teacher engagement**

- Showing pertinence to end of term teacher practice and therefore a worthwhile research subject in general to present to a teacher audience.

- **Develop memorable deep learning experiences that are worthwhile**

- **Utilising creative learning week as a solution**

- Validating the approach and cementing the usage in academic research, in turn validating future creative learning week events at Kingswood school.

Expressing “Student Voice”

A persuasive student voice being key to justifying successful or positive results from the project.

- **Conclusions of student expectations in research.**

- To give persuasive feedback justifying positive aspects of the project

- **Highlight tangible student want to participate in different ways**

- End of term seen differently - expectation of alternative provision

- **Don't always appreciate film viewings!**

- To express students are beginning to become disengaged from just simple film viewings.

Final conclusions

- **Multi/trans-disciplinary thematic development opportunities stretching beyond conventional boundaries of subjects and disciplines.**

- In the context of creative learning week, narrative is key. Interpreting the learning around narrative instead of subject divisions liberates opportunity for teaching innovation.

- **Expressing value of worthwhile knowledge in depth**

- Spending time widening knowledge as opposed to synoptic focus.

- **Students participating fully with narrative or thematic world**

- **Students bringing own knowledge into learning**

- No enforced hierarchy between teacher and student "Guide on the side" style teaching (*From sage on the stage to guide on the side*. Alison King. 1993)

- **End of term passivity reduction**

My personal reflections on the research/creative learning week.

Included anecdotally to help with presentation style and delivery.

Presentation of Exhibition

Exhibition of training day presentation, highlights video and accompanying website.

Smoothing the troughs of academic downtime training day presentation can be found here: <http://vimeo.com/31078930>

Creative learning week highlights video can be found at: <http://vimeo.com/30947275> (N.B. This video is of a higher quality but is identical to the one that precedes the training day presentation footage which was later added in order to give presentation context to the footage)

Research companion website can be found here: <http://www.antisocialite.co.uk>.



I made the decision to upload the presentation footage onto the website to give a truer “companion” feel to the exhibition package. Viewers could then refresh their memories of the presentation for the purposes of gathering relevant feedback.

Gathering and reflecting on feedback

The informal feedback received from the presentation was largely warm with a significant proportion of the audience conveying positive comments. I became buoyant with the level of praise for the exhibition and in discussion there was a clear level of impact from the presentation.

An online questionnaire (found at: http://www.antisocialite.co.uk/site/?page_id=107) was embedded into the website to evaluate the following key evaluation threads:

Relevancy of research undertaken

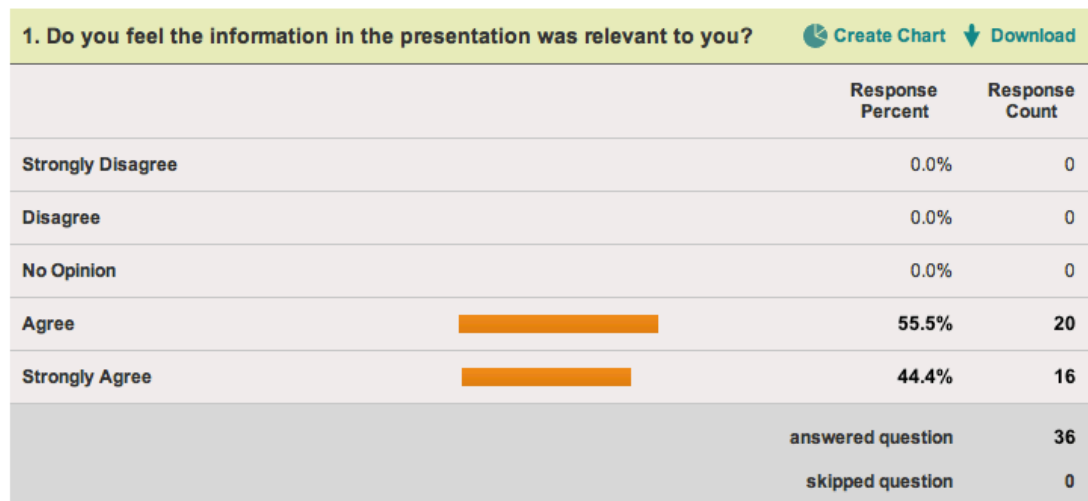
- How the audience felt the research related to them.

The Quality/appropriateness of research

- The value of the project in a teacher context.

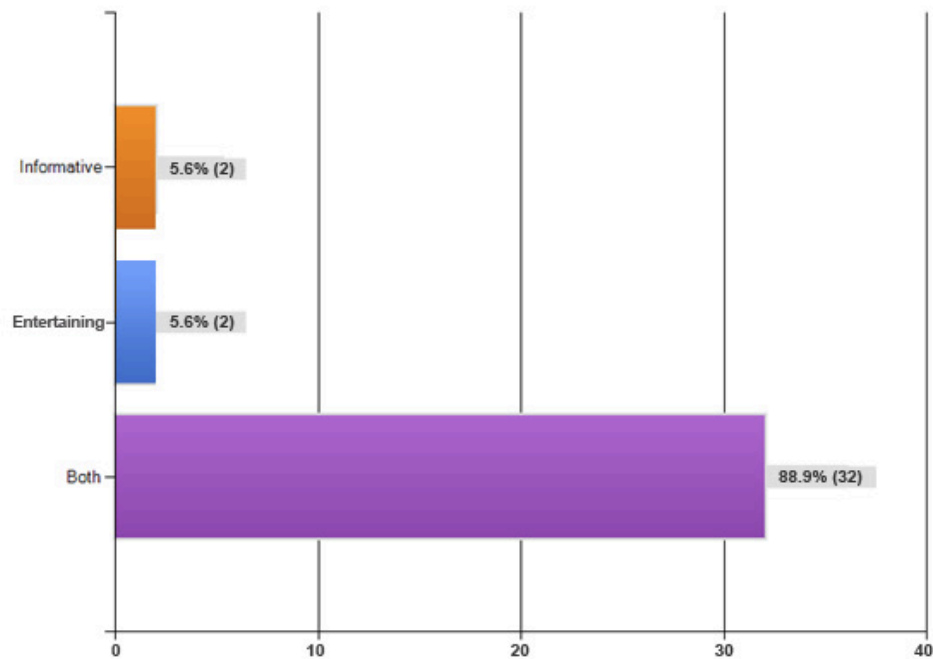
The response sample consisted of thirty-six teacher respondents of varying subject disciplines. Included in the sample were a cross section of SMT's, (two) HOD's (five) and classroom teachers (twenty nine).

1: Do you feel the information in the presentation was relevant to you?



Participants chose to answer “Agree” (55.6%) or “Strongly agree (44.4) in their response. This was beguiling in terms of validating the information presented to the audience. The data suggested successful audience targeting at least in this qualitative feedback.

2: Did you feel the training day presentation was more informative, entertaining (or both)?



This question was asked to ascertain if the presentation had appeared with style bias. The vast majority (thirty two) responded with “Both” (88.9%) which I had hoped would be the case with this result. I wanted to engage the audience deeply and for the majority the results suggested a mix of both entertaining and informative was achieved.

3: On a scale of one to five, how would you rate the visuals/video in the training day presentation? (5 rating highly, 1 rating poorly)

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		19.4%	7
5		80.6%	29

On the Likert scale, twenty nine respondents (80.6%) expressed option “5” rating the visuals/video “highly” whilst seven respondents (19.4%) chose to pick the “4” option. The audience responded well to the quality of visuals in the presentation leading me to believe they visuals were significant in the positive response and level of engagement.

4: How would you consider the duration/length of the training day presentation?

		Response Percent	Response Count
Too short		16.7%	6
About right		83.3%	30
Too long		0.0%	0

Regarding presentation length, the majority of respondents (thirty) chose to respond “About right” (83.3%) signifying I had estimated the duration of the presentation to be appropriate for the majority of the audience regardless of the time limitations imposed.

5: On a scale of one to five, how would you rate the quality of the information given in the training day presentation? (5 rating highly, 1 rating poorly)

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		5.6%	2
4		50.0%	18
5		44.4%	16

The majority of the sample rated the information given in the presentation highly choosing “4” (50%) or a “5” (44.4%) in the Likert scale. I asked this question in order to equate a value judgement to the quality of the information. This allowed me to see that most responses (thirty four out of thirty six) considered the quality of high value.

6: Please summarise your feelings on the training day presentation.

Selected responses:

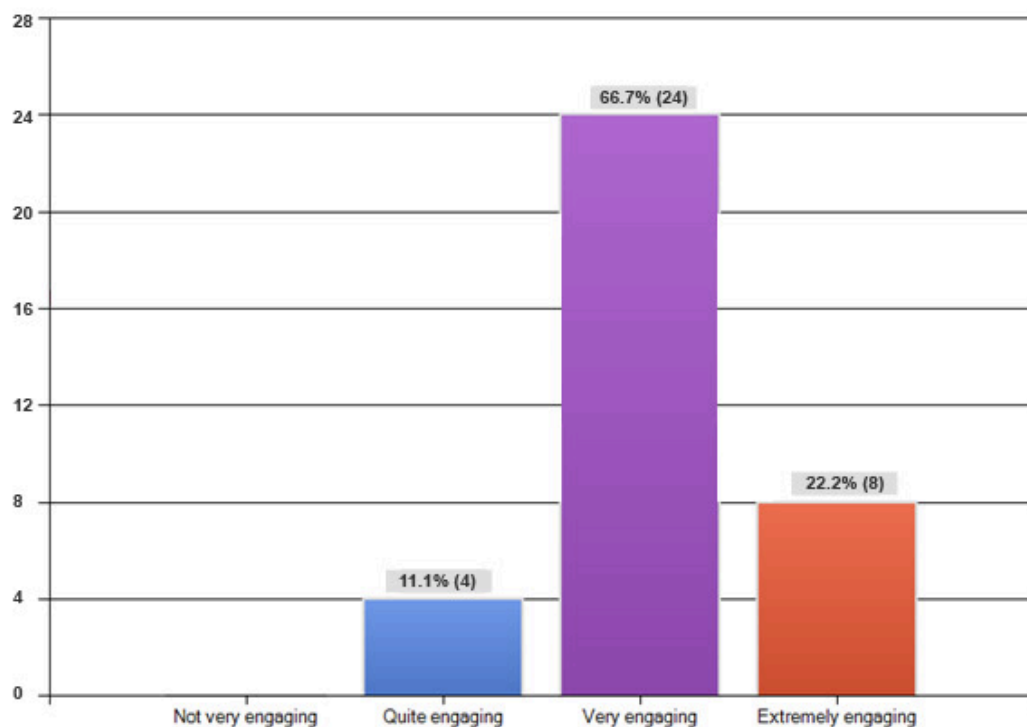
- A. "I think that it was so refreshing to have something that was both creative, inspiring and intelligent at the beginning of term. The quality of the presentation made me feel part of real education initiatives that mean something rather than passive recipients of data drudgery"
- B. "A very engaging presentation, made me think of creative activities as something that I may be able to do myself - originally thought creative meant all singing and dancing - it was clear that creative means just trying something different to engage and inspire the students (and teachers!)"
- C. "I felt that you were constrained by the fairly limited amount of time you had available for your presentation and, as a result, were not able to go into some of the deeper aspects of this particular project and more of the possible lessons we may have learnt from it."

Respondent "A" interpreted the question into a positive value judgement on "real educational initiatives" and was refreshed to see an alternative to "paper based drudgery" at the beginning of term. This respondent went as far as to use "inspiring and creative" as ways of valuing the project. I would surmise this opinion represents the aspirational view of many teachers frustrated with the changing educational bias towards statistics and the quantifiable aspects of the profession.

Respondent "B" expressed a revelatory answer interpreting the research findings to equate to "engagement" and "inspiration" in approaches to considering creative learning. This was removed from what she considered "creative learning" to be before she had viewed this presentation.

Respondent “C” articulated the desire for the “deeper aspects” of the project and wanted “more of the possible lessons we may have learnt from it” (N.B. This could perhaps be rectified by the recipients later use of the website which attempts to extend the concepts of the presentation by providing the research and findings as part of its construction)

7: How engaging was the training day presentation?



Most respondents (twenty four) chose “very engaging”(66.7%) in their feedback with eight respondents finding it “extremely engaging”. This was encouraging in terms of reflecting on positive impact delivered from the presentation.

8: Did the training day presentation change your mind about creative learning week? How/why?

- A. "Mind changed - thought creative learning week was more aimed at the creative subjects in the school, in line with Arts Status. Can see now that anyone can be involved and no singing/dancing required!"
- B. "I have always been a strong advocate of the importance of this aspect of the school's work and, despite the pressures exercised upon us by the national "standards" agenda and the style of work associated with this agenda (targets/assessment /results etc.), I have always believed that creative engagement of staff and students in the process of learning is central to the greater health of the school. Tensions between the national expectation that the school should continue to improve, as measured essentially by GCSE / BTEC performance, and the potential role played by the impact of creative approaches to teaching and learning in pursuit of such measured improvement is, in my view, one of the key issues which currently occupy the school. Are we ever likely to be bold enough to embrace *creative learning* as a central element of our drive for further improvement, in the same way, for example, as we have had to embrace the setting and sharing of targets with students?"

Again, encouraging reflections upon the research, but a particularly developed answer from respondent "B" who explores the wider context of anxieties in measuring the actual effects of creative learning in a whole school/national sense. In response to his question, I would argue that continued academic justification helps to validate bold pedagogical approaches but would agree that perhaps the interpretivist nature of the arts discipline combined with a hierarchical view of the "core" subjects in which schools are judged makes further integration difficult.

9: Would you be interested in taking part in the construction/idea generation section of creative learning week 2012?

		Response Percent	Response Count
Yes		100.0%	36
No		0.0%	0
answered question			36
skipped question			0

Encouragingly, all thirty six participants (100%) were interested in taking part in the idea generation phase of next years proposed creative learning week. This felt empowering in terms of the amount of people that wanted to get involved with further iterations project and would suggest that a larger whole school version may be possible next year (especially if the majority of staff were willing).

10: As a teacher, what value do you put on academic research in educational contexts?

- A. "Research into education and use of experience is useful but doesn't change the systems. Learning is more subjective and for research to be more beneficial than just for a shorter term "isolated" events then the research needs to think whole school/whole year to be effective. Any short term event can be organised but does it affect the whole system?"
- B. "I do value other peoples opinions and the research carried out. However I believe there should be inset for those teachers who are afraid of being creative to help them teach in a creative manner. Rather than just showing what can be done and the research behind it."

The criticism from respondent “A” is valid in terms of feedback dealing with what they perceived was a short term “event”, but the question of “does it affect the whole system?” and issues of “beneficial” effects may have been answered if the respondent had accessed accompanying research that exists on the companion website. Perhaps more could have been done to lead respondents to corresponding documentation on the website.

Respondent “B” chose to reflect upon the practicalities of the functional contexts of academic research and wanted to engage further through training in implementation of creative approaches, perhaps highlighting anxieties from non-arts based teachers.

11: How academic do you think the presentation was?

		Response Percent	Response Count
Not very academic		5.6%	2
Quite academic		66.7%	24
Very academic		27.8%	10

The response for this question suggests there was a bias towards “quite academic” (66.7%) suggesting a possible opportunity to increase in the level of academia conveying the findings. This significant proportion for an audience with a professional interest is a positive result.

Website feedback

12: Is the content on this website easily accessible?

		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		0.0%	0
No Opinion		8.3%	3
Agree		41.7%	15
Strongly Agree		50.0%	18

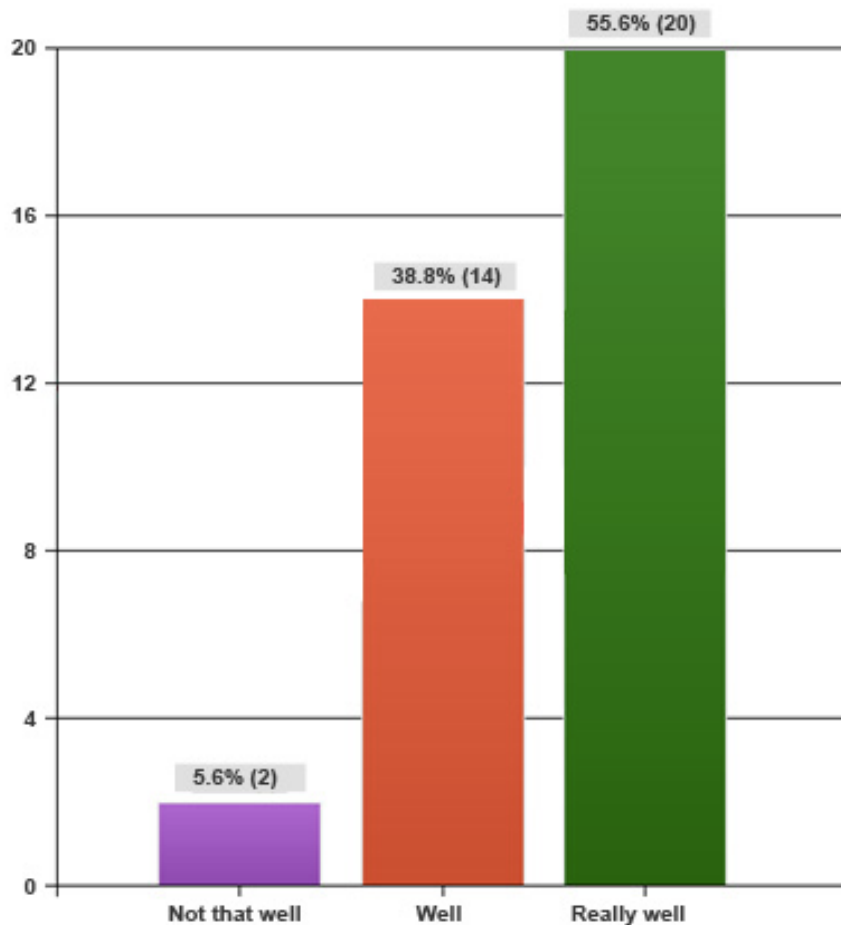
Most participants agreed (fifteen) or strongly agreed (eighteen) that the content was easy to access. This led me to believe the design of the website helped to promote the findings of the exhibition.

13: On a scale of one to five, is the use of language in the "research findings" section accessible to you? (5 being very, 1 being not at all)

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		63.9%	23
5		36.1%	13
answered question			36
skipped question			0

Specific to the research findings, participants opted to choose "5" - Very accessible" (thirteen) or the preceding value "4" in their response. Again another validation that language use was clear in terms of conveying my research to the website audience. This was significant because it meant the findings were pitched at the right level.

14: How well would you consider this website to work as a companion to the training day presentation?



Lastly, most participants (thirty four out of thirty six) chose to answer “well” (fourteen) or “really well” (twenty), suggesting that the combination of both presentation and website had been a positive exhibition method.

Feedback conclusions

Overall, the feedback was positively constructive and despite a fairly low speed of feedback completion, I was able to reflect deeply on the responses regarding both elements (website and training day presentation) of the exhibition. I had enough feedback to adapt future versions of creative learning week and shape the approaches around teacher viewpoints.

Evaluation of performance

Reflecting on my performance over the last eighteen months is fairly daunting but is peppered with fond memories of the individuals on the course (peers, guest speakers and tutors) and the pride of my achievement so far. It is with a heavy heart I reflect the finality of the course within these closing paragraphs.

Industry project

My memories of the beginning of the course were fraught with self doubt and questions of whether I even deserved to be in attendance (suspected impostor syndrome!). After deciding at the first residential that I was going to begin by concentrating on a video games remediation project I felt a little easier about the work I was to produce. I spent time immersing myself in the subject, looking for symbiotic adaptation and appropriation in its many forms. Richard's enthusiasm for the project was infectious and was instrumental in shaping the project into a solid piece of work that I could (eventually) be proud of. A lengthy redrafting stage project made me realise the importance and demands of the standards that masters courses require. I will admit to finding the level of engagement that was expected at masters level initially tough, but was guided expertly by the MACME tutors into completing a reasonably solid piece of work (Those darned apostrophes!).

Practice project

Having been inspired by a workshop based around a french surrealist game entitled "The exquisite corpse", I devised a project that explored the concept of authorship through mashups and their cultural significance. This allowed me to flex my own creative muscle and produce hugely enjoyable photoshop pieces such as "[Allen in Wonderland](#)" and "[Lego Human Centipede](#)" (perhaps my greatest work). Mark Readman's guidance and input into the (initially confusing) "syntagmatic" and "paradigmatic" pathways through the usage of "Little Britain narrative", helped the project to deepen substance and remain

playful (true to the source material). This subsequently developed into an [audio documentary](#) featuring the work of my pupils based upon concepts of aleatoricism. I enjoyed the research and production elements immensely in this project and locked horns with Stephen Barden and Alan Hardcastle in a peer reviewed showdown. Ironically (in an authorship context), we argued that our own interpretations were truer versions of aleatoric ideals.

[Pedagogy project](#)

This project saw me tackling the perennial bugbear of homework and was my first foray into the framework of action research. This project took a while to get off the ground and was possibly the hardest slog in terms of relying on students to provide evidence. Pete Fraser's feedback spurred me on to produce a pedagogical "[Homework invaders](#)" resource that helped to monitor and motivate students to complete homework and reward intrinsic behaviour. Assets from the unit are now used on a permanent departmental basis. This unit awarded me my highest mark (68), narrowly missing out on the top division.

[Major Project and exhibition](#)

In terms of scope, this project was my biggest undertaking and perhaps the most rewarding. The high level of engagement in the production elements in this module was infectious and changed my perspective of teaching from a trans-disciplinary subject point of view.

The research undertaken into "thematic instruction" was a thread that ran through the entirety of the module and aided the narrative immersion in the project. The commitment was exhausting and my enthusiasm perhaps swayed the evaluative aspects leading the data towards mostly positive findings.

The exhibition but specifically the presentation, to the entire Kingswood school staff was an incredibly nerve-jangling affair with anxieties of appropriateness and relevancy ringing clear in my mind.

What to include in a limited time scale was one of the key concerns but the inclusion of a complementary website meant (in theory) I could summarise aspects of the research in the presentation. The concluding feedback from this process validated further creative learning events which are already starting to formulate in the school.

Personal Reflection

I am extremely proud to have studied at the Centre for Excellence in Media Practice and it is with a sadness that the journey is nearly complete.

I plan to stay in touch with MACME 3 (hopefully through the medium of Facebook) but fear I will miss the interaction in the online forum and on the residential visits terribly. Although the time spent with the individuals on MACME was relatively short, (only 8 whole days by my estimation) I do feel there was something special in the combination of peers and tutors whose personalities unraveled online and through their studies and guidance.

Time really does fly when you're having academic fun.

Personal development action plan

From the practices developed by the study on this course I wish to continue developing pioneering approaches to teaching media studies in a secondary school context based upon frameworks from my MACME study. I am currently building a website (from knowledge gained developing the <http://www.antisocialite.co.uk> website in this unit) to help OCR Media Studies students across AS and A2 level courses. The content will consist of regularly updated resources and materials relating up to date media texts. The basis for this website would be the body of work that is found at <http://kingswoodryan.posterous.com> (password: meadows). The intention is to have an archive of materials penned by a number of informed contributors from teaching institutions around the UK. A planned dynamic twitter integration into the site and other experiments into integrating social media could perhaps lead to a national educational media studies community with exemplar materials for the perusal of students undertaking media studies courses. This is integral to my CPD progression and has been agreed with my head of subject for development this academic year. The site will be built in the winter term and will begin the testing phase in January 2012. Depending on the success of this phase, I would like to present the site at the OCR conference in 2012 (Approximately late March judging by last years conference date).

By September 2013 I aim to become head of subject in an institution with the progression opportunities allowing continuing research into problematic areas in the teaching and delivery of secondary Media Education. I will return to the sphere of academia in 2015 undertaking an educational/media doctorate allowing progression into the role of lecturer teaching at undergraduate level. Ideally in the field of video games practice or a media production course would suit what I consider to be my strengths and where I can see my long term future development heading. In the long term (2018) I wish to travel

overseas and lecture within the southern hemisphere concentrating on video games practice and gamification within secondary and higher education.

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http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html

Appendix

Do concepts of remediation and media convergence help us to understand the nature of the current symbiosis of the film and video game industries?
<http://www.ribsy2.posterous.com>

What is the cultural significance of authorship in mashup and aleatoric material?
<http://module2.posterous.com>

Homework stinks. Time for an altogether different bouquet?
<http://www.antisocialite.co.uk/site/wp-content/uploads/2011/10/Homework-stinks-21-April-FINAL.pdf>
(Online PDF resource)

Smoothing the troughs of academic downtime in secondary education using creative learning approaches.
<http://www.antisocialite.co.uk/site/wp-content/uploads/2011/10/Smoothing-the-troughs-of-academic-downtime-in-secondary-education-with-creative-learning-approaches-Absolute-Final-31-July-2011-reduced-filesize.pdf>
(online PDF resource)

Creative learning week content repository
<http://creativelearningweek.posterous.com/>

Presentation script

<http://www.antisocialite.co.uk/site/wp-content/uploads/2011/10/Creative-learning-week-presentation-script1.doc>

(online word document resource)

Flickr

[Http://Flickr.com](http://Flickr.com)

Worpress

<http://Wordpress.com>

Twitter

<http://Twitter.com>

Exhibition videos:

Smoothing the troughs of academic downtime training day presentation

<http://vimeo.com/31078930>

Creative learning week highlights video

<http://vimeo.com/30947275>

Research companion website:

<http://www.antisocialite.co.uk>

Exhibition questionnaire:

http://www.antisocialite.co.uk/site/?page_id=107)

Allen in Wonderland:

<http://getfile2.posterous.com/getfile/files.posterous.com/temp-2010-11-28/ewoawrfHkHoHcltzAfvJGxnmvJjrDmeHdhHmhnFzlBxtwjbwEnFDslJpjlJ/allen-in-wonderland-jpg.jpg.scaled595.jpg>

Lego Human Centipede:

http://getfile7.posterous.com/getfile/files.posterous.com/temp-2010-11-28/sjxopCizolFapmJbAJagfmzCmAcsqAvdxfbxHqdCtHwCptJxnssHlcJjeAxF/Lego_human_centipede.jpg.scaled595.jpg

Authorship podcast:

<http://module2.posterous.com/pages/practical-artefact-2>

Homework invaders prototype:

<http://ryanunit3.posterous.com/homework-invaders-progress-prototype>

Kingswood School AS and A2 Media Studies Student resource site.

<http://kingswoodryan.posterous.com>

(Password = Meadows)