# Create to Learn Companion Web Site

<https://createtolearn.online/>

1. Go to the Create to Learn website and register for an account (free, student). This will give you access to all of the materials that complement the book!
2. Click on tab, Student Study Materials
3. Select the chapter that you are reading, and view the slide show. Follow your interests in relation to using other resources that are provided.

# Reading Guide

## Week 3: Chapters 1 and 2 (complete before class on 1/30)

Dear Colleagues,

Please use this guide for Chapters 1 and 2. **I have bolded items where you need to respond** (this is informal, conversational writing; feel free to make lists, to sketch and insert, etc.). This will help you engage more deeply with the content, and facilitate having deeper conversations in class.

Always, feel free to add, expand, follow your own interests, as well!

Best,

Bridget

## Chapter 1 Create to Learn

**Ch. 1 Slideshow**

**View this after reading the chapter** (I sometimes view it before reading as a quick preview, and then view it again after reading!). This is an easy, quick introduction to the book that expands the notion of what it means to be a consumer, producer, and communicator in a digital, multimodal world.

## Chapter 2 Getting Creative

**Ch. 2 Slideshow**

Slide 3 – College Vlog

I wasn’t able to open this video, but try it and see if it works for you. Many of the college vlogs are long (more than 10 minutes), so feel free to view the beginning, sample segments, and then view the end (3 minutes should suffice!)

Some other examples will follow in the next few slides.

**Everyone – please view (and yes, you might find yourself dancing in your chair as you watch this!).**

**VIDEO:** [Excel Funcs – Funky song helps you learn how to use Excel with skillz](https://youtu.be/GhK6D05EamE)

<https://www.youtube.com/watch?v=GhK6D05EamE&feature=youtu.be>

4.32 min (note you can fast forward some of this, since there is a refrain that repeats, don’t miss the ending – you want to see how their message is constructed!).

**Please respond briefly to the following:**

1. Who is the target audience?
2. What is the message?
3. What do they want their audience to
4. Feel?
5. Know?
6. Do?
7. What do they do to accomplish their goals (message).
8. View and consider the roles that the men and women play. How are the actors/singers positioned?

**Choose at least one other video to view and think about it as an example of multimodal expression**.

If you choose the *Very Hungry Caterpillar horror movie spoof,* know that there is violence and mature language (I don’t want you accidentally sharing this with children!). It will spark your thinking about digital book trailers, a new genre that combines book reviews and movie trailers!

**Slides 9-10 Create to Learn Process (AACRA – Access, Analyze, Create, Reflect, Act).**

**Consider this AACRA process in relation to your writing process model. Jot down a few notes:**

**What fits? What is different?**

In class, I will share some design/engineering/ project based learning process models with you, as well. In general, I’m moving toward a combination of composing-making…eager to hear what you think!

**Slide 14 Continuum of creative freedom and creative control. Please respond:**

1. **Outside of school:**
	1. **When you are making something or composing a piece, how much freedom and control (another way to think about control is constraint) do you enjoy? Respond briefly, including an example.**
2. **In school:**
	1. **When you teach children to compose or make something, where would you put yourself on the continuum of creative freedom and control?**

Slide 18 Creative Brief Activity

We are **not doing this activity at this time**, but you will be involved in this process of developing a creative brief in a later class!

THAT’S IT! I HOPE YOU ENJOYED READING THESE 2 CHAPTERS AND FOUND THEM PRODUCTIVE!

See you next Tuesday, 1/30!

Bridget