

CETL Capstone Project  
Integrating imovie into Sociology 101

For my capstone project, I integrated Macintosh's imovie program into two of my Sociology 101 classes, one in Mankato and one in Belle Plaine. The students created two movies: "Guest Speaker" and "Sociology Belle Plaine Style."

In the Guest Speaker Project, the students were assigned various responsibilities ranging from narrator to camera operator to editor. The basics of the imovie program is that students would set up a scenario, shoot the footage with a video camera, input the footage into a Mac computer and manipulate it adding sound, text, transitions and scene selection and the end product would be a movie.

The Guest Speaker Project was a group effort in a true sense. One of the students gave an introduction to the project. Next, the class set up an exchange with a class guest speakers in which they shared views and dialogue on several subjects relating to Sociology.

During the exchange, one student operated the camera so as to capture the emotion of the moment. The students then used the imovie program to edit the footage into a structured presentation. Several students were on camera giving feedback on the process and for a conclusion, the guest speaker contributed his ideas on the entire exchange. Finally, the program allowed the students to press the finished movie to a compact disc and copies were made for each participant.

Each student wrote a final paper on his or her experience during this process and how it related to course content. Their feedback showed that this learning experience taught them about using technology as a resource and how to view sociology through a different lens. In their papers, the student spoke about the tension, interaction, analogies and newfound respect for the views of "the other" as a result of open dialogue. They also noted the ease of making sociological connections when thinking critically while defending their positions. A common theme that echoed throughout the papers was, "Doing sociology in a real life project, instead of reading case studies."

The Belle Plaine Project was completed in two parts. Initially, the students worked on their movies individually and later the group came together as a whole. Each student chose a chapter from the text as a theme shot footage to represent the topic and chose the best footage to form their movie. They then submitted their movies to the group, which combined the movies to make the Project. It was pre-determined that the students would be assessed on making a sociological connection and creativity.

For the Belle Plaine class, creating their own footage allowed them to learn about themselves, their views, interests and values. They enjoyed managing their projects up to a point and then coming together in a group setting to collaborate. The students had to plan and think carefully in order to share their philosophies regarding their topics to their audiences. By collaborating with their peers, they were able to exchange opinions, beliefs and views on the final movie.

I, personally learned as an instructor from observing the students, listening to them, encouraging them to persevere despite shortcomings and fear of technology and watching them practice and interpret their understanding of Sociology. Upon reflection, I believe this has caused me to re-think my class design.