

Respond, Reimagine, Remix, Recognise; Using ipads to write E-Poetry

Transnational, collaborative work as part of the ***Mobilising and Transforming Teacher Educator's Pedagogies***, ERASMUS Project; UK, Norway, Germany, with a focus on developing teacher capacity with new technologies

Amanda Naylor PhD & Anbjørg Igland Cand.philol

Collaborative project

Sonnets & E-Poetry

- This paper reports on a collaborative project between Norwegian school students, 17 years old (n=18) working on Shakespearean sonnets with English subject specialist teacher trainees (n=14).
- The aims of this particular, transnational, project were in line with that of the overall, MTTEP project, to enhance trainees teacher's conceptions and understanding of what, pedagogically, mobile technology can provide
- Furthermore, the goal for the Norwegian students was to work on challenging subject matter with the English trainee teachers, and to write E-Poetry, using their iPads

We derived a definition of E-Poetry for our students from the work of Leonardo Flores <http://iloveepoetry.com/?p=11968>



What is E-Poetry?

- Leonardo Flores' definition of E-Poetry distinguishes between **print** and **digital text**.
- In contrast to print you can add **behaviour** to digital media (animation, video, movements etc).
- Text behaviour in print is only **static**, whereas in digital texts you can include **hypertext** and when you click on it, you get **links and images**. You can **interact** with the text – and you become part of the text.

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link to Flores' video (4 min): <https://youtu.be/qN9fretoPNo>

Definition (Flores, 2016)

It is NOT Using a word processor to write a poem
...because this kind of software is designed
primarily to produce printed copies.

Digital poetry is NOT “remediation to explain the
process of representing an old medium in a new
one” (Bolter and Grusin 2000, 45).

Definition (Flores, 2016)

Digital poetry IS a poetic practice made possible by digital media and technologies. A genre of electronic literature.

“More than being marked by digitality, electronic literature is actively formed by it” (Hayles 2008, 43)

“E-poetry is poetry that arises from an engagement with the possibilities offered by digital media.” (Flores, 2016)

Our definition of E-Poetry for our students

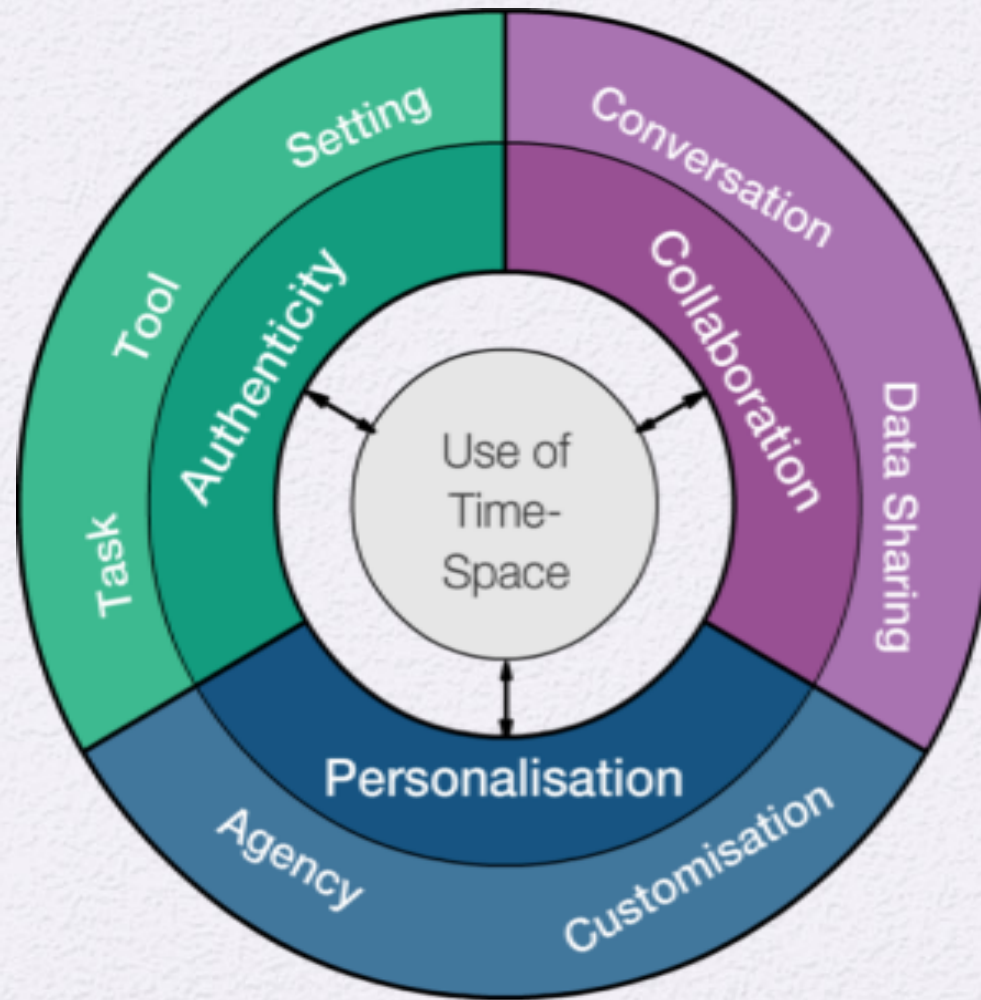
Respond

Reimagine

Remix

Recognise

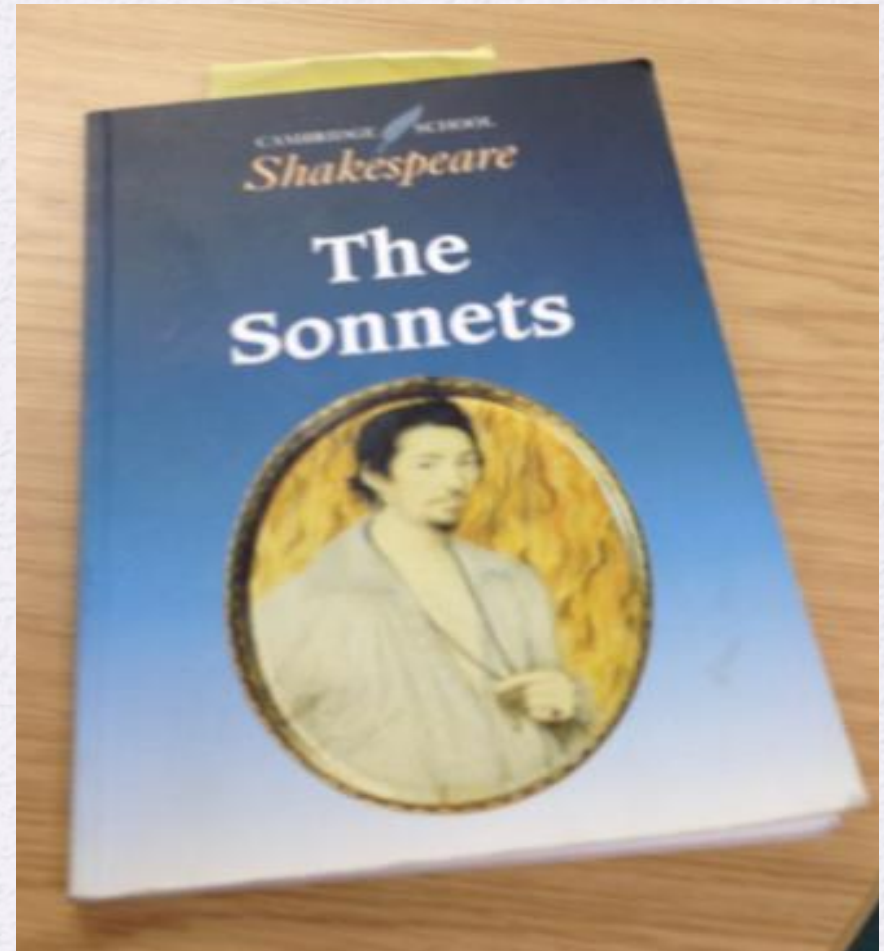
The iPAC framework



We used the iPAC framework to design the project, incorporating the **three** distinctive characteristics of mobile learning.

Workshop Collaboration

The English specialist teacher trainees from Hull University and the Norwegian students received some input on Shakespeare's sonnets, with particular focus structure, form and the relationship of this to imagery.



What is a Sonnet?

- A sonnet is a fourteen-line poem written in **iambic pentameter**
- It is made up of **three quatrains** and a **couplet** (4+4+4+2)
- The rhyme scheme is ABAB CDCD EFEF GG.
 - Rex Gibson (1997) *The Sonnets*

Structure Love Sonnet (130)

My mistress' eyes are nothing like the sun;	A
Coral is far more red, than her lips red:	B
If snow be white, why then her breasts are dun;	A
If hairs be wires, black wires grow on her head.	B
I have seen roses damasked, red and white,	C
But no such roses see I in her cheeks;	D
And in some perfumes is there more delight	C
Than in the breath that from my mistress reeks.	D
I love to hear her speak, yet well I know	E
That music hath a far more pleasing sound:	F
I grant I never saw a goddess go,	E
My mistress, when she walks, treads on the ground:	F
And yet by heaven, I think my love as rare,	G
As any she belied with false compare.	G

Analysis Sonnet 130

- The Love Sonnet 130 **mocks** the Elizabethan sonnet tradition, in which the poets praised their mistresses, comparing their beauty to the *sun, roses* etc. **Shakespeare** refuses to compare his mistress to the sun, coral, white snow or to the fine gold thread used in Elizabethan jewellery.

Collaborative e-books

The Norwegian students together with the English teacher trainees used their ipads working in groups.

The students and trainees explored Shakespearean sonnets.

Working with the app **Book Creator**, the groups produced an **e-book** on particular sonnets



Authenticity

Elizabethan era



What do you know about the York Minister in the Elizabethan era?

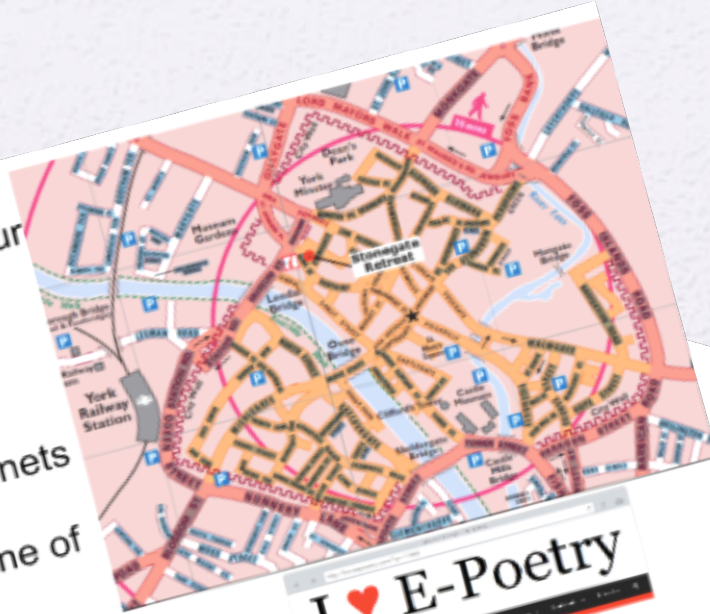


The third aspect of the project was fieldwork in York. The Norwegian students used the app *Explain Everything* on their ipads. A guide was made for them by their tutors to lead them on a Poetry Quest around York.

Authenticity

Now you can make your way back to the hotel!

You will write E-sonnets tomorrow
Use the opening line of one sonnet
Using sound, words, images recreate the ideas in a new form
Try to end with the original couplet



Retrace your steps to the hotel, find North Street
parallel to the river and
along until you see
Bridge



The Norwegian students used an *Explain Everything* guide made for them by their tutors, on their ipads, so that they could work in the field to collect ideas for the next stage of the work – writing eSonnets



Can you find the Perky Peacock and have a cup of coffee? Good cakes here!



Authenticity; Leisure time setting in York

- After the field work in York, the Norwegian students used their collected materials to write their own **E-Sonnets**.
- Based on the authenticity dimension of *mobile learning*, we wanted the students to work on their ipads in a leisure time setting, such as a hotel room or coffee shop.



Comparison Flores & Student work

- The Norwegian students transformed the printed Shakespearean Sonnet 130 into a **digital text (e-book)**, by incorporating **images** from Elizabethan buildings in York, a **video** where the priest at Westminster talked about the Cathedral's historical periods, including the Elizabethan period, **white and black images** of Queen Elizabeth I, and **wordmix** of modern symbols of beauty.

Audio



E-poetry

My mistress eyes are nothing like the sun
Blood is far more red than lips are red
If skin be tan why then her breasts are pale
If hair be fur, black wool grow on her head
< I've seen much roses, red and pink,
But no such rose blush see I in her cheeks
And in some perfumes is there more delight
Than in the breath that from my mistress reeks
I guess I never saw a supermodel go
My mistress when she walks stamps on the ground
And yet, by heaven I think my love as sexy
Even though I have done false compares

Word
cloud

Red lips
Mistress
Supermodel
Brunette
Pretty
Elegance
Perfume
Blush
Blonde
Sunkissed
ROSE
Glowing eyes

Re-imagined
response

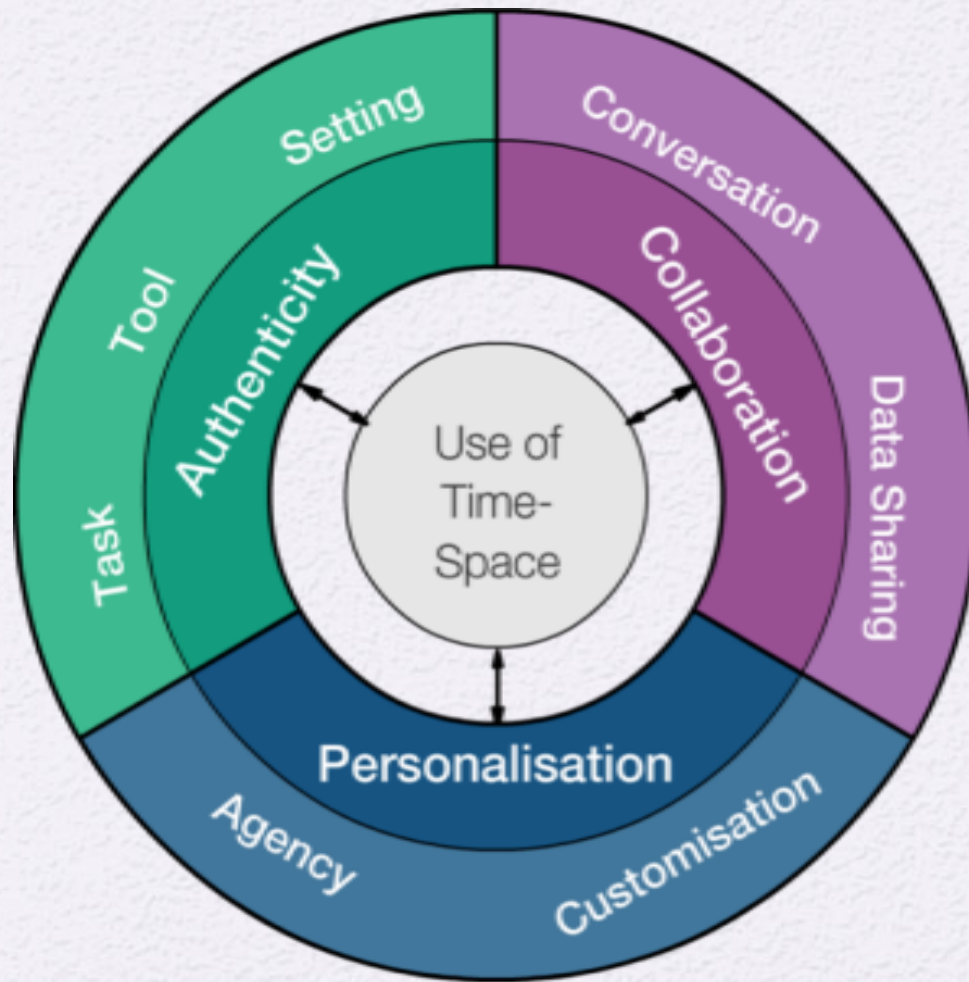
At first I thought you were all good,
With your clothes from the gangsterhood.
But suddenly the truth shone through,
Your awful personality grew.

The wind from your nasty breath,
Is almost like a sudden death.
You think your pretty cute and cool,
And that's the reason all girls swoon.

Still you treated me so good,
Like the kisses in the hood.
Then you dumped me for a fool,
I guess your not that really cool.

With neither love nor hate today,
You should love yourself hurray.

Conclusion



The iPAC Framework

The project was based about a high degree of collaboration - between students, teacher trainees and staff

The project aimed at a good level authenticity – working in the field, using mobile devices, utilizing found images/clips/audio

The students were free to create E-Poetry in any way that they chose, using their ipad , however the level of personalization was deliberately limited by the task given, to respond to Shakespeare's Sonnet

References

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