

5.4 Evaluation Tools

SESSION TITLE

AN INTRODUCTION TO ZINES



ACTIVITY IN A SENTENCE:

Overview of how to make and implement zines as a creative and personal way for learners to reflect on their learning experience of any activity/workshop undertaken.

DISCIPLINES INVOLVED IN ACTIVITIES:

Art, Mindfulness and disciplines related to activity/workshop under analysis

RECOMMENDED AGES:

14+

LEARNING ENVIRONMENT (CONTEXT SETTING):

Formal and informal learning environment, can be adapted to online

LEARNING OUTCOMES:

- Familiarity with zine culture and construction
- Warm up and blind drawing skills
- Practice reflection
- Explore emotional response to scientific topics
- Creative confidence
- Learning Journal

Zines allow learners to reflect on a learning experience in a creative and personal way. For topics explored in Open Schooling, such reflection is vital as it allows learners the opportunity to connect with and form an emotional response to a topic, and provides facilitators with a form of evaluation.

SDG LINKS:

- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TIME IT TAKES TO COMPLETE:

45 – 60 minutes

MATERIALS / RESOURCES NEEDED:

- **Required:**
 - Paper
 - Pen/pencil
- **Optional:**
 - Markers
 - Newspapers, magazines and/or photos
 - Scrap materials
 - Scissors and glue
 - Needle and thread
 - Post-its

CONTENT FOR LEARNERS:

- Presentation – *Activity Handbook: Zine Makeshop.pptx*

Note: Copy the presentation into your own folder before editing.

TIPS FOR SCALING FOR DIFFERENT AUDIENCES:

Provide assistance with making the zines and simplify prompts for younger participants.

Activity

Introduction: What is a zine?

A zine is a small, short handmade pamphlet/magazine which contains multiple pages, often filled with text, drawings, and collages. They can be made by a single person or a small group, and are a unique way to communicate topics, thoughts and ideas.

This activity will focus on how to build and utilise a zine as a means of evaluation, as well as a way for learners to document and reflect on their learning. This reflection should include their emotional response to the topic eg. how they felt, what inspired them.



Figure 5.21: Creator looking through their own zine.



Figure 5.22: Example of a zine. Credit: SySTEM 2020⁴.

Part 1: Building the zine

1.1 Playing the game

There are multiple ways to build a zine, but the simplest involves folding and cutting a single sheet of paper. Follow the steps in the image below to create a zine.

The zine can also be made by binding multiple pieces of paper using staples, or a needle and thread.

4. SySTEM 2020 received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement no. 788317

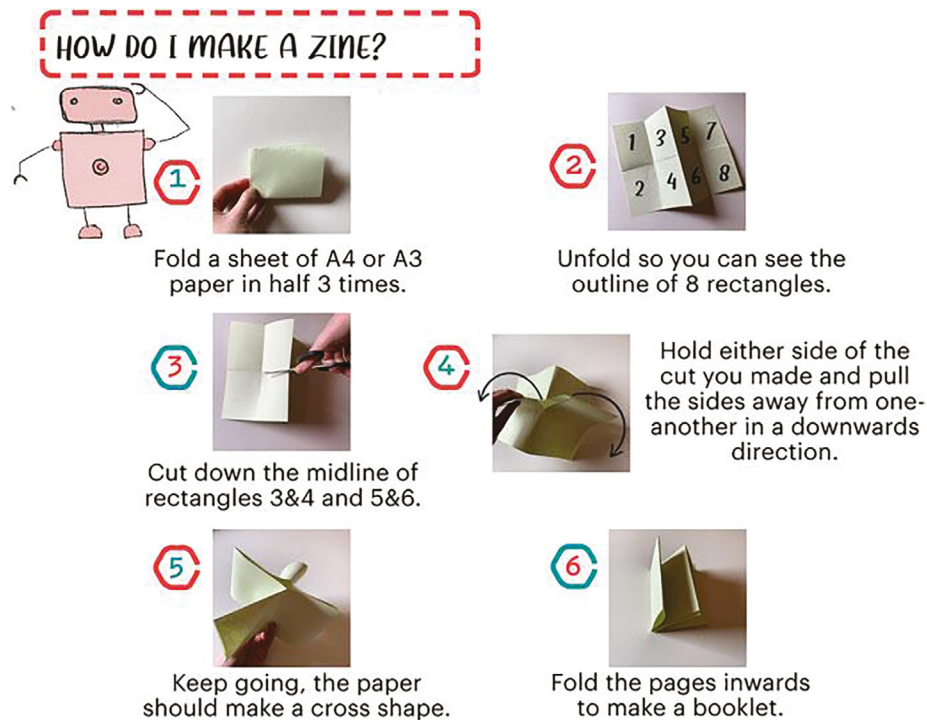


Figure 5.23: Step by step guide of 'How to make a zine'. Credit: Brown et al., 2021⁵.

Part 2: Adding content to the zine

To guide the participants through creating their own zine, it is best to first assign a theme or topic that will be explored. For this activity, we will focus on zines used for evaluation of a project or as a learning journal for a topic. However zines can be adapted for many different contexts, including introducing a lesson or brainstorming.

Content ideas should come from the participant, but they can be guided by the facilitator using prompts as a form of scaffolding. These prompts can vary in detail depending on the participants and the aim of the zines.

The prompts should ask the participants to reflect on their learning journey, both exploring what they have learned and how they have learned it, but also how they felt. Did they enjoy the process? Was anything difficult? Did a particular part inspire new perspectives?

An example of a topic and prompts can be found in the *attached slides*. These slides focus on documenting the learning journey as participants explore the theme of plastic.

Encourage participants to get creative with their zines, to use the materials provided and think outside of the box. The zine is a personal reflection of their learning experience, and we are asking them to express this creatively.

5. Brown, A., Hurley, M., Perry, S., & Roche, J. (2021). Zines as Reflective Evaluation Within Interdisciplinary Learning Programmes. *Frontiers in Education*, 6

Part 3: Showcase (Optional)

Zines are a form of self-published work and are mainly created to communicate topics or ideas with others. Therefore it is a nice addition to ask participants to share their zines with each other. This could be done through a simple presentation, but could also be done with a showcase for both the participants and the public. Zines can also be shared with the local community (and wider) using online platforms, selling them or submitting them to local libraries and art festivals.

After this activity, participants should be aware of zine culture and feel empowered to explore topics using a creative process.

USEFUL LINKS:

- *SySTEM 2020 Learning portfolios – Zines*
- *Brown, A., Hurley, M., Perry, S., & Roche, J. (2021). Zines as Reflective Evaluation Within Interdisciplinary Learning Programmes. Frontiers in Education, 6*