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Assignment 2: (15%) Video Presentation

In order to complete this first assignment, follow these steps:

<p>Step 1 (this step is not for marks but it is for you to better understand the video presentation assignment and how to do it</p>	<p>How to Begin this assignment <b>(Background/Context to the assignment)</b></p>	<ul style="list-style-type: none"><li>• In order to complete this assignment, identify and describe <b><u>your own</u></b> intersectional lived experiences and/or those which you have observed in the context of course material regarding human development in the family.</li><li>• Begin this assignment by taking the time to ask yourself, <i>'what experiences do I have that relate to what I am learning?'</i> and <i>'how could I apply this learning to everyday life?'</i>.</li><li>• Be sure to look for <u>examples of human development concepts, theories, and ideas in your own family, workplace, and social situations, as well as the surrounding community</u>, and recognize that your experiences and observations form an important foundation for meaningful learning.</li><li>• The study of human development in this course will take you beyond your experience and existing knowledge, providing you with critical theoretical and research perspectives that help us to understand ourselves and those around us and guide us as we seek to find solutions to individual and social problems.</li><li>• In preparation for completing this assignment, I suggest that you Develop a list of themes of photographs you want to take of the built environment (no people) that represent human development in the Family.</li></ul>
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Winter 2023/ Dr. Punam Mehta

		<ul style="list-style-type: none"><li>• For example, you might want to photograph (self-portrait) and discuss your experiences in early adulthood, or old school, an old building, a room in your house, baby memory, mother/memory, family member, culture, racial identity, gender identity, sexual orientation, ability, popular culture (e.g. toy from childhood), or tv show, movie.</li></ul>
Step 2	The Assignment	<ul style="list-style-type: none"><li>• Each student will identify their personal lived experiences <b><u>within one or more aspects</u></b> of human development in the family.</li><li>• More specifically, they will demonstrate this aspect by taking 5-photographs (images from the internet or screen shots) that identify concepts, theories, or ideas presented in the textbook. (if you find images from other sources, make sure you source them).</li><li>• In addition, each student will draw from their own lived experiences such as gender, sexuality, race, immigration, and/or disability within contemporary Canadian culture to provide critical reflection on their lived experience.</li><li>• This assignment is meant to encourage students to draw on critical thinking skills about the social injustice in the world around them within the context of human development in the family.</li><li>• This project will involve taking photographs of spaces or places, which will contribute to students' understanding of human development in the family. Each student will take photos of places or spaces that</li></ul>

		<p>are interrelated with their own interpretation of oppression and marginalization in their own lives (e.g., gender and sexuality or race and racism), or photos on topics in the lives of others (e.g., prison industrial complex). This is the critical piece. Whatever you choose as your themes for your photos, make sure you use a critical lens in your description to highlight the intersectionality of your chosen theme.</p> <ul style="list-style-type: none"><li>• This project involves you drawing from the course concepts presented in class on the broad range of topics in the subject of human development in the family and how they provide a deeper meaning for a critical embodiment for you as you develop your understanding about human development in the family, but also how you view disembodiment in yourself and in the world around you.</li><li>• For example, past students responding to this assignment have included photos representing things such as their identity in early adulthood or late adulthood.</li><li>• However, in a more general sense, for each photo taken, students should consider key concepts, such as decolonization, trauma, addictions in the family and how they have impacted them and/or others.</li><li>• <b>It is expected that each student will take five photographs and provide a <u>500-word summary of each photograph</u>. Each summary should include:</b></li></ul>
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		<ul style="list-style-type: none"> <li>• a description of what is seen in the eyes of the photographer or the image presented (what is being seen?);</li> <li>• What is the story behind the photograph or the image presented (what is happening?);</li> <li>• What is the relationship of the photograph or the image presented to your own life or the lives of others;</li> <li>• Why are things the way they are? and how can this image educate others?</li> <li>• In addition, the summary of each photograph must include academic sources that draw on the principles of human development in the family (where did you get your information?)</li>   <li>• Thus, students are encouraged to reach out directly to me early in the term via email as they may benefit from the professor's expertise.</li>   <li>• Also, during office hours, we can discuss further.</li> </ul>
<p>Step 3 (you will be assessed)</p>	<p>Prepare a Video Presentation of your photographs or the image presented and submit the file on UM learn by the due date.</p>	<p>Students will prepare a video presentation of this human development in the family photo journal video essay using Power point voice over or zoom.</p> <p>Students should read their 500 word summary for each photograph or the image presented as a narration.</p>

Rubrics for this assignment is posted on UM learn.



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