



The Design Frames My Micro Poem: Exploring Students' Critical Reflection on Using Design Graphic

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ABSTRACT

Students frequently feel helpless to write a poem. However, the emergency of online classes during the pandemic period opens up space for students to cultivate the use of the internet and digital platforms to enhance their poetry writing. This research explores students' critical reflection when using online design graphics as a tool for practicing to write micro poetry. The study involved thirty students in the second-year of English department. The tasks are divided into three stages of the creative writing process: investigation, drafting, and reflection. Following a social media exploration, the curiosity to dive into different kinds of online patterns and figures increases classroom activity engagement. The result of the research pointed to the improvement of students' critical thinking, reflective practices, and micro-poetry-writing abilities. Students are becoming accustomed to the connection between the pictures and the language used during the drafting process. The reflection revealed an unusually objective and critical reflection; they said, "my design fits into my micro poetry, it frames my words."

Keywords: Digital literature, micro poem, reflection, graphic design, creative writing

1. INTRODUCTION

Learning to write English literature in a conventional context has begun to be abandoned as technology advances. Even long before the Covid-19 pandemic, literary works in the form of print media began to shift to literary works in the form of works of art that contain multi-modal values. Multi-modal literacy considers how linguistic and visual choices meet the purposes of text, audience, and context, and how these choices work together in the organization and development of information and ideas [1]. And multimodal literature learning can answer the challenges of the industrial revolution 5.

Multi-media, multimodal and interactive aesthetic packaging are used in literature classroom learning nowadays. Syamugrapria and Menon [2] revealed that kinetics text and image, graphic design, sound, and video are some of the components utilized when teaching students digital literary works. Students prepared to adapt to the digital learning process include digital learning media and digital learning outcomes that will be accessed and assessed. Interactive digital literature learning emphasizes the production of images, sound, and video and reflection on what has been learned, as well as a balanced role between students and lecturers in online learning [3].

To accommodate digital literature learning that is more interactive, reflective, and kinesthetic, One of the

techniques is by incorporating graphic design. Graphic design applications according to Hendi [4], can be defined as a thought process embodied in images. Some examples of literary work that can use graphic design applications are digital poetry, insta poems, and micro poetry. The collection of pictures and poetry was displayed and developed into a digital project. These digital works can train students to adapt to technology and improve their digital creative writing.

Yet, to achieve the learning goals, continuous learning progress and self-reflection need to be conducted [5]. In line with this, Andrusyszyn & Davie, [6] state that Individual reflection may improve a learner's insights, enhance critical thinking, and promote cognitive awareness. They addressed that long-term dialogue with oneself or with one's instructor could stimulate the individual learning process. Annamalai and Jaganathan [7] researched that facilitating online reflective writing via Facebook motivates students to improve their writing skills and reflective thinking. In their research, the reflective journal revealed that Facebook is an effective platform for enhancing students' narrative writing. This study's findings have implications for teaching and learning in web-based environments.

Echoing in the same way, Incorporating graphic design in digital creative writing while focusing on students' reflective statement grasp a space for another

study in web -based environment. Digital creative writing improves along with student's critical reflection showing how might the design graphic contributes them to create their digital work. Thus this study aims to explore students' critical reflection when using online design graphics as a tool for practicing micro poetry. The focus of the study centered on how students critically perceived the process of incorporating graphic design into their micro poetry.

2. LITERATURE REVIEW

2.1. Digital Poetry : Micro Poetry

Digital poetry began to emerge a decade ago. The ability of the public to access the internet is one of the main factors in the proliferation of digital poetry. However, Stein [8] asserts that digital poetry has no relationship with material, yet post-modern society refers to the existence of digital poetry as an expression of entertainment in one community and pleasure in one inspiration (5).

Technological advances related to digital poetry not only resulted in a shift in the value of poetry into a multi-modal art but also a shift in how poetry is distributed and criticized as a product of popular culture [8]. Not only do literary critics, mainstream poets, and well-known publishers give appreciation to digital poetry works, but a mass number of readers will be able to access this digital poetry then it becomes an opportunity for mass reading as it is so-called popular culture.

Micro-poetry as one of the genres of digital poetry is not a novel notion, but the medium has recently gained popularity through social media, especially Instagram. Numerous poets now compose these little verses and post them online as images; the genre is gaining popularity.

Students compose micro-poetry using the fewest words possible while keeping clarity and emotional effect. This results in fascinating wording and poetic choices. The use of graphic design in poetry opens the potential for students to experience a meaningful digital literacy practice in the classroom. [9]

2.1. Graphic Design: Canva and Issue

Canva is graphic design software that allows users to create online and offline creative content easily [10]. Canva provides an attractive design by utilizing the provided templates, features, and categories. Creating an online poetry portfolio and employing graphic design due to the availability of numerous features, canva can be used to create posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, and newsletters, among other things. Canva is also accessible on many platforms, including smartphones and tablets. The issue is an additional graphic design platform that allows users to distribute digital works on social media and other channels. Canva emphasizes a more diverse design, whereas Issue excels in the publishing element. When compiling a portfolio of

digital literary works, students can use both of these applications to be more inventive.

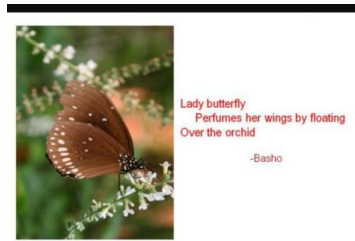


Figure 1 Micro Poetry using Canva

3. METHODOLOGY

The study applied qualitative research methodologies with an emphasis on a single case study and multi-modal content analysis [11] as a research design. It emphasized the examination of meanings, concepts, design, definitions, and reflection.

Through three phases of the creative writing strategy, data collection began by stimulating inspiration; students were permitted to search the Internet for the notion of micro poetry and some examples of micro poetry that included design graphics. Students were instructed to discuss how images gave meaning to the example's words. Next, students independently presented their micro poems. In this phase, the emphasis shifted to the creative process of producing a small poem while exercising with Canva. Using Canva's graphic design and Issue, kids experienced learning the relationship between verbal and visual parts while creating a portfolio of micro poems and multi-modal works. Finally, during the final step, students composed reflection statements with compelling descriptions, evaluations, and personal feelings about working with micro poetry.

4. RESULT AND DISCUSSION

Initiated with the introduction of various forms of digital micro poetry, the workshop consists of a series of three phases of activities. The researcher also introduced two graphic design tools, Canva, and Issue, to enhance students' digital literacy at this level. Material and platform enhancements for digital literary works from Instagram, Twitter, and Facebook encouraged students to independently create their micro poetry projects.

The first week of the course allowed students to examine and investigate digital creations uploaded on social media platforms. This enhancement of reading material was to ignite students' interest in digital literature, specifically micro poetry.

The second week of the workshop entails some exercises in the second stage, throughout which students continue to develop their writing skills in micro poetry, to enhance students writing ability in digital literary works. The objective of the second phase is to provide students with a chance to choose the text model for their micro poems. The investigation of micro poetry is not

complete until the poems were published on their own Instagram or Twitter accounts. The second session focuses on how students create three micro poems,

enhancing their ability to write digital poetry and introducing them to Canva graphic design. Exploration of different design patterns in this second workshop stage covered the presentation of graphic writing in digital poetry. In the form of routine projects offered on e-learning, students have begun utilizing graphic design applications such as Canva and Issue. Students were instructed to select patterns from Canva-applied images with a similar topic to their micro poems. The weekly assignment assigned to the students resulted in the creation of fifty digital micro poems utilizing Canva visual design.

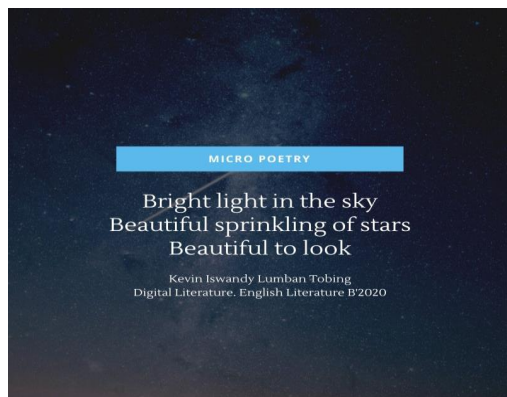


Figure 2 Micro Poetry in the drafting period

The third week of the program consisted of a series of activities that addressed graphic design challenges in greater depth. At this stage, the emphasis was on teaching students how to use Issue to post their poetry online. This stage centered on training students in the "decision making" process by offering opportunities for them to recognize and practice the forms and patterns of canva and issues associated with the topic of the micro poems.



Figure 3 Students' final project of micro poem utilizing canva

5. REFLECTION

In the final phase of the session, students worked on their reflective statements. The students were asked to submit reflection statements in response to the question, "how the graphic design helps you to develop your digital micro poem?" to explore their critical reflection. The micro poetry project assigned to students was about Covid 19 Poetry. One participant wrote.

I can make my writing more impactful by utilizing the graphic design. It can also serve to illustrate the mood or meaning of the work. Creating an appealing visual design can help people become interested in our work. If I, for example, posted a text on social media, I doubt anyone would look at it and scroll on. However, combining graphic design piqued people's interest. That is Why I chose a black-and-white photograph of a man standing alone, gazing out the window. The bright white light streaming through the window is broken up by the man standing in the middle of it (S 3)

The participant described how she come up with her decision to choose a black-and-white photograph. The perspective she delivered was about how graphic design can attract the reader to her social media. The participant was aware of her chosen theme while digging into the element of visual quality in her graphic design. Another participant conveyed:

Using graphic design will trigger creativity in making a poem. An attractive graphic design will open up new ideas in making poetry, which usually when we write poetry we just type it in the caption of our post, but using graphic designs with various good designs triggers the development of creativity in writing poetry digitally, I want to try again and again all the designs that match the poems that have made (S 5).

The participant underlined the advantages of incorporating design graphics which is making poetry using graphic design will inspire his creativity. She critically thought that using graphic designs with varied good designs promotes the development of creativity in writing poetry digitally. Willingness to conduct

5. CONCLUSION

Incorporating graphic design in the creative process of writing micro poetry reflects much of student digital and literary literacy. At the same time, The reflection statement proved to show their meaningful creative process and to increase their class engagement as they begin to reproduce micro poetry and publish them on their social media. At the end of the final phase, students proved to be able to compose a description, evaluation, and personal opinion by analyzing the relationship between micro poetry and the graphic design of their choice.

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