

REEL to REAL (R2R)

Seed Project Code NT1022

**Learning English
and Developing
21st Century
Skills through
Film-making in
Key Stage 2**



16 February 2022

NET Section, CDI, EDB



Presentation Overview

School Commitments



- Research Questions
- Project Objectives

Project Design



Team Members

The R2R team are members of the Advisory Teaching Team (ATT), NET Section, CDI

Project Coordinators

Dr Jerry Gray

Lionell Horn



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Core team:

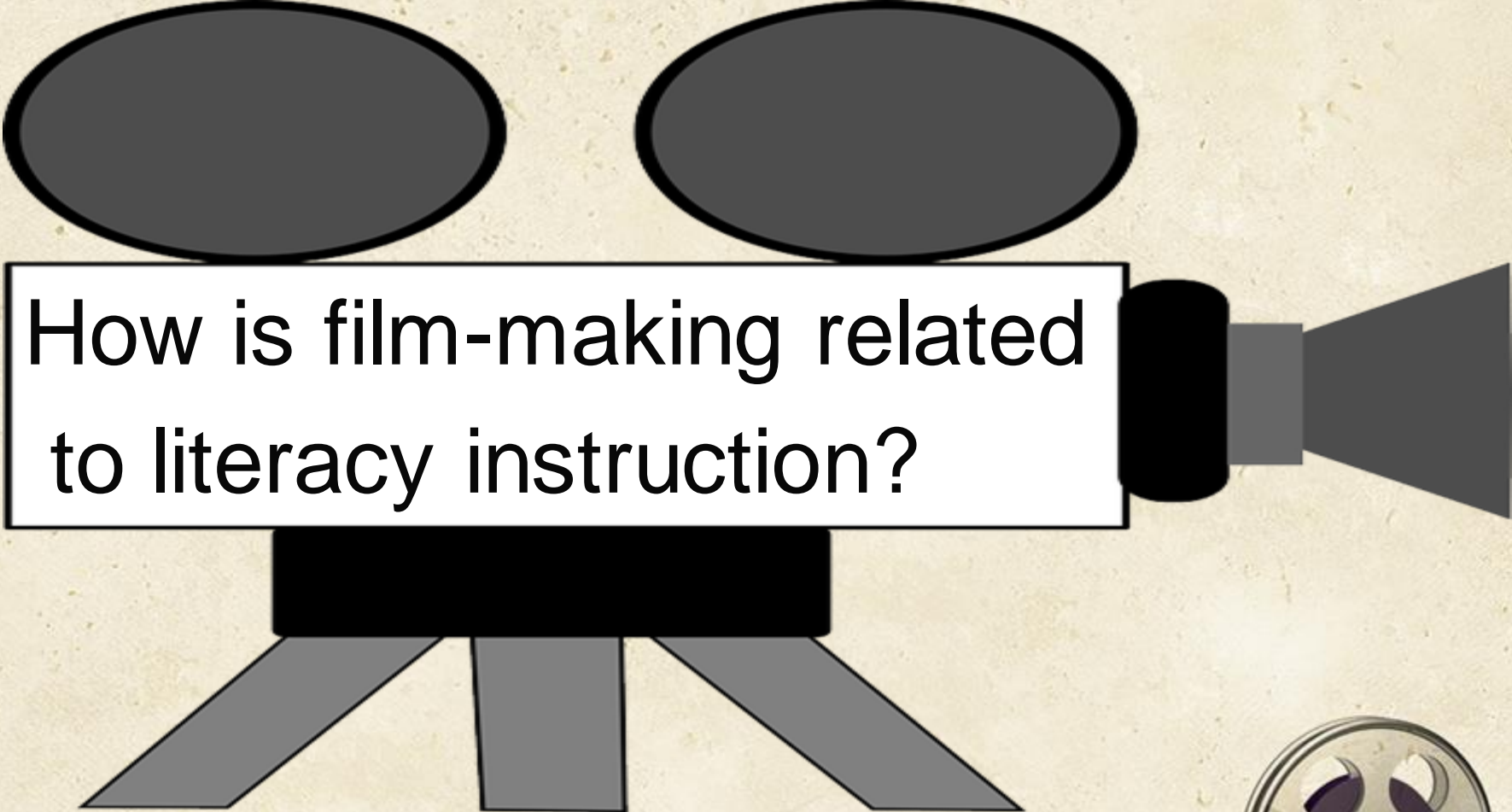
Jason Hemsted



Jeff Wall



Key Question



How is film-making related to literacy instruction?

Film-making offers various opportunities to learn and practise using English while developing 21st century skills. Films are multimodal texts that are listened to and viewed simultaneously.



Aim

The Seed project, REEL to REAL (R2R): Learning English and Developing 21st Century Skills through Film-making in Key Stage 2, aims to explore ways to use film-making as a means of motivating and supporting primary students to learn English as a second language.



R2R Project Features and Connections to the ELE KLA CG 2017

- The proposed R2R film-making projects include most of the nine Integrated Generic Skills, the three Strands, and meet many of the learning objectives of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide (CG) (2017).
- Lessons within the R2R project will combine instruction in English language (vocabulary, grammar structures, reading, writing, speaking and listening) and movie-making.
- Each project builds upon both prior and newly acquired knowledge, scaffolds skills in both English and cinematic techniques, and each unit would have its own culminating task and product created using technology and the four language skills.



Connections to the ELE KLA CG 2017 (KS2)

Listening:

- Identify and discriminate sounds, stress and intonation
- Listen for information, ideas, intended meanings, views, attitudes, and feelings in a variety of spoken texts

Speaking:

- Participate effectively in an oral interaction
- Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts

Reading:

- Understand the basic conventions of written English
- Construct meanings from texts
- Locate information and ideas

Writing:

- Use the basic conventions of written English
- Present information, ideas and feelings clearly and coherently



What are 21st Century Skills?

What are the 6 Cs?



The 6 Cs of Education

The 6 Cs of education are key 21st century skills that need to be developed for both student and society well-being (Michael Fullan).

Research shows that the 6 Cs are equally important and need not be taught sequentially or in order of priority.

When learners are exposed to learning environments and assigned collaborative tasks, their 6 Cs can develop and thrive.



Objectives

- Design integrated learning activities which provide opportunities for students to develop and apply a range of language, digital literacy and generic skills
- Create opportunities for students to be not only consumers, but also creators skilled in using art and technology, through the learning and teaching of cinema to enhance and extend literacy skills



Objectives

- Facilitate the development of students' generic skills and 21st century skills
- Promote effective use of assessment for learning, as learning and of learning, among teachers
- Evaluate the impact of film-making on the learning, teaching and assessment of English as a second language



Why Film-making?

Reel to Real (R2R) is designed to promote film-making and integrate it into the English Language curriculum.

R2R adopts a project-based learning approach (Willis, D., & Willis, J., 2007) through which to promote students' use of the art and techniques of film-making and to facilitate the learning of English through language arts and digital information technology.



Guiding Research Questions

1. What conditions need to be put in place so that film-making can be promoted to facilitate students' learning of English as a second language?
2. With use of technology, how have students become creators, rather than merely consumers, of information?



Guiding Research Questions

3. How has the teaching and learning of film-making supported the development of the students' 21st century skills?
4. To what extent has film-making helped second language students develop their language skills?
5. What changes are seen in the school-based assessment to include assessment for and as learning strategies?





PUBLIC PRODUCT



CHALLENGING PROBLEM
OR QUESTION



SUSTAINED INQUIRY

DESIGN ELEMENTS OF PBL



AUTHENTICITY



CRITIQUE AND
REVISION



REFLECTION



STUDENT VOICE AND CHOICE

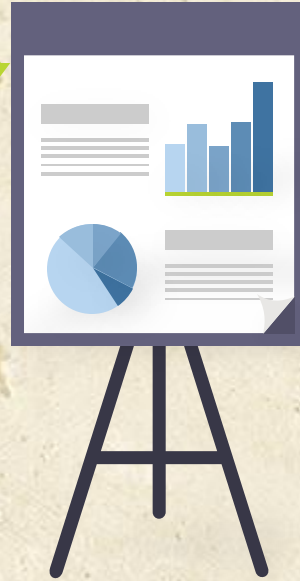


Project Design

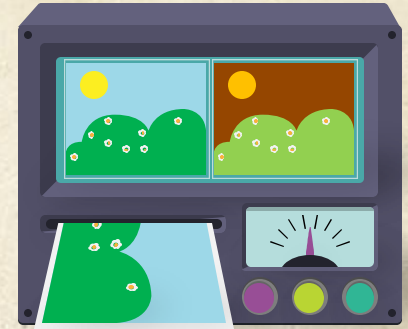
Angie Simmons, 2018



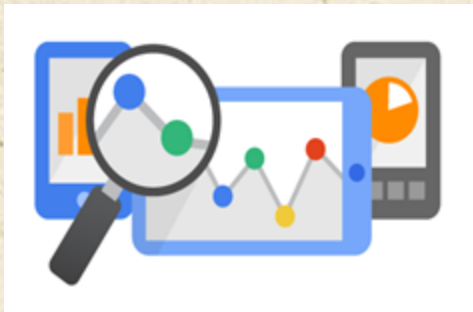
Inspire



Plan



Create



Reflect and Edit



Share



Inspire



- Students need examples to understand the ingredients of a film (structure of a narrative, message, camera angles, voice, sound)
- What makes a film entertaining? Students need to know the success criteria (rubric)



Click on the link below to view the film *Country Park Fire*

<http://bit.ly/R2Rbriefing21>



Cinematic Techniques

Types of Shots: Distances and Angles



Long Shot



Close Up



Medium Shot

- The shot type and shot composition will be some cinematic techniques learned and applied by the students
- The effect of sound (music and effects) on the film viewer, and the feelings and reactions it causes, is important to the students' films
- The culminating task will be to make a short film that includes voice-over narration and English captions



Learning to Take Shots



Plan



AUTHENTICITY



SUSTAINED INQUIRY



CHALLENGING PROBLEM
OR QUESTION



STUDENT VOICE AND CHOICE

- Students need help finding inspiring ideas and starting their stories
- Teachers help students transform their stories into films

Story poster

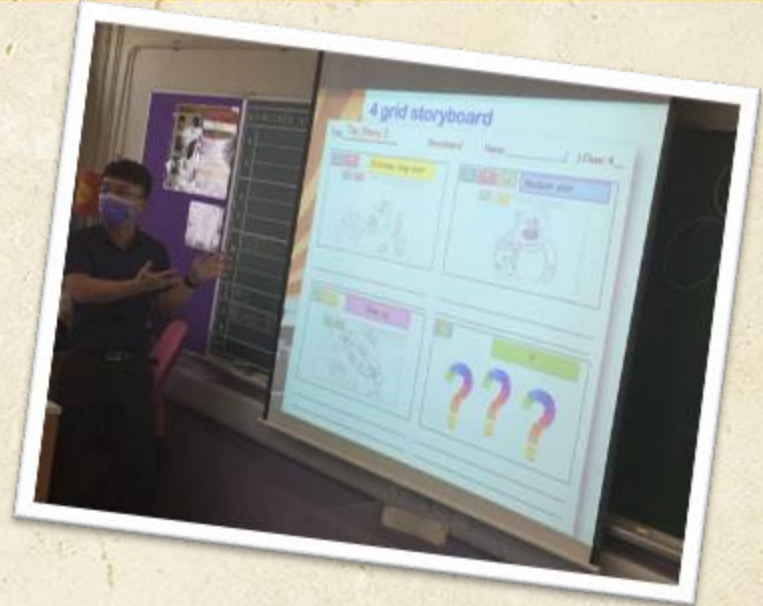
Orientation		Where does it happen? When does it happen?
		Who is in the story?
Events		What happens in the story?
Problem		What is the problem?
Resolution		How is the problem resolved? How does the story end?

NET Section, CDI, EDB, HKSAR

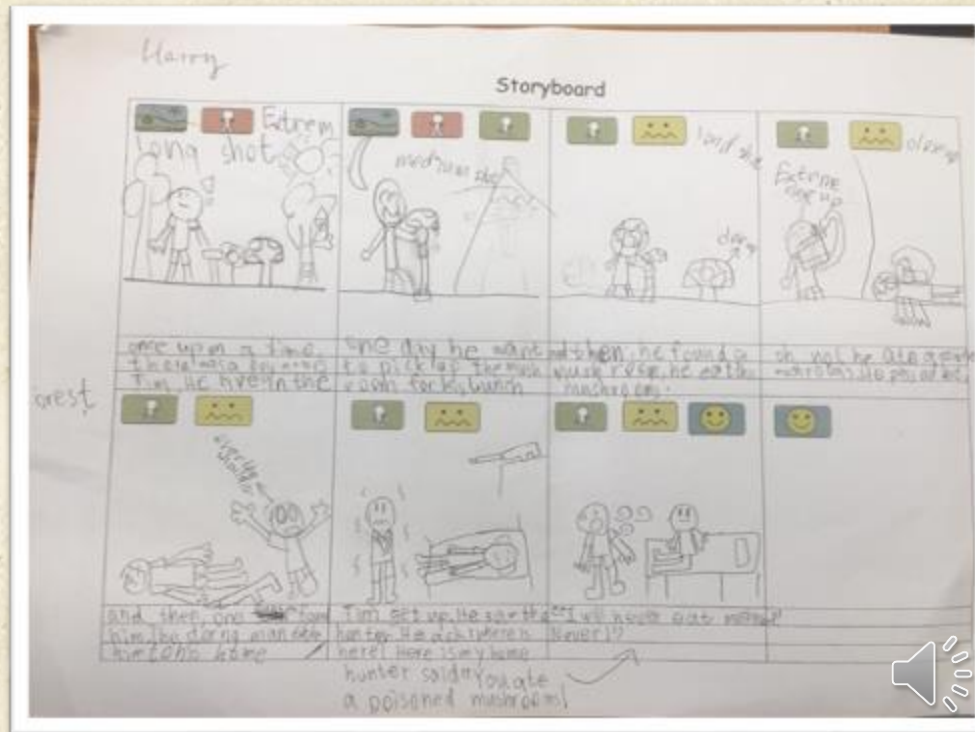
The Country Park Fire Storyboard



Learning to Storyboard



Storyboarding





AUTHENTICITY



SUSTAINED INQUIRY

Create



CHALLENGING PROBLEM
OR QUESTION



STUDENT VOICE AND CHOICE

Students:

- make choices and manage themselves
- are thinkers and organise their thoughts
- teach each other and work as a team
- create using appropriate multimedia and digital tools



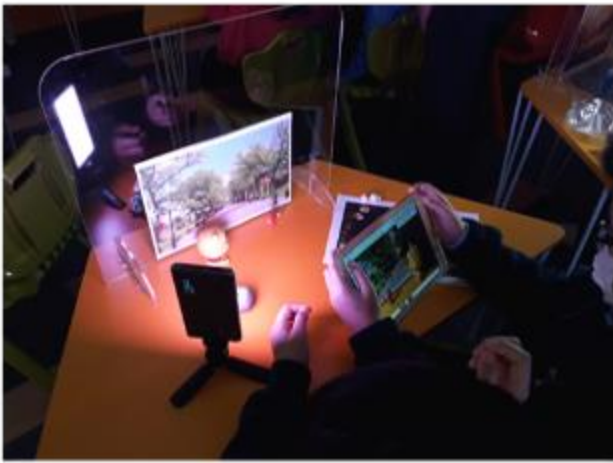
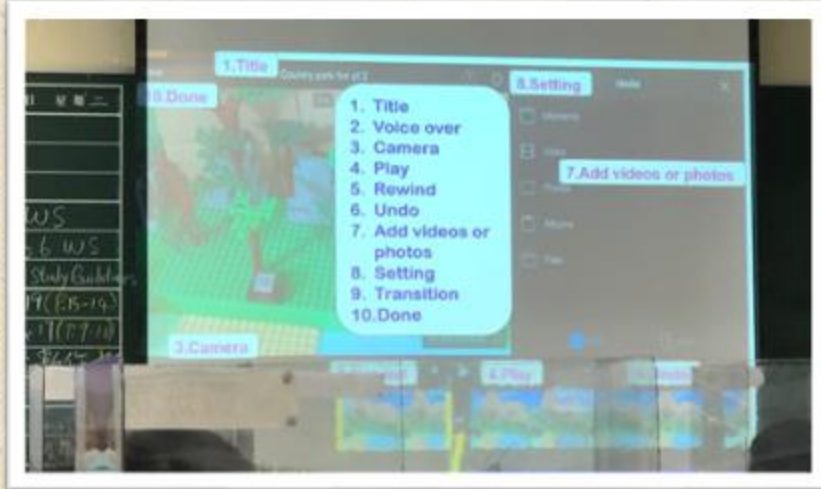
STUDENT VOICE AND CHOICE

Students and teachers need to decide what app to use:

- iMovie
- Clips
- Stop Motion
- Shadow Puppet
- Adobe Spark Video



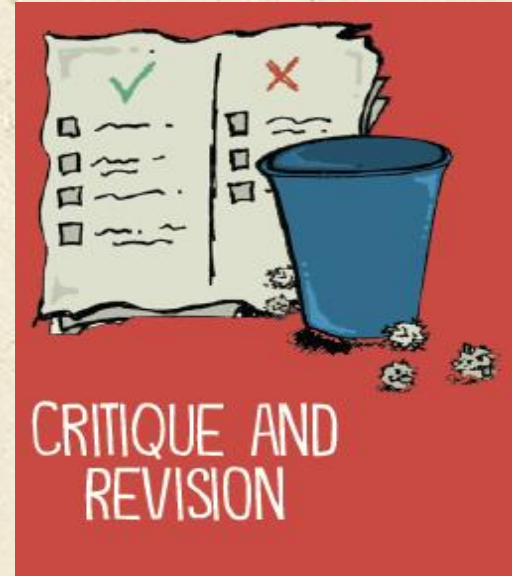
Creating the Films



Creating the Film



Reflect and Edit



Students:

- can revise and edit their films
- conference with teachers
- use a rubric to guide and develop their films
- use self and peer assessment for feedback



Rubric for Teacher Feedback

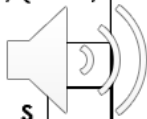
Film Project Rubric for Student Films

Film Group: _____

Class: P4 _____

Date: _____

Criteria	Description			
<p><u>Film Structure</u></p> <p>Make an entertaining film that includes: an orientation (beginning), a problem and events (middle), and a resolution, (ending)</p>	<p>The film has a clear beginning with a setting (where, when)</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film introduces one or more main characters (who)</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has a clear middle with a problem and events that follow (what, how, where, when)</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has a clear ending with a resolution</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>
<p><u>Language Use</u></p> <p>Use dialogue, narration and subtitles to makes the film more meaningful and entertaining.</p>	<p>The film has dialogue from the characters that helps add meaning to the story</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The dialogue has good intonation and expression</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has subtitles for dialogue</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>Spelling and grammar is correct in subtitles for dialogue</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>
	<p>The film has voice-over narration that helps add meaning to the story</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The voice-over narration has good intonation and expression</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>Grammar is correct in voice-over narration</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>Spelling and grammar is correct in subtitles for voice-over narration (if applicable)</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>
<p><u>Technology/Cinematography</u></p> <p>Use a variety of shots types, camera angles, sound effects and transitions to enhance the film</p>	<p>The film has a variety of shot types and camera angles</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has sound effects and/or music</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has a title and credits</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	<p>The film has a variety of transitions between shots, (cuts, fades, wipes)</p> <p>T <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>



Peer Assessment









Film Project Peer-Assessment Form

Name: _____ () Class: P4 _____ Date: _____

1. View your classmate's film

I watched _____'s film.

2. Read the sentences and put a tick on where they did well.

a) The film has a clear setting 	
b) The film introduces the main character and events 	
c) The film has a problem 	
d) The film has a resolution 	
e) The film uses many different shots and angles 	
f) The sound and music match the feeling of the story 	
g) The dialogue helps tell the story in the film 	
h) The voice acting/narration helps tell the story in the film 	


2 Stars (What I liked about the movie)

★ _____

★ _____

1 Wish (What could be done better)

Phrases for giving feedback

Stars ☆☆☆	Wishes 
I like the _____ of your film.	Why don't you try changing / adding / re-doing the _____.
<ul style="list-style-type: none"> - title - structure / story - setting - characters - resolution 	<ul style="list-style-type: none"> - voice-over / narration / dialogues - sound effects / music - transitions - subtitles - credits
What I like most about your film is that ... <ul style="list-style-type: none"> - it's funny - it's exciting - it's entertaining 	I wish ...
You did a great job at ... <ul style="list-style-type: none"> - acting - building your set / props - using props - writing your dialogues 	You could try ...
I like the way _____. <ul style="list-style-type: none"> - your film begins / ends. - you used different shot types and camera angles. - you used subtitles for dialogues. - you used music / sound effects. 	What about adding / changing / re-doing ... Your film can be better if you ...



Self and Peer Assessment



Share

Sharing with an audience is part of the process that adds extra motivation and a sense of achievement for students

Click on the link below to view a completed student film:

<https://drive.google.com/file/d/1SZhgSkbrNs7taTiakO57sa2LuzRt8Qtu/view?usp=sharing>



STUDENT VOICE AND CHOICE

Students and teachers need to decide how to share their films:

- Seesaw
- School Website
- YouTube
- A Blog
- Film Competition
- Film Festival



PUBLIC PRODUCT

Students Share and Comment on Seesaw

The screenshot displays the Seesaw app interface. At the top left, the time is 11:46 AM on Thu Jan 20. The user profile shows 'Ms. Patel' with 'Student - 1 class'. The main content area is titled 'Journal' and shows a post from 'Tue, December 7, 2021'. The post includes a list of comments: '18 JEWELL I really like it because it's very funny', '20 GRACY I really like your story and itok', '22 ALISA I like the food there', '15 SOHING This great', and '27 ARON Great video! My favourite part was the ending when they were eating their food :) Great job u 3'. Below the comments are 'Like' and 'Comment' buttons. A video thumbnail shows two LEGO minifigures, one in a yellow and black outfit and another in a black and yellow outfit, standing on a red surface. The video has 14 likes and a 'view more comments' link. Below the video, more comments are visible: '13 ANABIYA The video is great I love the sound effects' and '15 SOHING Cool'. On the right side, the app's navigation bar is visible, showing '4B English Student' and icons for 'Journal', 'Activities', and 'Inbox'. Below the navigation bar is a 'Class Journal' section with a list of students: 'Ms. Patel', 'Sample Student', '1S 1 SAIRA', '1P 10 PRIYA', '1S 11 SHRISTI', '1S 12 SUSMIN', '1A 13 ANABIYA', and '1D 14 DEVANSHI'. A speaker icon is located at the bottom right corner.

School Commitments: General

- Allocate regular co-planning time for the project
- Support the collection of data on the students and teachers taking part in the project
- Begin the tryout of the project
- Share with other schools their Seed project experience
- 3-year project started in 2020/21



School Commitments: Teachers

- Involve EPC in the planning (minimum)
- Involve all local English teachers (LETs) of the specific level in the planning and implementation
- Preference given to schools which can involve the NET in R2R



Teacher Collaboration



References

- Fullan, M. & Langworthy, M. (2014) A Rich Seam: How New Pedagogies Find Deep Learning, London: Pearson.
- Simmons, A. 2018. Digital Fluency: Storytelling in the Cloud. UK. Essential Resources Publishers Ltd.
- Willis, J. 1996. A Framework for Task-based Learning. Oxford, UK. London.



Acknowledgements

- Jordan Road Government Primary School
- ELCHK Ma On Shan Lutheran Primary School
- The Handshake of Time - SKH Wei Lun Primary School



Details and Application to R2R

Further details:

1. 'Seed' Projects (General):

<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/seed/whatsnew-2022-23/index.html>



2. R2R 'Seed' Project:

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/seed/whatsnew-2022-23/NT1022_e.pdf



3. How to Apply to Join R2R (See Appendix C of CM 1/2022):

https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/EDBCM%201_2022_EN_consolidated%20v2_28012022.pdf



Schools' Application Deadline:

10 March 2022



Further Information and Enquiries

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Please use the chat function to leave us any questions you have.

