

Step 4 part 2: Final Reflection and Assessment

This step will close the project, providing opportunities for individual/group reflection and assessment focused on the topics covered, the documentary-making process and the project as a whole.

Students will reflect on the development of their opinions on the topic and self-assess/co-assess their documentaries, the projects and their experience of sharing their perspectives with other European students.

Introduction

This lesson will close the project, providing opportunities for individual/group reflection and assessment focused on the topics covered throughout the lesson, the documentary-making process and the project as a whole.

Lesson Objective

Students will reflect on the development of their opinions on the topic and self-assess/co-assess their documentaries, the projects and their experience of sharing their perspectives with other European students.

Preparation and materials

- The picture you took in the first step, where students provided their initial opinions on the research question. This will be a useful tool for contextualising the development of their ideas throughout the project.
- Examples/suggestions for individual/group reflection, including the European dimension
- Assessment grid for co-assessing the videos and assessment grid for the teacher to assess the documentary if it was not given to students previously (annex 1)

Planning Grid

- 1) Introduction
 - a) Explain to students that they will reflect on and assess the whole project.
- 2) Reflection activity

- a) Discuss the research question by using the students' answers from the first lesson to incite discussion and to see if and how they changed their opinions on the question.
- b) Write group/individual reflections on the topic and the enquiry question.
 - i) Reflection can focus on student feelings, reactions and drawing comparisons between the ideas they had at the beginning of the lesson and the ones they developed after having learnt about the topic.
 - ii) Points of discussion could include: the video and its context, global and local examples, knowledge of other students' opinions, etc.
 - iii) You can also ask students to write down whether or not they have changed their mind/developed new thoughts and why.

(1) This can be first be done at an individual level, so that students reflect on their own development. Afterwards, reflection can be expanded to a whole class discussion. If you have a picture of their opinions from the beginning of the project, you can project it and let students make comparisons.

3) Assessment

- a) Assessment has multiple parts:
 - i) Assessing the topic and quality of the videos the students have created.
 - (1) This can be done as co-assessment and/or completed by the teacher, using the assessment grid.
 - ii) Assessing the complete project.
 - (1) Prepare some questions to discuss individually/in small groups:
 - (a) How did you feel about group work? (roles, timing, responsibilities, etc.)
 - (b) Do you think it is important to research and discuss controversial topics like these?
 - (c) Did the exchange with other students help open your mind to new ideas about the topic?

(2) Have students write down two of the best aspects of the project and two things to improve.

4) Conclusion

a) Evaluate the project:

- i) What was it like making a film?
- ii) What was it like working with a class from another country?
- iii) For both questions: What was especially difficult? What would you/ what should we do differently if organising a similar project in the future?

*** Please fill in questionnaire with your class after you have closed the project – link can be found online**

Annex 1: Assessment grid for the students' documentaries

2) Version for assessing the documentaries at the end of the project

| The documentary made by the students | Yes | Partly yes | Partly no | No |
|--|------------|-------------------|------------------|-----------|
| 1. Is focused on the enquiry question | | | | |
| 2. Uses the camera angles, editing choices, voice-over and sounds in a purposeful way in accordance with the story told. | | | | |
| 3. Has the requested length and a clear structure (presentation, interview, conclusion, credits of the sources) | | | | |
| 4. Integrates the story with its historical context | | | | |
| 5. Uses primary sources (e.g. an oral history interview) that support the enquiry question | | | | |
| 6. Gives different, fair and balanced perspectives | | | | |
| 7. Shows difference(s) between past and present | | | | |
| 8. Gives different causes and/or explains consequences | | | | |
| 9. Distinguishes evidence-based facts from unsubstantiated opinion | | | | |
| 10. Is created in an attractive / original way that catches the viewer's attention and holds his interest | | | | |