

Step 4: Part 1 Exchange and discussion with the partner school

Students will watch the videos created by other groups, and the partner school to compare and discuss their conclusions about the topic and enquiry question within the school and with the partner school . This step is the most interesting and important part of the project, as students will watch others' videos and exchange the different perspectives of the topic.

Introduction

This step is the most interesting and important part of the project, as students will watch others' videos and exchange their opinions about the topic.

Lesson Objective

Students will compare and discuss their conclusions about the topic and enquiry question within the school and with the partner school after watching the documentaries they have all produced.

Preparation and materials

- The videos of your class correctly uploaded to the web
- The links to the videos made by the students of the partner school
- Assessment grid for co-assessing the videos (annex 1) if you haven't given them to students before.
- Agree on exchange and discussion with the teacher from the partner school (platform, timing, etc). This could be done in a synchronous (skype, hangout, etc.) or asynchronous way like by email or in a Q&A-forum as it is not always possible to arrange for two classes in two different schools to synchronise schedules.
- To prepare for this session, students could send questions to the other school to discuss during the screening of each other's documentaries. This would also help to structure the exchanges. If the students list their possible questions first, the teacher can select the ones that are most interesting.

Planning grid

1) Introduction

- a) Explain to students that they will watch the documentaries they created along with those created by their European colleagues, and then afterwards, they will have a discussion session with the partner school.

2) Sharing and commenting activities

a) Sharing and commenting on the videos within schools

- i) Share the videos with the whole class.
- ii) Organise a discussion and feedback session afterwards.
- iii) Remind your students to:
 - (1) be respectful commenting
 - (2) appreciate the work done by the other students
 - (3) give constructive feedback
 - (4) compare the similarities and differences of the local/regional cases
 - (5) discuss the ethical dimension of different attitudes and behaviours in relation to "a difficult past".
- iv) Students can fill in the assessment grid for co-assessing the videos of their colleagues, now or at the end of the project.

b) Sharing of the videos between schools and preparing for discussion

- i) Share and watch the videos from the partner class. Give background to the regional or national history reflected in the videos.
- ii) Prepare the students for discussion with the partner class:
 - (1) What are you going to talk about?
 - (2) How will students organise themselves to participate?

c) Discussion between schools

- i) Understand, compare and discuss the videos with the other group via skype, chat, etc.

- ii) Questions about the videos can relate to specific details, background or aspects the students may not be familiar with or fully understand.
- iii) The idea would be to analyse the different perspectives shown through the videos (outcomes: differences/similarities) with questions like:
 - (1) Compare the case studies, what similarities can you find?
 - (2) What are the differences? Do you think these differences are specific for this town/region/country or dependent on other factors?
 - (3) Does the partner class have the same viewpoint on the issue?
 - (4) Did they provide information or viewpoints that were previously unknown to you?

3) Conclusion

- a) If time allows, take a moment to draw conclusions from the discussion session in a whole class setting.

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 | | | | |