

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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School: Sandbach School	LA: Cheshire
Teacher: Mr Aldridge / Mrs Ball	Students: KS4
Contact: ASykes@sandbachschool.cheshire.sch.uk	
Learning Focus: The aim of this activity was to enable students to produce a piece of Media work which encompassed the planning, preparation, presentation and evaluation of it in one media rich space.	
Curriculum Focus: Media Studies	
Tools used: Homepage, Forum, Custom Page, Blog	

Topic	Views	Posts	Last Post
Looking back at the preliminary task, what have we learnt in the progression from it to the full product?	8	1	22 Apr 2009 20:38 Matthew Walker
What have we learnt about technologies from the process of constructing this product?	7	1	22 Apr 2009 20:50 Matthew Walker
How did we attract/address our audience?	6	2	27 Apr 2009 18:00 Matthew Walker
What kind of media institution might distribute our media product and why?	6	2	27 Apr 2009 17:54 Matthew Walker
How does our media product represent particular social groups?	16	2	22 Apr 2009 21:11

The named teacher has kindly agreed for this example and the relevant contact details, to be shared within the cLc community for other teachers benefit.

How this worked in practice: The students have been set the challenge of producing the opening 3 minutes to a fiction film as part of their Media Studies course. The themes for their films were either horror or thriller. A significant part of this unit of work is the planning, the production and the evaluation. The students therefore used their eportfolio  homepages to provide a central point for their work, and linked all the aspects of the project to their eportfolio  homepage. Each part of the project was recorded through text, sound, film or image using linked  custom pages. The examiner for their course was then given a login to be able to access, review and assess the work. The students were able to use a  forum with set questions within their eportfolio to address specific aspects of their brief and to respond to ideas given by their teacher and peers. In addition, the students also kept a  blog to record their work and progress through the project, enabling them to carry out levels of self assessment and reflection to enable active next-step targeting and improvement upon their work.

By the end of this sequence of work children had developed skills in:

Literacy: Chronological and Non-chronological reporting, Narrative, Script Writing, Reflective Writing. Instructions

Media: Planning, Production, Evaluation, Scripting, Location Preparation, Presentation

Learning: Self-reflection, Evaluation, Discussion, Peer & Self Assessment

Next Steps: The students could begin to use Wiki spaces within their eportfolio to provide an easy way to branch off for each part of their project through WikiLinked pages. The wiki would also enable peers and teachers to provide feedback and improvement suggestions at each drafting stage of the work through the Wiki Discussion and Wiki Comments, and for the versions and developments of the work to be seen through Wiki Article History. The students could then link their wikis together to enable a joint larger scale collaborative piece of work, whilst still retaining their independent and individual projects within it.