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| **Year Group**: 11 | **OUTCOMES:** Students can:   * Explain the research process * Explain the relative value of many research methods * Explain basic research methods and approaches * Present research work at a very high level * Draw and present conclusions from research * Design and manage their own research projects |
| **Time**: September - November |
| **Weeks 10 (25 lessons)** |
| **Prior Learning – the students**:   * Have researched teen dramas, apple advertising. * Have conducted audience research at the start of Year 11 |
| **Subsequent learning – the students**   * Will take research and use it as basic of an ambitious film project * May produce similar reports in L# Media courses |
| **GUIDING QUESTIONS**   * Why are research skills of increasing importance? * Why is research so particularly important in the media? * What are the basic research types? * When might we use them? * What have we actually learned from our research? * What are the shortcomings of our research? * How best to present our results? | **DIAGNOSTIC ASSESSMENT**   * Produce a resource to teach a young audience about research * Produce research into an existing film * Produce research into their own film idea |
| **Key Skills:**   * Academic framework – bibliography, index, diagrams, labels, referencing etc. * Presentational skills – professional presentational practice * Research skills – searching databases, using indices etc., speed reading, note taking, record keeping | |

| LESSON | LEARNING OBJECTIVE | ACTIVITY | RESOURCES | INDEPENDENT LEARNING |
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| 1 | Understand importance of research; understand this particular assessment. | Discussion; why is research important? (Many reasons, but basically more information is available so searching through that info is more important than knowing it.)  Go through brief. Identify exact differences between assessment levels. (‘If we wanted a pass, what would we do?’)  Learn basics – quantitative, qualitative, primary, secondary  Research plan for teen film.  Discuss – did your teen drama work as well as you wanted it to? Why or why not? What could you have found out in advance? | <https://www.kgvmedia.com/l2-unit-1-research>  <https://www.kgvmedia.com/audience-research>  (all tasks are on these pages.) | Decide what kind of resource – video essay, document, webpage, article – they want to make. Remember it needs to be presented ‘skillfully.’ |
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| 2 – PRIMARY RESEARCH | What is desk research? What is audience research? How do we get quantitative data from an audience? | Quick glance at assessment objectives. Reinforce the distinction differences – EVALUATE, PRECISE, DETAILED, ILLUSTRATIVE  Establish what desk research is, then add to research plan from last week. Decide which films they would actually use as inspiration for their own film. Explain their choices. (‘They’re good’ is bad. ‘They made $X at the box office’ or ‘They received rave reviews’ is good.)  Discuss importance of audience research. Review th ad project at the start of Y11 – how well did they do? How did they get quantitative audience research (questionnaire.) How useful were their questionnaires? (They’re usually totally useless.)  Look at list of advice on questionnaire design. Watch video on same for additional thrills.  Try to design some questions/ whole questionnaire to inform the film they have been ‘asked’ to produce. | https://www.kgvmedia.com/audience-research | They can begin the assessment. If making a film, begin planning VO. If a doc, begin writing copy etc etc. Make sure they are keeping notes in class, since those notes will be what they use to complete their assignment. Find examples of questionaires etc online (or make their own). Explain whether the examples are good or bad (‘detailed’ and ‘illustrative’ explanations.) |
| 3 - PRIMARY RESEARCH | How do we get qualitative data from an audience?  What is triangulation? | Reinforce difference between quantitative and qualitative data. Which is harder to gather, measure, record? (Remind them they need to EVALUATE these methods.) Which is more useful?  What might qualitative data regarding a plan to make a teen movie be? How would we get an audience to tell us what they want?  Talk through different qualitative methods – interview, focus group, observations.  Evaluate different methods of primary research. Clever kids will do this in a way that can be integrated directly into their assignment.  Ask students to show you the progress they’ve made on their assignments. Feign outrage at those who have done nothing. Express disbelieving joy at those who have made a start. Show work on board, explain why it can’t fail to get distinction. Provoke jealousy in the others. | https://www.kgvmedia.com/audience-research | Continue with their project; it’s going to be due very soon! |
| 4. Secondary research | Is google a good research tool? | Reminder of what constitutes secondary research.  Do ‘Shining’ google task. Talk through the stuff they find. Hopefully, they all find the same and it’s all kind of superficial and useless.  Talk through list of advice on how to research a little more effectively. (Or get them to devise their own list.)  Then move onto use of Academic databases – complete research tasks in explora and ebsco.) Resources should be more detailed, more advanced and harder to read, which is why they get distinctions for doing it. | <https://www.kgvmedia.com/audience-research> | Continue with assignment. They shoud be over halfway finished by now. |
| 5 | ‘The Academic framework’ – how to present academic work and why it matters | Look at notes on bibliographies, cover pages etc. Maybe show them an Extended Essay if you have one handy.  Reinforce that they need to actually keep these records as they go along rather than having to re-find everything at the end. | https://www.kgvmedia.com/audience-research | Continue with assignment. Think about presentation. Who in the class is making the most beautiful artifact? Next two lessons are just for working on the assignment. |
| 6/7 | How to get a distinction | Basically, time to work on their assignments. Get kids to show you the bits of their assignments which will get them a distinction – the detailed illustrative examples or the evaluation of methods. Take photos of good work and stick it up for others to see. | https://www.kgvmedia.com/audience-research | Assignment – due in a couple of lessons. |
| 8 | How do we construct our own research projects? | Have a look at some submitted assignments. (If they have been submitted.) Praise them. (Or criticize if negative reinforcement is required, as it often is.)  Reminder of assessment objectives for this particular assignment.  Now they need to USE all the methods they just explained in assignment one.  Look through ‘Suggested Research Plan.’ (Though point out that more capable students generally construct their own plans.)  Brainstorm possible research questions. Think about making them challenging but answerable; think about limiting scope (e.g. look at one Marvel film, not all of them.)  Make connections with IB. BTEC L3 tasks- EE, research tasks in Film or English, practically every L3 BTEC unit. (Try to make this sound enticing.) | https://www.kgvmedia.com/l2-unit-1-research | Make sure research question is formed for each student. |
| 9 | Apply learning about primary research | Get kids to share their research questions.  Avoid duplicates. Mock those who clearly just picked examples mentioned in class. Pick one and discuss what actual research might get us close to an answer eg what questionnaire questions? Look through assessment criteria again. Drill into distinction level language again. Point out that they have to do every part of the assignment at distinctions level – ‘skillful’ means a well-made, well-presented questionnaire, a we;;-conducted focus group, good record-keeping, good time management etc etc. | https://www.kgvmedia.com/l2-unit-1-research | Try to get a part of the research done. (Audience research, perhaps, or desk research.) |
| 10 | Apply learning | Lesson to make progress on assignment. Circulate to each student – targeted conversations about their target grades and how close they are to getting git. |  | Continue with research |
| 11 | Apply learning about secondary research | Conduct google searches to answer research questions.  Maybe introduce use of browser highlighter tools like Beanote.  Go through use of bibliography generator on Lionel.  Check that they are compiling bibliographies as they go along. | https://chrome.google.com/webstore/detail/beanote-note-taking-on-we/nikccehomlnjkmgmhnieecolhgdafajb?hl=en | Continue research |
| 12 | Apply learning about secondary research | Focus groups / interviews.  Get kids (or teacher) to model good focus group practice to class; leading questions, active listening, recording dialogue for later transcription. Think of more imaginative ways to focus the focus group eg show them a video to talk about. |  | Continue research and ensure presentation is ‘skillful.’ |
| 13-15 | Apply learning | Work on research projects.  Circulate, make sure standard is uniformly high, show distinction level work to class and praise; show merit level work and indicate how to improve. Berate those who make no progress between lessons. |  | Ensure presentation is ‘skillful.’ |
| 16 | Understand assignment 3 AND the next coursework task. | This task bridges Unit 1(research) to Unit 4 (Video Production.) They will be marked under both sets of criteria. (To put it another way, they can mess up both units at once here!)  They will make a short film. They plan their own film; they can come together in groups and shoot collaboratively; they edit and evaluate independently.  They need to produce the research to help shape and support their idea. First, the research plan. | https://www.kgvmedia.com/gcse-horror-film | Research plan |
| 17-18 | How to quickly and efficiently identify the conventions of a genre? | They need to learn about their chosen genre/ subgenre. (We recommend horror and will be working on it in class. For those who are not fond of horror, maybe chick flicks or sci-fi if they are competent editors. They MUST work in a defined genre, not in a narrative form (thriller, comedy, ‘drama’ – these are NOT genres and not helpful.)  Start by watching some examples. Which examples? (Those aimed at target audience, of similar length if possible.) There are some on the web-page; students should find their own. Keep notes on what they watch. (Use ‘Horror Analysis’ sheet; it can then go into their research portfolios.) |  | They can be starting to think about their own films. Whilst researching the genre, they could begin brainstorming their own ideas. Remind them that everything can be assessed so, if they are brainstorming, do it well. |
| 19-20 | Using quant data to support creative ideas | Find out info about the production of short films; maybe about production processes, budgets etc. They could also research things like special effects, editing techniques, lighting effects and so on. Questionnaire to find out what members of their target audiences want in films. |  | Work on research portfolio. |
| 21-22 | Using qualitative data to support their ideas. | Test their ideas with focus groups. If no idea formed yet, use focus group to text various subgenres and get ideas to help them shape ideas. |  | Work on research portfolio. |
| 23 | Market research – how does it help? | Research films (preferably short films) which have achieved financial or critical success. |  |  |
| 24-25 | How can we ensure we are going to meet our target grade? | Students identify areas in their work which will achieve thir target grades. If achieved, they nee to think about how to get to next target grade.  Collate work (Skillfully!) in whichever form it will be presented. |  | Present work. |
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