

**Educational level:** Secondary Education | **Age:** 15 to 18

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## LEARNING OBJECTIVES/ ASPIRATIONS

This scenario is developed in Secondary schools, where teachers engage in working together and even teaching under a co-teaching approach with the ambition of making their students see the benefits of interdisciplinary projects as well as the interconnection that can be made between different curricular contents. 3 subjects will get involved in one project: ICT/Multimedia, Languages (Portuguese) and History. **Objectives:**

- to involve students in interdisciplinary and real-world related projects;
- to promote students' knowledge about the different stages of video creation (to plan, produce & edit short videos);
- to increase students' digital competences
- to promote students' local community historical knowledge and ability to link local, national and world History;
- to help students communicate ideas related to the cultural and artistic heritage of their community.
- to develop students' ability to differentiate and effective use different text types



## NARRATIVE OVERVIEW

Presently teenage students tend to engage with video-format content more than with any other forms of content support. Therefore, ICT and Multimedia subjects in schools could be used as a trigger to promote students' engagement with curricular contents from other subjects, such as Natural or Human Sciences. Teachers are also being asked to promote more collaborative and interdisciplinary projects inside their classes trying to make school more linked to real-work problems, work-related tasks and 21st-century skills.

In this Learning scenario, secondary school students are challenged by 3 of their teachers to develop a project involving their Language, History and Multimedia classes. As they are so into movies, clips and films, they will have to produce a 1-minute video, as the one they see on TikTok, about one topic of their local community history.

This project intends to lead students to develop videos as a way to communicate ideas associated with local heritage. Students have creative freedom, being able to choose any type of heritage (natural: landscapes, natural monuments, cultural tangibles - documents, photographs, films, works of art, monuments, places, gastronomic plates or intangibles - customs, myths, music, language, legends).

They are asked to identify the time in history where this heritage was created and will study it from a local, national and international perspective, linking it to a specific Period in History, national and World History. This aims to promote students' knowledge and respect about their local community and to see History as a useful subject to understand the past and therefore the present of humankind, as well as to understand the strong link between local, national, and international historical events.

For supporting the creative process, students are expected to develop an original argument (a script) and to represent it on a Narrative Text using a fictional or a nonfictional approach. This takes place in Language classes.

The script is then represented on a storyboard. The storyboard helps represent the graphical chronology of the story as well as its main plans / movements, the images and sounds needed to report the story and communicate the idea. The process of filming, editing and post-production of the video is made on Multimedia classes.



## APPROACH TO TEACHING & LEARNING

Collaborative learning: students work in groups to develop a collaborative project;  
Interdisciplinary teaching.

**ASSESSMENT:** Students are evaluated by the 3 teachers considering:

- the storyboard developed based on the template provided (final version)
- the feedback provided to colleagues' storyboard using the rubric provided to support this,
- the videos developed;
- peer assessment regarding their contribution to the group work,
- Individual self-reflective report developed.



## ROLES

**LEARNERS:** Students are asked to assume an active role in managing their learning. They should act as 'video-producers' when planning and creating the video, as 'researchers' when collecting information to the video, as 'film critics' when assessing the work developed by themselves and well as the colleagues.

**TEACHERS:** All the teachers will act as guides through all the stages of this interdisciplinary project. The teachers present the key concepts with the students, propose the learning tasks, intervene, and monitor the student's learning process, monitoring the process of group management, and guiding them in the development of the project. Language teacher will help and review all the written material produced. The History teachers will decide on the adequacy of the historical information presented. The multimedia teacher will support the process of video planning, editing and final production.

**OTHER:** Students are stimulated to conduct research around local history heritage by talking to local citizens and institutions.



## LEARNING ENVIRONMENT

This scenario involves using classroom space, as well as outdoor activities. The students research more deeply information about the local history and select a topic for the video. After selecting the topic, the creation of the storyboard is developed by each group of students as they exchange their ideas. The storyboard created by each group is then presented to the entire class and to the teachers. The teacher provides feedback, and a second version of the storyboard is produced in the Exchange zone. The process of video recording and postproduction is conducted inside and outside of the classroom, in multimedia classes as well as in Portuguese and History Classes. Inside the classroom, this is developed in the Create Zone, where a chroma key and a video edition studio is available. A final video is presented to the entire class. An individual self-reflection and assessment report focusing on the knowledge gained regarding the local history and the multimedia skills acquired is finally done - the tablets are available for that.



## POSSIBLE CHALLENGES

Presently letting students go outside of the classrooms can be difficult and authorization are required.

The capture of images and the legal use of content (videos, images, etc.) for video production need to be carefully considered.

The quality of the sound capture outside might not be the ideal.



## RESOURCES

- Storyboard software (e.g. <https://www.storyboardthat.com/>)
- Video Cameras
- Chroma key
- Video production software (e.g. Adobe Premiere Pro CC)
- Tablets



## LEARNING ACTIVITIES

Students will start by forming groups and research about local history and heritage (natural, cultural, gastronomic, social, or artistic). Then, they will contextualize these stories, objects or events on its specific periods in History, linking it with the National and World History (on History Classes).

After this, students will develop a script for their video using the structure of the Narrative text. They will select a nonfictional (memoir, biography, news report, documentary, travelogue, etc.) or a fictional (fairy tale, fable, legend, thriller, novel, etc.) approach (on Language Classes).

Students will then create a storyboard for the video (with indication of scenes, plans and movements by using the storyboard software presented in the Multimedia Class. Students will present their idea and storyboard to the colleagues and teachers. Feedback will be collected and incorporated in a new and final version of the storyboard will be created.

After this, students will start the pre-production phase on the video by developing the Image and Sound Capture. They will then get involved in the production and post-production phases of the videos by focusing on using video editing software.

At the end of creating the videos, students will organize a presentation for teachers and colleagues presenting all stages involved in the video creation as well as the final version of their video, which will also be presented (Final product).

At final activity, each student will be asked to create a reflective self-assessment report about this project using for this purpose the guidelines of Persuasive texts provided by the Language Teacher.



## LITERATURE TO SUPPORT

- [Managing interdisciplinary projects](#)
- [Group work rules for a high performance: Tuckman's stages of team development](#)
- [Rubrics for storyboards](#)



## LEARNING SCENARIO VIDEO

<https://www.youtube.com/watch?v=Y1rcACfinksc&t=4s>

