

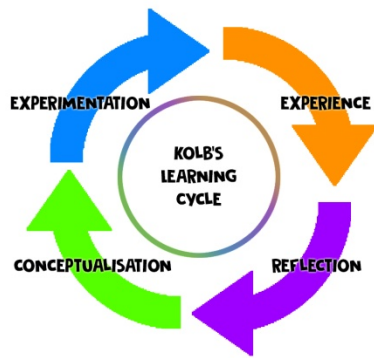
## Coventry University – Lesson plan

Date of session	19 <sup>th</sup> November 2018	Time of session	16:00 – 18:00 hrs
Lecturer's Name	Toby Mountain	Number of students	21
Module Code	A302MC	Session	Workshop / Presentation
Module Title	Professional Film Production	Level	6

Learning outcomes of the session	Assessment methods
<p>By the end of the session, students will be able to:</p> <p>Respond to feedback - identifying areas and opportunities to improve outcomes for their short film production</p> <p>Engage in the peer assessment process</p> <p>Make progress with all production documentation and fully understand requirements / expectations</p> <p>Be motivated to ensure they remain on target to complete all required elements (production / written) ahead of submission deadline</p>	<p>Observation of learner responses</p> <p>Q&amp;A</p> <p>Discussion and presentation</p> <p>Peer to Peer feedback (medal and mission)</p>

Time / stage	Learning activity
16:00 – 16:10	Welcome learners. Introduce session topic and learning objectives.
16:10 – 17:30	<p>Activity – Student groups (x7) to screen 1<sup>st</sup> drafts of their short films (3 mins each) – visual presentation and evidence of progress with production paperwork (script / risk assessment / storyboard / shooting schedule / Mise-en-Scene considerations)</p> <p>Each presentation will be followed by feedback – Q&amp;A plus medal and mission sheets</p>
17:30 – 18:00	<p>Q&amp;A – any matters arising</p> <p>Activity – Students to complete 'medal and mission' feedback sheets for course evaluation and feedback related to how the course has been taught and structured.</p> <p>Opportunity for students to progress ideas within production groups and receive 1:1 tutorial support</p>

Rationale(s) for choice of method of delivery (i.e. theoretical underpinning)
<p>Malcolm Knowles – As the teacher I will be the facilitator, designing and managing the process and procedures whilst encouraging and promoting independent learning amongst the students</p> <p>Donalod Schön – Reflection in-action / on-action</p> <p>As a teacher I will have opportunity to immediately reflect and respond to any change in circumstances or an awareness of a problem. Using the Medal and Mission feedback sheets and evaluation of how the observed session went, I will be able to reflect on teaching methods which can benefit future practice.</p> <p>Students have opportunity to reflect and respond to any change in circumstances which may affect their ongoing production outcomes. They will also be able to use the Medal and Mission feedback sheet to consider methods to improve their outcomes ahead of submission</p>



### David Kolb – Learning cycle

Experience (Do) – Students presenting and screening their work in progress  
 Reflection (Observe) – Students will be observing each other and provided with peer assessment opportunities  
 Conceptualisation (Think) – Students will be able to reflect on the feedback and discussion points throughout the session  
 Experimentation (Plan) – Students will be able to consider improvement of the experience as a result of reflection and application of learning cycle

Geoff Petty – Medal and Mission (adapted from Petty 2014: 70)

Feedforward model which presents students and teacher with information about what they have done well and areas which need improving – This is beneficial for formative assessment as it enables reflection and improvements to be made ahead of summative assessment point.

### Method to collect student feedback

Medal and Mission sheets handed out to all students for them to complete and return before the end of the session

### Reflection (To be completed after delivery of the session)

I feel the session generally went well. On reflection I could have spent more time at the beginning of the lesson arranging the furniture to ensure all learners were in production groups and actively engaged (a few students were sitting at the back of the class) The session was strongly dependent on technology and in hindsight maybe I could have set a submission deadline ahead of the session which would have given me time to collate all the films rather than expecting students to overcome any technical issues with playback of their films. I realised that the expectations for what I was wanting students to present could have been stated better as some groups had more than others to present.  
 Rather than ask students to decide who presented first, I could have used Wheel Decide to engage and make the presentation order decisions more fun and engaging.

Message sent to students via course Moodle (Wed 14<sup>th</sup> Nov)

Hello All

Please remember that every group will be screening the 'First Draft' of their short film during our next session (Monday 19<sup>th</sup> Nov) – It is really important that all groups have some work in progress to screen in order to check progress and give/receive feedback. Whether your group screen a completed first draft or just a few scenes yet to be edited will be determined by the stage your individual production group is at – I accept all groups are at different stages of production, but it is really important for you to have this feedback opportunity.

I also would like all groups to present evidence of the progress made with the paperwork aspects – Script / Risk Assessment / Storyboard / Shooting Schedule etc – ideally, a digital copy of these documents can be put on screen for discussion and feedback after you have screened your 'first draft' footage...

If you have any questions or are unsure about expectations for Monday's session, please contact Dr Allen Stroud or me directly....

Thanks & see you all on Monday,

Toby