

Learning Story Name: Book Trailer

Age range of students: 13-14

Number of students in my class: 20

Subject: English

Brief background on your school and classroom:

A secondary school in Ireland with approx. 350 students. Students come from a wide variety of backgrounds. Computers and editing software are available in the school, and nearly all students have a smartphone or tablet.

Key challenges, trends impacting your work at the school and how they link to the Learning Story:

Literacy is an important focus in the school. Many students in the school are reluctant readers. This Learning Story aims to develop important skills of students in the class and promote reading amongst all students in the school.

<p>Duration (could range from a couple of minutes to a couple of lessons)</p>	1 lesson	15-25mins Homework	1 lesson	2 lessons	2-3 lessons	2 lessons
<p>Learning Activity</p>	Dream	Explore	Map	Make	Ask and Collaborate	Show
<p>Goals (learning objectives, try to match them to your curriculum and 21st Century Skills)</p>	<ul style="list-style-type: none"> ➤ To learn about book trailers. ➤ To learn about media production. ➤ To develop communication, planning, and collaborative skills. 	<ul style="list-style-type: none"> ➤ To develop communication, planning, and collaborative skills. ➤ To develop research and evaluation skills. ➤ To reflect on their learning and work thus far. 	<ul style="list-style-type: none"> ➤ To develop media production skills. ➤ To develop communication and collaborative/feedback skills. ➤ To develop information organisation skills. ➤ To reflect on their learning and work. 	<ul style="list-style-type: none"> ➤ To develop communication and collaborative/feedback skills. ➤ To develop media production and editing skills. ➤ To reflect on their learning and work. 	<ul style="list-style-type: none"> ➤ To engage with real-world professionals. ➤ To learn about the process of media production. ➤ To reflect on their learning and work. ➤ To effectively use feedback and criticism to improve their work. 	<ul style="list-style-type: none"> ➤ To understand copyright and other online production requirements. ➤ To develop communication skills ➤ To engage with a real-world audience ➤ To reflect on their learning and work and highlight the positive use of digital media.
<p>Description (of each learning activity in the context of the learning story)</p>	<ul style="list-style-type: none"> ➤ With another English teacher I am challenging my students to create engaging and informative book trailers for a selection of books. ➤ Students are presented with a design brief which details their target audience (their fellow students in the school), the approximate length of the videos (2 to 3 minutes), and what their trailer aims to do (engage and inform the viewer, and persuade them to read the book). We then discuss the 	<ul style="list-style-type: none"> ➤ As homework, I ask students to view and critique at least 2 trailers for books of a similar genre to the book they have chosen. I ask them to collaborate so that everyone in their group doesn't review the same videos. ➤ Students record their reflections and work following their homework and their previous lesson. 	<ul style="list-style-type: none"> ➤ Using post-its/graphic-organisers/Bubbl.us, each student creates a mind map of their findings. They then share and discuss their findings with their groups. ➤ Each group discusses ideas for their book trailer and creates a storyboard detailing the information, images, sounds and transitions they wish to use. ➤ Once a storyboard is completed, I review it with the group. 	<ul style="list-style-type: none"> ➤ Using the free editing software, groups begin to produce their book trailer based on their storyboards. ➤ Students decide how they wish to fairly divide the work, (e.g. one student focuses on images, one on text, one on sound, and one on editing). Students are encouraged to use their smartphones/tablets to acquire the images/sound. 	<ul style="list-style-type: none"> ➤ Students visit the local media production company (or television studio). ➤ They are taken on a tour, and are allowed the opportunity to attend a workshop which will help to inform their knowledge and skills of media production and help inspire their work. Students could also learn about copyright, sound mixing, etc. ➤ Each group of students is given the chance to discuss/show their draft 	<ul style="list-style-type: none"> ➤ Each group uploads their book trailers to YouTube/Vimeo/etc. and shares the links on the school's Facebook/Twitter pages for parents, teachers and other students to view and comment on. ➤ Each student views the trailers and comments on them. ➤ For the purposes of assessment, the other English teacher and I review the comments on the videos, the students' online

	<p>ownership/freedom they have in the Learning Story, the schedule, and the basic assessment criteria (e.g. the aim of the Learning Story).</p> <ul style="list-style-type: none"> ➤ Students view a few examples of book trailers and we analyse them, drawing upon their prior knowledge of media, advertising, and so on. For example: the impact of the narration, music, words, images; how the trailer tries to interest us in the book; the use of transitions; how well it grabs our attention and informs us what the book is about; if it was an appropriate length. ➤ Using Padlet, I ask students to dream up and record what books they could create a book trailer for and a few sentences about what it might look like. Based on what they write, students form groups (ideally, 5 groups of 4) to discuss and finalise their choice of book, familiarise themselves with the design brief, and outline possible challenges and ideas for their trailer. They use Google Docs to collaboratively record their ideas. 		<ul style="list-style-type: none"> ➤ The other English teacher and I then develop criteria on which the book trailer will be evaluated. ➤ Students reflect on their learning/work (including the challenges ahead, etc.), which will be recorded online. 	<ul style="list-style-type: none"> ➤ Although they may wish to divide the work like this, they are still communicating with each other and coordinating their work and ideas. ➤ Throughout the two lessons, students discuss the format and design of their book trailer. ➤ I act as a guide/mentor in these lessons; encouraging their work, providing feedback and focusing students. ➤ After producing their first draft, students reflect on the lessons. They document this and their work online. 	<p>book trailer with producers/directors/etc. from the company. This is an invaluable opportunity for students to work with professionals and from the discussions students should feel more confident.</p> <ul style="list-style-type: none"> ➤ Following the tour/workshop/Q&A, students reflect on their day and tweak/finalize their book trailer. 	<p>reflections and documentations of their work, and the notes we recorded throughout the Learning Story.</p> <ul style="list-style-type: none"> ➤ We will discuss their assessment in the following lesson.
<p>Digital technologies and tools</p>	<ul style="list-style-type: none"> ➤ Padlet. ➤ Google Docs. ➤ YouTube. ➤ Vimeo. 	<ul style="list-style-type: none"> ➤ YouTube. ➤ Vimeo. ➤ Blogger/Wordpress. 	<ul style="list-style-type: none"> ➤ Post-it notes. ➤ Graphic organisers. ➤ Bubbl.us. ➤ Blogger/Wordpress. 	<ul style="list-style-type: none"> ➤ Smarthpones/Tablets. ➤ Windows Movie Maker. ➤ Blogger/Wordpress. 	<ul style="list-style-type: none"> ➤ Tour of the local media production company or television studio and a workshop/Q&A. ➤ Blogger/Wordpress. 	<ul style="list-style-type: none"> ➤ Social media. ➤ YouTube. ➤ Vimeo. ➤ Blogger/Wordpress.