



Case Study 2

Planning and teaching for effective learning

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Introduction and Background

As a Specialist Technician, my role is to help students from all courses know how to use film and audio equipment competently and increase their media literacy. My aim is to ensure students acquire the technical skill set by the end of the workshop, based on the Learning Outcome model by Briggs & Tang (2011).

Evaluation

Currently I teach independent skills through workshops like Introduction to Film Camera and Cinematic Lighting. The goal is for students to integrate and experiment with learned skills synergistically in their own projects.

After workshoping with students who have not studied media or film before, I have come to the realisation that their own explorative thoughts are based more on their own subject speciality, rather than the extra skills that they are learning in workshops with me. This creates cognitive dissonance in the learning process (Festinger 1957), leading to film work that is not as visually exciting as it could be, therefore lowering the tone of students' portfolio.

Moving forward

Drawing from Reflective Practice (Thompson & Thompson 2008) I have been working with a unit leader to counteract issues of cognitive dissonance, where students are unable to relate individual skillsets. Students may show a lack of interest because they are not sure of how to apply the skills taught in my Film and Audio workshops, due to not understanding how the workshops can be used in synergy to create something high quality for a portfolio, where media literacy is highly in demand (Reyna, J., Hanham, J., & Meier, P. C. 2018). My workshops were missing the step in between, with specific reference to lighting, framing, composition, camera motion, camera angles, lens choices, depth of field, zoom, focus, colour, exposure, and filtration, this is known as Cinematography.

Through the defining of Learning Outcomes I am able to keep the workshop based on technique rather than veering off into theory too much. However, there is a lot of freedom despite what Addison (2014) says about Learning Outcomes inhibiting local and personal interests. This way I am able to create a multi contextual approach to Cinematography. I have developed a new Cinematography workshop combining theoretical knowledge with practical demonstrations to help students achieve their desired film aesthetic, starting from May 2024.

As a specialist technician I design tasks as part of my workshops to ensure all students are engaging with media technology. I use this as a method of formative assessment (Taras, 2005). This helps me to analyse which students may need more of my time to help increase their media literacy, and develop skills. This approach is beneficial for shy students who may be hesitant to ask questions in the classroom. This ensures accessibility for tutorials, feedback, and advice in workshops to provide support and assistance to students.

(Word Count 462)

References

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