



**Making it
'Stick'
A level**

#PedagooLondon 2014

Stickability

The content we want students to leave our lessons **understanding**

The content we need students to **understand and recall/memorise** for external examinations

What is needed to make lesson content STICK?

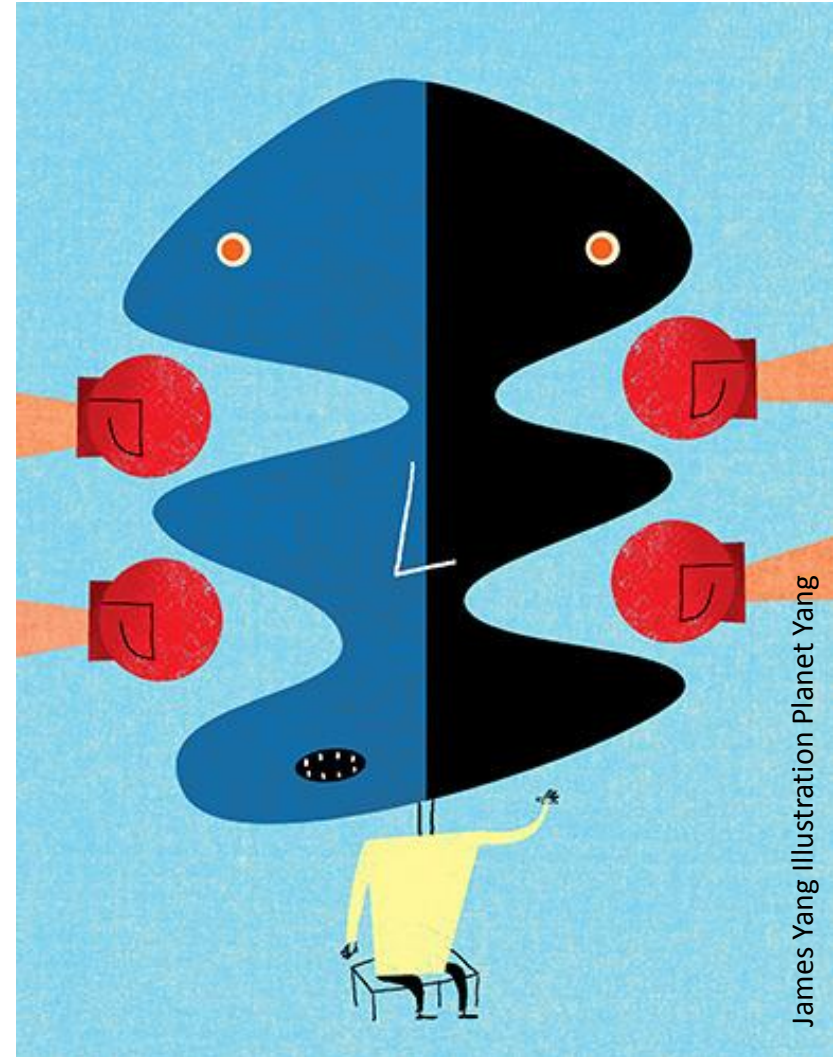
- Desire to learn (from you)
- Understanding & Memorisation



Desire to learn

@Doug_Lemov Teach Like a Champion

- ☑ Hook – Stories, Facts, Confessions, cultural relevance
- ☑ Scheme





Desire to learn

...Understand &
memorise?

Understanding & Memorisation

To learn we need to move information from short term memory to long-term:

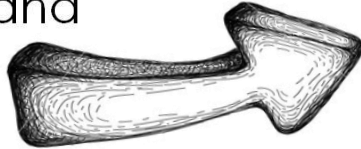
- ✘ distraction
- ✘ overload/demand on mental 'notepad'



James Yang Illustration Planet Yang

Understanding & Memorisation

- ✗ distraction
- ✗ Overload/demand on mental 'notepad'



- ☑ Move information accurately out of Short Term memory



'Stickability'

to promote necessary conditions for Long Term memorisation

ie. make sure they 'get' it to make it possible to learn it

Understanding & Memorisation 1

Visual information to begin or to assimilate

☑ Forces analysis & thought

Learning happens when you have to think hard about something – @ProfCoe

☑ Chunks

☑ Classifies & categorises

☑ Resonates

Reduce the overloading of working memory

Chunking

Cheat the limitations of working memory by anchoring new content into prior knowledge schema

Thinking

Pupils remember what they think most carefully about, so focus planning around what they'll think most about

Encoding

Organise content as stories with characters and causality as mnemonic cues

@joe_kirby Pragmatic Education

Simple Writing Structures



Digital Media Sectors & Audiences

Media Sectors: include film, TV, Audio, Publishing, Games, Website, Gaming Sector refers to the way Media makes links across sectors to co-promote products. For example Heat & Big Brother or Disney & Computer Games

Synergy refers to the way Media makes links across sectors to co-promote products. For example Heat & Big Brother or Disney & Computer Games

Types of Media Product

- Analogue** refers to traditional Media which refers to physical data - eg. vinyl records, old television broadcasts etc.
- Digital** refers to media that is digitally produced and stored eg. film, TV, audio, Publishing, Games.

Media Products & Processes

The 5 Stages of Media production are:

- 1) Pre-production
- 2) Production
- 3) Post-production
- 4) Distribution
- 5) Exhibition/Consumption

Digital Media Platforms & Devices

Platform is the means by which the media is distributed eg. TV, Cinema, Digital Download, Radio, CD, Online, DVD etc.

Devices is the way that the media product can be accessed (watched/consumed) eg. Mobile, TV, Phone, Computer, Games console.

Technology & Consumption

The Impact of Digital technology on Audiences...

1. Immediacy
2. Access
3. Convenience
4. Portability
5. Connectivity

Interactivity

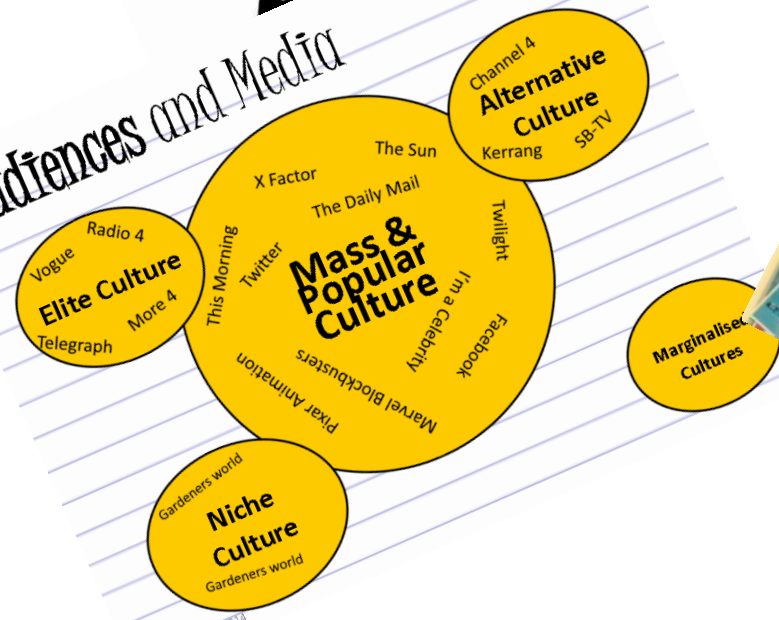
Digital Media also enables... Name a specific type of product from each of the digital sectors above. Name a task within each stage.

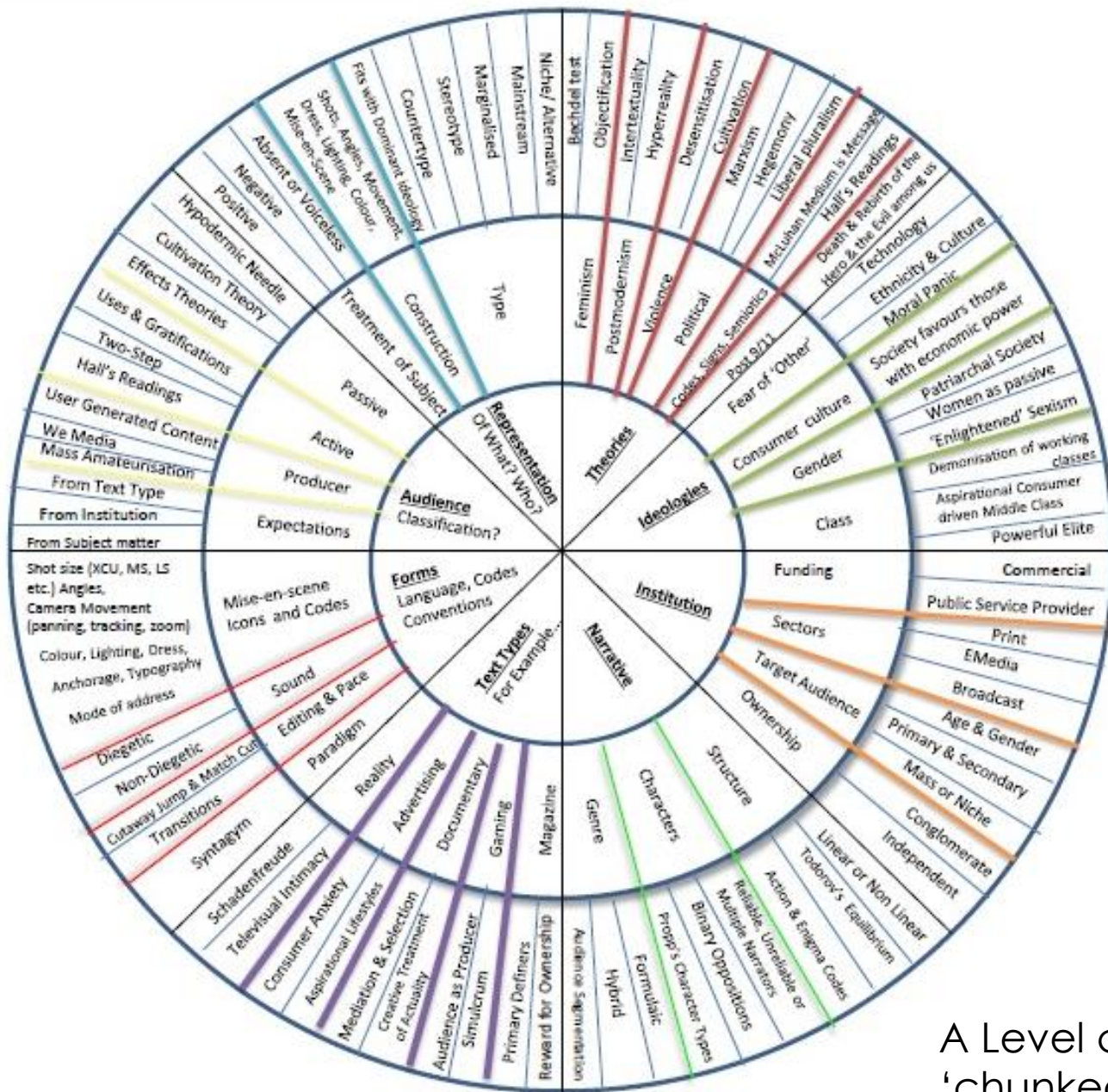
Understand ALL Key words and Terms

Types of Audience

- Primary** the Target Audience who the product is for.
- Secondary** Additional Audiences not in the Target Group - eg. older viewers for TV targeted at young people
- Marginalised** engages with the product (reader, social network etc) - eg. private convenience control individuality

Audiences and Media





A Level content
 'chunked' visually
 in Word Wheel

Understanding & Memorisation 2

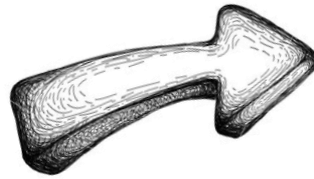
☑ Modelling

@atharby
reflectingenglish.wordpress.com

Pre-Modelling

Requires

- Knowledge
- Key words
- Planning



- ✗ distraction
- ✗ Overload/demand on mental 'notepad'

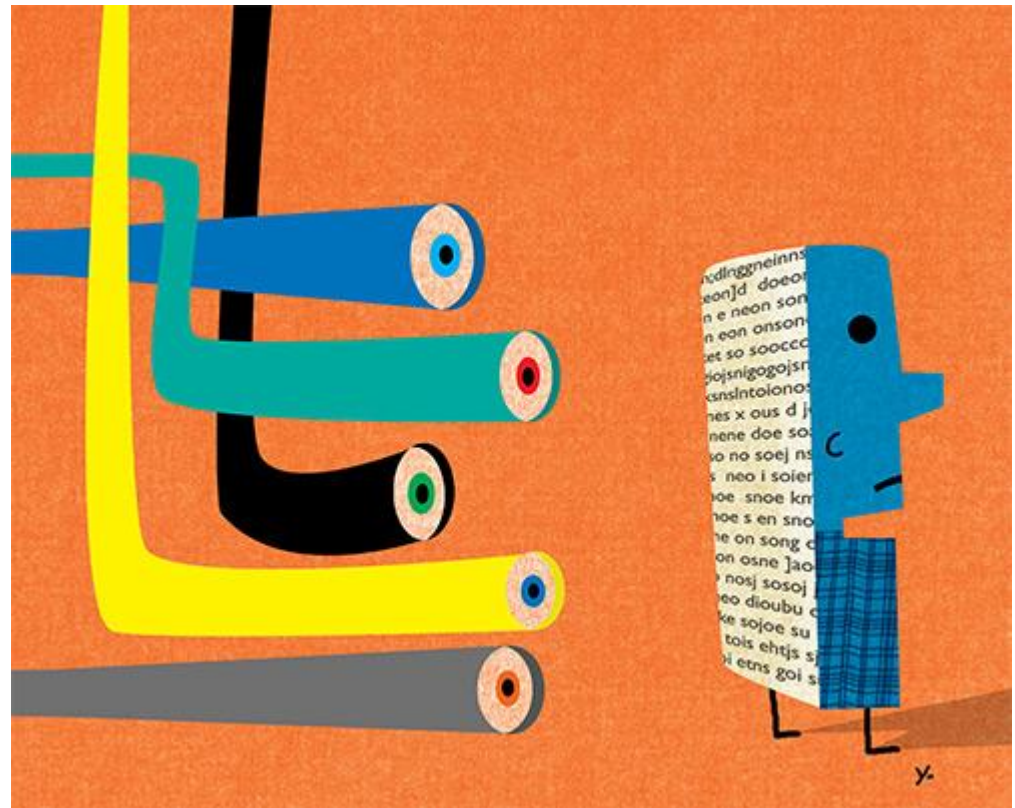
@atharby

“I have two key modelling strategies:

- 1) the use of **multiple completed exemplars**
- 2) the use of **‘live’, or shared writing**, where students and teacher co-construct a text or part of a text”

A and C grade
Exemplars

Process: Model Answers



James Yang Illustration Planet Yang

How does a student arrive at this 'mastery' of knowledge?



1

Media Forms

How are different techniques used together to compress a person's life into 60 seconds? (12 marks)

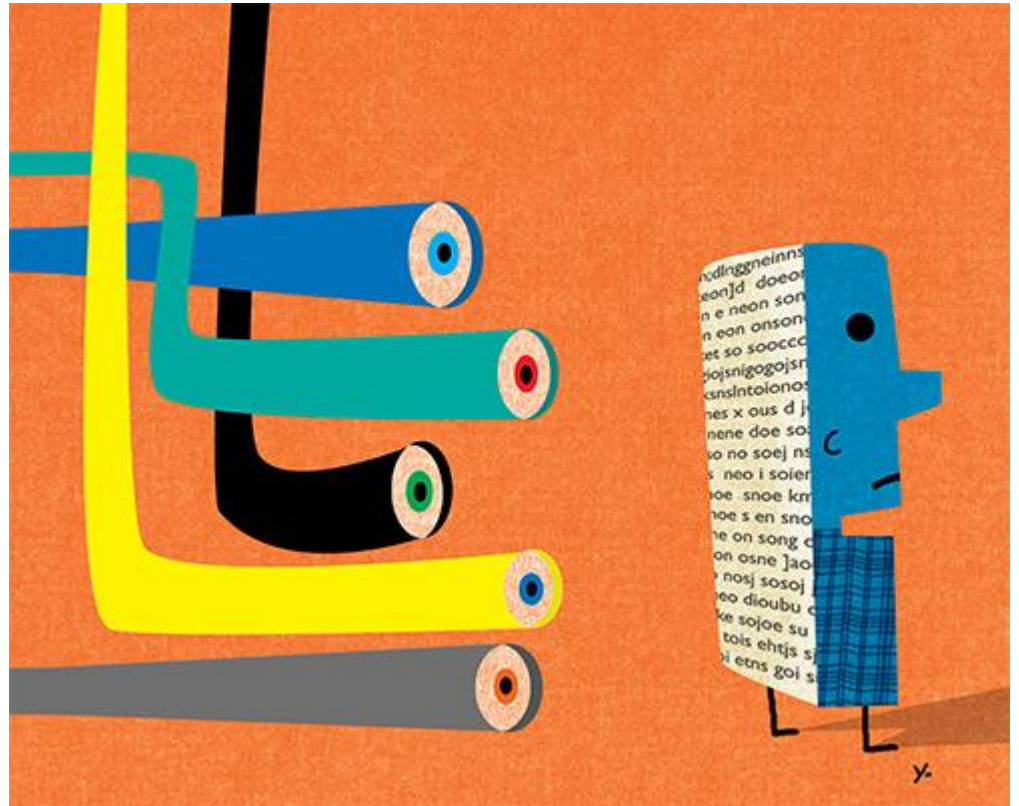
The advertisement we watched uses many different techniques to compress a person's life into sixty seconds. There is a continuing, straight-forward linear narrative in the piece, beginning in childhood, and advancing to the stage of being a grandparent. The advert itself uses simple techniques to show that time has passed, such as the girl crawling through the play-tunnel at as a toddler, and emerging as a young child (aged around 6). Candles being blown out on a birthday cake causes thing to fade to black before fading back in to show the girl now grown up, and at University.

A and C grade
Exemplars



Success
Criteria

Process: Model Answers



Success Criteria

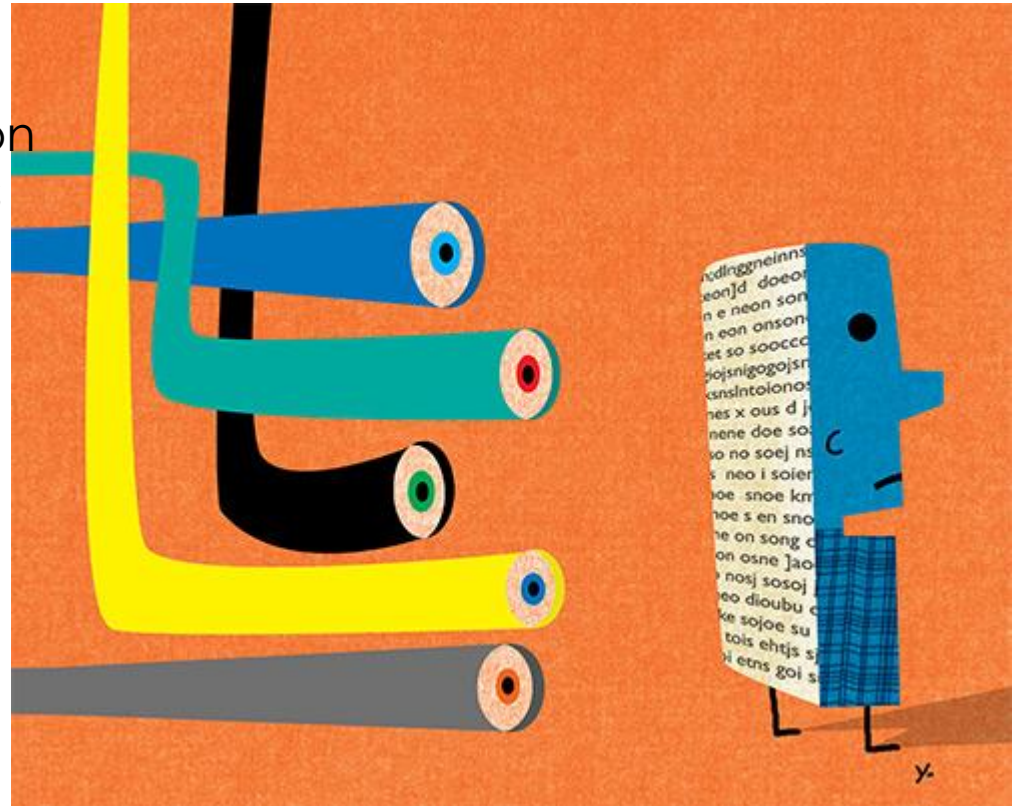
Process: Model Answers

Reference to the question	key word terminology	Details as evidence/example
Application of Media Theory	Evaluative Comments	Readability & Structure



Process: Model Answers

Based on
Success
criteria.
Shared



“live
writing”

Success Criteria

Process: Model Answers

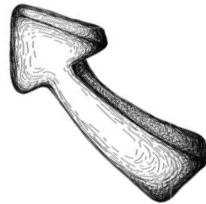
Reference to the question	key word terminology	Details as evidence/example
Application of Media Theory	Evaluat^rments	Readability & Structure



Process: Model Answers

☑ Sentence Frame

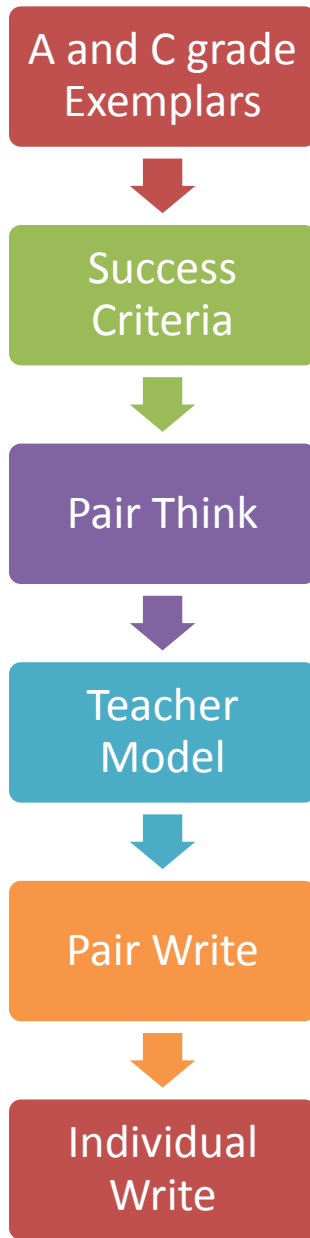
The most significant use of Mise-en-scene in the text is the domestic setting.
effective Media language
Icons
Sound



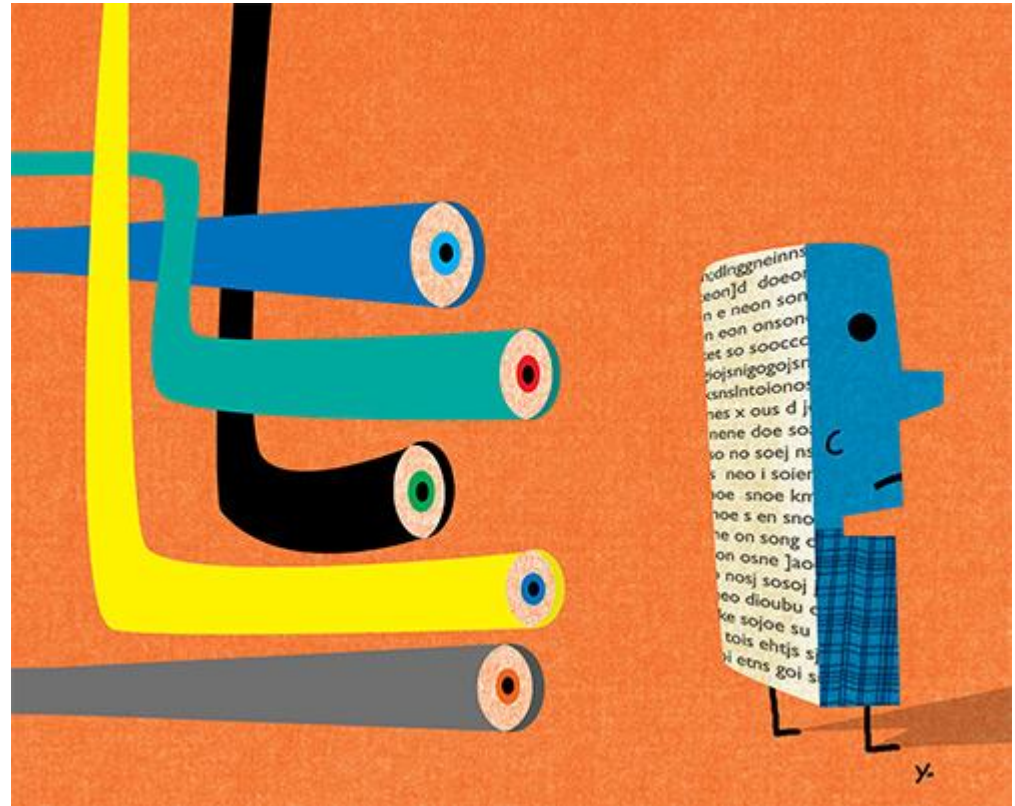
Evaluative comment, considering text as whole and making judgement

At first glance....

Doug Lemov



Process: Model Answers



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Exam Mentor Mats

AQA MEST 1 Jan 13 Section A

You are about to see Embrace Life, a British public information film made for the Sussex Safer Roads Partnership about the importance of wearing seat belts. The short film has become an international phenomenon, reaching 129 countries through social networking and video sharing sites, after it was launched on the internet in January 2010. Highly praised for its visual and emotional impact, the film has scooped a range of awards worldwide. By December 2011, the film had over 14 million views on YouTube and a Facebook group, 'This Ad Should be on TV', had been created. Executive Producer, Neil Hopkins, said that the film had originally been designed to be screened at local cinemas, on the Sussex Safer Roads Partnership website, and at local educational events. He added: 'We never dreamed that the campaign would touch so many people.'

<http://www.youtube.com/watch?v=h-8PBx7isoM>



Success Criteria

Reference to the Question	Specific Detail from the Text	Key Media Terminology
Reference to media Theory	Evaluative Comments	Readability and Structure

Media Institutions

1. How does the institution take an original and positive approach to road safety? (12 marks)

The 'Embrace Life' campaign was different from typical Public Information Films mainly because of the message being communicated to Audiences.

The expected message of these types of campaigns is that viewers will be shocked by highlighting the end consequences of actions. The Embrace Life campaign focuses on the positive outcome, although in a make-believe world, which results from wearing a seat belt – the father character in the advert is unharmed.

Opening sentence, responding to Q & making an evaluative statement

Specific detail from the text

Media Forms

2. How does mise-en-scene contribute to the impact of the film? (12 marks)

'Embrace Life' is set in an easily recognisable domestic environment, the family living room. The sofa is an icon of family security and calm. The camera shows the mother & daughter together on the sofa enjoying observing the father figure's role in the make believe game. When the disequilibrium occurs in the form of the 'crash', the action is in striking contrast to the safety of the home environment and play.

Media Terminology

Reference to the Q

Specific

Adapted from @GoldfishBowlMM – Mark Miller

Understanding & Memorisation 3

☑ Present

“I don't want to look stupid in front of people”

“I listen more and learn more when its someone I don't usually listen to”



90% of interactions are made by the same small group of students

50% of students may not participate at all

33% would like to participate more

*Participation
in the Classroom
Rocca (2010)*



James Yang Illustration Planet Yang

Understanding & Memorisation 4

Moving
Understanding to Memorisation

☑ Interleaving

Counter-intuitive process of
'learning' and memorising
many things at once



Understanding & Memorisation 4

Moving Understanding to Memorisation

☑ Testing

Test, Grade, **Spec**, **Re-test**, Grade

Digital Media Sectors & Audiences

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- Types of Media Product**
 - Analogue** traditional Media which refers to physical data – eg. vinyl records, old television broadcasts etc.
 - Digital** refers to media that is digitally produced and stored eg. film, TV, audio, Publishing, Games.

Name a specific type of product from each of the digital sectors above.

What are the advantages & disadvantages of Analogue and Digital Media?
- Media Products & Processes**

The 5 Stages of Media production are:

 - 1) Pre-production
 - 2) Production
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 - 5) Exhibition/Consumption

Name a task within each stage
- Digital Media Platforms & Devices**
 - Platform** is the means by which the media is distributed eg. TV, Cinema, Digital Download, Radio, CD, Online, DVD etc.
 - Devices** is the way that the media product can be accessed (watched/consumed) eg. Mobile, TV Phone, Computer, Games console.
- Technology & Consumption**

The Impact of Digital technology on Audiences...

 1. Immediacy
 2. Access
 3. Convenience
 4. Portability
 5. Connectivity

Give an example of each of the points above

Digital Media also enables **Interactivity** and **Personalisation**

Interactivity is ability for Audiences to interact with the product/producer. Personalisation is the consumers ability make the products personal to them
- Types of Audience**
 - Primary** the Target Audience who the product is for.
 - Secondary** Additional Audiences not in the Target Group – eg. older viewers for TV targeted at young people
 - Individual** engages with the product (reader, social network etc.) alone – privacy, convenience, control, individuality
 - Group** engages with others – (gaming, cinema, TV etc.) social interaction, competition, belonging, sharing.

State how media can be interact and personalised

Good Practice Shared

Desire to Learn –
Hooks

Visual Content

Modelling

Presenting

