

Project-based Learning Curriculum for iPads

Inquiry and Interviews:

Using iMovie to Present Ideas and Argument



Why Interviews?

Once you attempt to conduct an interview yourself, you will see that it is not as simple as it looks. Many steps go into planning and executing an interview that require the interviewer to utilize literacy skills at an advanced level. When students encounter this experience, they are thinking and learning in ways that we can't always make available in one activity. They need to research, plan, organize, develop ideas, form questions, interact with others, and consider the final product.

Why iMovie?

iPads make it easy to film an interview, and the iMovie app allows the students to organize and manipulate interviews to create a final product that reveals many layers of critical thinking.

Interview Resources:

<http://www.npr.org/templates/story/story.php?storyId=5625218>

<http://learning.blogs.nytimes.com/2010/09/20/beyond-question-learning-the-art-of-the-interview/>

STAGE 1: Desired Results

Established Goal(s): The students will create short, interview-based, documentaries, that weave together various opinions and ideas to present a cohesive argument.

Understandings:

Students will understand that...

- Strong arguments take into consideration a variety of opinions
- Arguments can be presented in multiple mediums.
- The presentation of ideas requires awareness of audience and performance

Students will know:

- Ideas can be presented visually.
- The interview process requires a careful consideration of various questioning strategies.
- Creating an iMovie is similar to writing an essay in that both require brainstorming, idea development, planning/outlining, execution, and presentation.

Essential Questions:

- How is inquiry driven by questions?
- How can questioning and the interview process lead to learning?
- How does the input of others inform and impact your own thinking?

Students will be able to:

- Write an inquiry topic question.
- Create and evaluate interview questions.
- Identify individuals who will be able to provide valuable responses to the questions.
- Evaluate responses and determine relevancy.
- Organize their own thoughts and those of others.
- Present footage that sounds and looks professional.
- Provide supportive and constructive feedback on the work of their peers.

STAGE 2: Assessment Evidence**Performance Task(s):**

- Students will develop topic questions to drive their inquiry and meet with the teacher to discuss their areas of interest.
- Students will screen their interview films for the class.

Other Evidence:

- Students will develop 3-5 interview questions and test them out on their classmates in a workshop planning session.
- Students will provide feedback on the films of their classmates.
- Students will reflect on the process of inquiry, interview, filming and editing and compare the overall process to that of writing.

STAGE 3: Learning Plan (selected)

- **Documentary Study:** Students will watch *Our Time*, an interview-based documentary in which 4 recent college graduates tour the country interviewing young people about popular perceptions of their generation, and write critiques in which they explain whether or not the filmmakers had a clear topic, strong questions, and selected the best people to interview. They will also consider whether or not the filmmakers learned what they hoped to learn from the process of interviewing.
- **Socratic Seminar:** Students will take turns presenting their ideas and gathering feedback and suggestions from their peers.
- **Screening:** All students will present their films to the class. Students in the audience will be asked to complete a questionnaire about the film (on their iPads) and return it to the filmmaker via email.

Using iMovie to present ideas & research

Inquiry and Interviews

Why interviews?

- Develop questions
 - Topic/research questions
 - Discussion questions
 - Survey questions (yes/no)
- Take Action
 - Approach others
 - Make your concerns known to the community
 - Think about how to find answers your questions

Why iMovie?

- It's easy!
- It's on Self Service
- Students need to think carefully & critically about how to best organize their ideas in order to present an argument or a claim.
- Students need to make decisions about using:
 - Text; Video; Still images/photography; text; music/sound effects, etc.

A few ideas

- **English**: Have your students take the role of characters in a book and create a “mockumentary” that focuses on an event in a book/play.
- **Math**: Have students interview each other about how they solve problems (metacognition).
- **Social Studies**: Create historical interviews, where students take on the personality of a famous person from history. Or, interview members of the community on matters of social concern.

Unit plan for Inquiry & Interviews

- This is a plan that I have used in Centering in preparation for the end-of-year films the student are creating.

Instructions for iMovie

- Download iMovie from Self Service.
- Tap on the + to create a new film.
- Tap on the camera in the middle of the screen to "record from camera."

To add another interview, tap on the movie icon on the right side of the screen.

Record

- Tap on the red button at the bottom of the screen to record.
- When you are done, tap "Use."
- Your interview clip will appear at the bottom of the screen.
- To record another interview, tap on the movie camera on the right side of the screen.

Titles

- When you are done with all of your interviews, tap twice on the clip to add a title.
- If you want to edit the length of the clip, you can press down on the yellow dots and slide to create the length you would like.

Getting the movies of the iPad

- Just download onto a computer!
- Or, upload onto Vialogues.com.