

Film education outcomes: question template

1. Background

This paper provides example questions for use in evaluation research by partner organisations funding projects for 3-19 year olds.

Separate questions are provided for use with two groups:

- a). Young people participating in funded activity;
- b). Project leaders or providers.

The questions are divided into two types: those that measure intrinsic value, and those focused on instrumental value:

The **intrinsic value** of film education derives from enjoyment, appreciation, knowledge and understanding of the film experience for its own sake. It can be explored from three inter-related perspectives: cultural access, critical understanding and creative activity.

- *Cultural Access*

The opportunity to choose from a broad range of films and so get a better understanding of our and other people's culture, way of life and history.

- *Critical Understanding*

The confidence to look behind the surface of the screen, to understand a film's intentions, techniques and qualities.

- *Creative Activity*

The opportunity to make film and moving image, to have some understanding of the technical and creative process that allows the effective expression of a story, a mood or an idea.

(Film Education: 21st Century Literacy, 2008)

The **instrumental value** of film education derives from improvements in young people's knowledge, understanding, attitudes, behaviour and well-being, which may not be specific to the experience of film but have a wider impact on their lives and subsequent career choices.

The questions are designed to measure a range of commonly recognised film education learning outcomes associated with intrinsic and instrumental value (see Appendix 1 for further details). They are provided as examples only, and funders and project providers are free to adapt them or add to them as they see fit.

2. Using this template

- Partner organisations are encouraged to use these questions either by incorporating them into existing monitoring and evaluation tools and forms, or by creating standalone surveys, interview schedules or other data collection frameworks for use by funded projects.

- The final research design should be left up to the funder and/or the project provider. In some cases it may be appropriate to conduct evaluation research (e.g. a questionnaire survey) before and after a project, to establish baseline data for comparison with post-completion responses. The questions in this template are framed for use in a post-completion survey (i.e. to be completed by someone after a project has finished) but they can be adapted for use in a before-and-after design.
- The example questions supplied here are formatted for use in a standard questionnaire survey, but they are appropriate for use in other research designs, with some common sense modification.
- Survey techniques can be used in conjunction with other forms of evidence gathering, including interviews and individual case studies, examples of written or creative work, teacher or educator assessments, participant observation accounts etc., in order to build the most appropriate and fully rounded account of project outcomes. These alternative methods are also perfectly acceptable for use in their own right, and the final choice should be determined by the nature of the target group and the project, and the resources available for evaluation (including time, money and experience of the person conducting the research).
- The language and format used to frame questions for young people should be tailored to suit the target age group. Younger children will require simpler and more direct questions, while older respondents may be able to answer more complex questions.
- The questions for project leaders or providers are intended to frame their evidence gathering by providing a checklist of outcomes they should seek to measure, where appropriate to do so.

3. Example questions for young people

Intrinsic value: cultural access outcomes

Appropriate for projects that expose young people to a wide range of films

1. Did you watch any types of film that you have not ever watched before?

Yes No

2. Which of the following types of film did you watch?

(please tick all that apply)

- A film that wasn't in English
- A film that was made in another country, other than the US
- A film that was made a long time ago
- A short film
- A documentary
- A film with no actors I recognised
- A film that made me think about important issues
- A film that used images or sound in unusual or interesting ways

3. Of the different types of film you watched, had you seen anything like it before?

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| A film that wasn't in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A film that was made in another country, other than the US | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A film that was made a long time ago | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A short film | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A documentary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A film with no actors I recognised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A film that made me think about important issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A film that used images or sound in unusual or interesting ways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Thinking about the different types of film you have watched, do you agree or disagree with each of the statements below?

*(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)*

- | | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am willing to take a chance and choose unfamiliar types of film to watch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I prefer to watch the type of films I am used to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel more confident about recommending unfamiliar types of film to my friends and family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am reluctant to choose a film to watch I have never heard of before | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know where to look for different types of film to see on DVD, at the cinema and online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Intrinsic value: critical understanding outcomes

Appropriate for projects that aim to develop young people's analytical, critical and evaluative skills

5. Thinking about the things you've learned during this project, do you agree or disagree with each of the statements below?

*(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)*

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I understand more about the way films are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at describing film using technical terms like genre, story, character etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have learned nothing new about the way films are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I watch films now, I am more likely to think about how they were made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am much clearer about what makes a film good or bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy watching films more now that I understand how they work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. On a scale of 1 to 10, how confident are you about doing the following:

*1= not at all confident
10= very confident*

Figuring out all the different things going on in a film	
Thinking about how different elements of a film (like the script, sound and cinematography) contribute to story-telling	
Describing a film to someone <u>who hasn't</u> seen it	
Explaining what makes a film good or bad to someone <u>who hasn't</u> seen it	
Discussing how good or bad a film is with someone <u>who has</u> seen it	

Intrinsic value: creative activity outcomes

Appropriate for projects that provide young people with the opportunity to make their own films or moving image creations

7. Have you ever made a film or moving image project before?

Yes No

8. Which of the following elements of filmmaking did you get involved in?

(please tick all that apply)

- Screenwriting and/or storyboarding
- Doing background research for the story
- Making props or scenery
- Making costumes
- Doing make-up or hair
- Choosing locations for filming
- Setting up the lighting
- Using a camera
- Operating sound equipment
- Directing
- Acting or performing in the film
- Editing
- Composing the music or choosing the soundtrack
- Adding sound effects
- Creating visual special effects
- Adding titles or captions
- Animation

9. Of the different elements you were involved in, had you done anything like it before?

- | | Yes | No | N/A |
|--|--------------------------|--------------------------|--------------------------|
| Screenwriting and/or storyboarding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Doing background research for the story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making props or scenery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making costumes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Doing make-up or hair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Choosing locations for filming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Setting up the lighting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using a camera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Operating sound equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Directing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acting or performing in the film | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Editing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Composing the music or choosing the soundtrack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adding sound effects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creating visual special effects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adding titles or captions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Animation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Did you learn any new film making techniques during this project?

Yes No

11. Thinking about the creative work you have done, do you agree or disagree

with each of the statements below?

*(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)*

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I am more aware of what I am good at when I'm being creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at telling stories using sound and moving pictures than I thought I would be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given the opportunity, I would like to make more films in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy making films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This practical experience has given me a better idea of how films work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now that I've made a film of my own, I feel better able to judge the quality of films I watch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. On a scale of 1 to 10, how confident are you about doing the following:

1= not at all confident
10= very confident

Using the techniques I have learned to make my own films in future	
Using film to express my thoughts, opinions and feelings on subjects important to me	
Sharing films I have made (or that I plan to make) with friends and family	
Working with other people my age on joint film making projects	

Instrumental value: improved attitudes towards learning and participation
Appropriate for most types of project

13. Thinking about the project you've been involved in, do you agree or disagree with the following statements?

*(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)*

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
Since doing the project I feel much better about school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been going to school or college more regularly than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning helps to improve my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am much better at taking part in group activities than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instrumental value: enhanced personal, emotional and social skills

Appropriate for most types of project

14. Thinking about the project you've been involved in, do you agree or disagree with the following statements?

*(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)*

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
About myself					
I am better at recognising my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at recognising the achievements of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel better about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at taking the initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more comfortable in expressing my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel much better about getting on and doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident that I can get things done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at coming up with my own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to question the way things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at making choices based on evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more realistic in setting goals for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a better understanding of my strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can concentrate on important tasks better than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at managing my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can plan ahead better than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)

Strongly agree Agree Neither Disagree Strongly disagree

About my feelings

I am more comfortable expressing my feelings to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can cope better with difficult or uncomfortable feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About other people

I have a better understanding of people who are different from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to accept people who are different from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a better appreciation of different cultures to my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more aware of important social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at communicating with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident in presenting my ideas and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a better team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I behave much more considerately towards other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instrumental value: improved understanding of film and the creative industries

Appropriate for most types of project

15. Thinking about the project you've been involved in, do you agree or disagree with the following statements?

(Please tick only one box for each statement.
Tick 'Neither' if you don't have a view
one way or the other)

Strongly agree Agree Neither Disagree Strongly disagree

I know more about the different jobs within the film industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having learned about film, I would like to work in the industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more aware of how bad film piracy can be for people who make and sell films legally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am less likely to watch pirated DVDs or films downloaded from illegal file sharing sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I now have more interest in the things involved in making films, like writing, composing music, acting etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Example questions for project leaders and providers

Intrinsic value: cultural access outcomes

Appropriate for projects that expose young people to a wide range of films

1. Did you screen a range of films that participants may not have watched before?

Yes No Don't know

How do you know whether the types of film screened were new to the audience?

2. Which of the following types of film did you screen?

(please tick all that apply)

- Foreign language
- Films made outside the UK or US
- Films made before 2000
- Archival film
- Documentary
- Short film
- Films with challenging themes or content
- Animation from outside Hollywood

Other (please state):

3. Have participants enjoyed watching a range of unfamiliar films?

Yes No Don't know

How do you know?

4. Are participants now more likely to seek out unfamiliar types of film for their

own viewing pleasure?

Yes No Don't know

How do you know?

5. Are participants more confident in recommending unfamiliar types of film to their peers, friends and family?

Yes No Don't know

How do you know?

6. Are participants more aware of where and how to access non-mainstream films across all platforms (e.g. cinema, film clubs and societies, festivals, archives, DVD, multi channel TV and online)?

Yes No Don't know

How do you know?

Intrinsic value: critical understanding outcomes

Appropriate for projects that aim to develop young people's analytical, critical and evaluative skills

7. Do participants have an improved understanding of the techniques, language and conventions used in film and the messages and sensations they convey?

Yes No Don't know

How do you know?

8. Have participants improved their critical skills in analysing and assessing films?

Yes No Don't know

How do you know?

9. Are participants more confident in critically analysing and evaluating films, and sharing and debating their conclusions with others?

Yes No Don't know

How do you know?

10. Has the project enhanced participants' enjoyment of film in all its richness, through improved understanding of the way films create meaning and sensations?

Yes No Don't know

How do you know?

Intrinsic value: creative activity outcomes

Appropriate for projects that provide young people with the opportunity to make their own films or moving image creations

11. Which of the following tasks did participants get involved in?

(please tick all that apply)

- Screenwriting and/or storyboarding
- Doing background research for the story
- Making props or scenery
- Making costumes
- Doing make-up or hair
- Choosing locations for filming
- Setting up the lighting
- Using a camera
- Operating sound equipment
- Directing
- Acting or performing in the film
- Editing
- Composing the music or choosing the soundtrack
- Adding sound effects
- Creating visual special effects
- Adding titles or captions
- Animation

12. Did participants get involved in any tasks that were new to them?

Yes No Don't know

How do you know?

13. Has the project improved participants' practical, technical and performance skills?

Yes No Don't know

How do you know?

14. Has the project enhanced participants' creative skills to make and share films for enjoyment, self expression, communication and participation in public debate?

Yes No Don't know

How do you know?

15. Are participants now more aware of their own creative talent(s)?

Yes No Don't know

How do you know?

16. Are participants more confident in using film to make their voice heard on matters of personal, community, national and international importance?

Yes No Don't know

How do you know?

Instrumental value: improved attitudes towards learning and participation

Appropriate for most types of project

17. Are participants showing improved attendance rates at school, college or youth service schemes?

Yes No Don't know

How do you know?

(e.g. school/college attendance records)

18. Do participants show improved motivation to learn at school or college?

Yes No Don't know

How do you know?

(e.g. teacher/educator/youth worker feedback)

Instrumental value: enhanced personal, emotional and social skills

Appropriate for most types of project

19. Do participants show improvements in any of the following areas?

	Yes	No	Don't know
Self esteem (e.g. they recognise the value of their, and others', achievements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence (e.g. they are able to take the initiative and be assertive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation (e.g. working towards goals, being persistent, resilient & optimistic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking (e.g. generating & exploring ideas & making original connections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking (e.g. analysing & questioning information, making informed choices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective learning (e.g. evaluating own performance, setting goals & success criteria)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration (e.g. independent thinking, dedication to a task)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management (e.g. being punctual, timely task completion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning (e.g. organising tasks by stage, assessing risks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing their feelings (e.g. how they express emotions, cope with difficult feelings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy (e.g. more tolerant and accepting of different people and cultures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of social and moral issues (e.g. discrimination, conflict, relationships etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team working skills (e.g. negotiation, delegation, accepting compromise, leadership)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour (e.g. being more considerate towards others, civility etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you know?

Instrumental value: improved understanding of film and the creative industries

Appropriate for most types of project

20. Do participants show improved awareness of career options in film and creative industries?

Yes No Don't know

How do you know?

21. Do participants show improved respect for creativity and intellectual property rights?

Yes No Don't know

How do you know?
(e.g. self reported decrease in use of pirated DVDs; greater understanding of the negative impact of film theft)

22. Are participants more interested in other creative processes involved in films, including writing, photography, composing, choreography, acting and directing etc.?

Yes No Don't know

How do you know?

[end]

Appendix 1

Film: 21st Century Literacy

Exemplar outcomes

1. Background

The UK-wide film education strategy, *Film: 21st Century Literacy*, aims to give all young people the opportunity to experience and learn about film in all its richness and creative possibilities.

This aim can only be achieved if key stakeholders (including policy-makers, funders and film agencies, local authorities, educators, film practitioners and providers, parents/ care givers and young people) recognise the value of film education and support its wider adoption within formal and informal learning settings.

To this end, the UK-wide film education strategy includes a work strand dedicated to advocacy and thought leadership. This is intended to give film education a strong and cohesive identity, leading to increased policy interest and, ultimately, to film education attracting the resources necessary to sustain high quality learning opportunities for all young people.

One assumption underlying this work strand is that the case for film education can be strengthened by taking a co-ordinated approach to gathering evidence of its outcomes and impact across film-related activities aimed at 3-19 year olds funded by UK Film Council partners.

This appendix sets out exemplar outcomes of film education activity to help inform evaluation of funded projects, including those that are not directly linked to delivery of the UK-wide film education strategy.

Partner organisations will be expected to use these exemplar outcomes when requesting evaluation evidence for all projects they fund that are specifically aimed at 3-19 year olds, including audience, exhibition and production based activity. However, providers should not be expected to report against all the outcomes; they should be free to pick and choose those that are most relevant to their activity and specific goal(s).

2. Film education outcomes

The exemplar outcomes described below have been selected on the basis of how commonly they appear in the evaluation research literature for film and moving image education. They have been distilled from the following sources:

- Charter for Media Literacy (Media Literacy Task Force).¹
- Framework of personal, learning and thinking skills (QCA).²
- This Much We Know: Creative Partnerships Approach and Impact (Arts Council England, February 2007).³

¹ <http://www.medialiteracy.org.uk/>

² http://curriculum.qca.org.uk/uploads/PLTS_framework_tcm8-1811.pdf?return=/key-stages-3-and-4/skills/plts/index.aspx

- Secondary National Strategy for School Improvement guidance on Social and Emotional Aspects of Learning (SEAL) for secondary schools (April 2007).⁴
- Special Effects: The distinctiveness of learning outcomes in relation to moving image media (BFI, Creative Partnerships & NFER; November 2007).⁵
- Film Education Data Collection Guidelines (February 2008)
- Evaluation of Northern Ireland Screen's *A Wider Literacy* (BDO Stoy Hayward; November 2008).
- Background briefing about Film Club activities prepared in November 2008.
- Find Your Talent Evaluation Final Outcomes/Outputs Framework (SQW Consulting; December 2008).

The outcomes, which refer only to the direct impact of film education on young people (as opposed to benefits accruing to the providers), are organised in two main categories: those that reflect and demonstrate the **intrinsic** and **instrumental** value of film education.

2.1 Intrinsic value

The intrinsic value of film education can be explored from three inter-related perspectives derived from the 3 Cs: cultural access, critical understanding and creative activity.

Cultural access outcomes

- Broadened experience of different kinds of film (e.g. young people have watched and enjoyed films in a foreign language; those made independently of the Hollywood studios; archive films; short films; documentaries etc.).
- Increased likelihood of seeking out a wide range of films (including specialised titles) for their own viewing pleasure.
- Greater confidence in recommending a wide range of films (including specialised titles) to peers, friends and family.
- Improved awareness of where and how to access specialised films across all platforms (e.g. at cinemas, film clubs and societies and festivals, in public archives, on multi-channel television and online).

Critical understanding outcomes

- Improved understanding of the techniques, language and conventions used in film and the messages and sensations they convey.
- Improved critical skills in analysing and assessing films.
- Greater confidence in critically analysing and evaluating films, and sharing and debating their conclusions with others.

³ <http://www.creative-partnerships.com/research-resources/research/creative-partnerships-approach-and-impact,80,ART.html>

⁴ http://www.bandapilot.org.uk/secondary/resources/welcome_page/sns_ssealguidance0004307.pdf

⁵ <http://www.nfer.ac.uk/research-areas/pims-data/summaries/special-effects-the-distinctiveness-of-learning-outcomes-in-relation-to-moving-image-media.cfm>

- Enhanced enjoyment of film in all its richness through improved understanding.

Creative activity outcomes

- Enhanced creative skills to make and share films for enjoyment, self expression, communication and participation in public debate.
- Better awareness of their own creative talent(s).
- Improved practical, technical and performance skills (e.g. camera use, lighting, sound; screenwriting and storyboarding; directing; editing; acting; animation; special effects).
- Greater confidence in using film to make their voice heard on matters of personal, community, national and international importance.

2.2 Instrumental value

The instrumental value of film education is addressed by those outcomes related to improvement in young people's knowledge, understanding, attitudes, behaviour and well-being, which may not be specific to the experience of film but have a wider impact on their lives and subsequent career choices.

Improved attitudes towards learning and participation

- Better attendance at school, college or youth service schemes.
- Improved motivation to learn at school or college.

Enhanced personal, emotional and social skills

-Personal

- Improved self esteem (e.g. they recognise the value of their achievements, and can acknowledge the value of others' work and contributions).
- Improved confidence (e.g. they are able to take the initiative, and deal assertively with others).
- Greater motivation (e.g. working towards goals, being more persistent, resilient and optimistic).
- Improved creative thinking (e.g. by generating and exploring ideas and making original connections).
- Enhanced critical thinking (e.g. analysing and questioning information, making informed choices on available evidence).
- More reflective learning (e.g. by evaluating their own strengths and weaknesses, and setting realistic goals and success criteria).
- Improved concentration.
- Better time management.
- Improved planning skills.

-Emotional

- Better at managing feelings (e.g. how they express emotions, cope with and change difficult and uncomfortable feelings, and increase and enhance positive and pleasant feelings).

-Social

- Increased empathy and better understanding of social and cultural diversity (e.g. more tolerant and accepting of different people and cultures).
- Increased awareness of social and moral issues (e.g. discrimination, equality and fairness, racism and disability, bullying and inter-personal violence, conflict, relationships and sex, drugs and alcohol etc.).
- More effective communication and presentation skills.
- Enhanced team working skills.
- Better behaviour.

Improved understanding of film and the creative industries

- Better awareness of career options in film and creative industries.
- Improved respect for creativity and intellectual property rights.
- Increased interest in other creative processes involved in films, including writing, photography, music, choreography, acting and directing.

[end]